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Mobile Learning at Work

Practical perspectives to help
implement mobile technologies effectively

This report has been written by Towards Maturity, building
on its extensive benchmark research since 2003 with over
2200 organisations.

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Foreword by Upside Learning

Towards Maturity's In-focus Report

We have always believed that mobile will be the future of learning, and have taken necessary steps to align our solutions and services to this domain. 2013 is going to see an explosion of mobile devices in learning, be it at workplaces or in education; this, we believe, is going to be the year of the tablets and smartphones. And for us, at Upside Learning, e-learning on iPads (tablets) and mEnablement (as we call it) will be our key themes through the year. So supporting Towards Maturity's In-focus report on m-learning was a natural extension of this quest.

We take great pride in presenting 'Mobile Learning at Work', a comprehensive report aimed at helping organisations to take an informed approach regarding m-learning implementation. We firmly believe that this report, with its deep analysis of research data, will be a great guide for organisations getting started with mobile learning.

If not already adopted, mobile learning is now certainly featuring in most strategy discussions within L&D teams in large and small enterprises. Even though some large organisations have started using mobile technology to empower their workforce, for most others the question still remains – how do we actually use it in the workplace? Training departments are unsure how to design, develop and implement a successful m-learning strategy that works for their organisations.

'Mobile Learning at Work' identifies the key trends in m-learning and helps organisations to understand what other organisations are doing with this learning technology. It shows how organisations are rising against the odds to answer the changing learning needs of their ever growing mobile workforce, making the best use of breakthrough technological innovations. It also indicates the general scale of adoption of this innovative technology and assists in making informed decisions regarding m-learning implementation. Backed by strong numerical data, the report also highlights the benefits gained by some organisations from mobile Learning, and lays a road ahead for organisations to adopt it.

Lastly, we would also like to acknowledge Towards Maturity's extensive hard work in compiling this report. We hope that it encourages organisations to think of m-learning with a clear perspective and proves to be of immense help in their m-learning endeavour.

Amit Garg
Director of Custom Learning Solutions at Upside Learning

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Introduction

Mobile devices are becoming ubiquitous in business – but fewer than half are using them in learning and development. Organisations of all sectors, sizes and locations are getting started with m-learning, but is this just the latest hype? Are organisations jumping on the bandwagon without evidence of real and positive impact on their learning and development practices? This report gives practical ideas to help *address the perceived challenges* faced, *build confidence* in the results and support the *implementation of m-learning in* the workplace.

Rapid growth in usage

With the rapid increase in availability of mobile connectivity, some 15% of the population now have smartphones[1] and 31% have phone internet data connections (up from 24% in November 2011). However, we have yet to see 'workplace learning' or 'learning and development' listed as significant activities in statistical reports of mobile behaviours.[2]

Usage of mobile devices in workplace learning has been tracked by Towards Maturity since 2006. Data in this report is drawn from the Towards Maturity 2012-13 online Benchmark review[3] with contributions from over 500 Learning and Development professionals spanning a range of 28 industries and 37 nations.

In past studies we analysed the implementation activity of "e-mature" organisations and grouped behaviours into six workstreams that we describe in the **Towards Maturity Model**. We define *top learning companies* as those that are in the top quartile for the Towards Maturity Index (see References for further detail).

Our study of mobile learning in this report focuses on the technology rather than its many applications. Ashridge[4] provides a useful definition of mobile learning:

"Handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning."

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[1] www.phonecount.com
[2] http://mobithinking.com/mobile-marketing-tools/latest-mobile-stats/d#mobilebehavior
[3] www.towardsmaturity.org/benchmark2012
[4] Going mobile in executive education. Ashridge, 2011.

Don't get left behind

Top learning companies are more likely to be using mobile devices in learning – including smartphones, PDAs, tablets, and other handheld devices. These organisations are also realising the greatest impact from their use of learning technologies as a whole. However, supporting m-learning is just one of many contributing factors to success.

### *47% of respondents are using mobile devices (up from 36% in 2010)*

This proportion rises to **65%** of organisations in the top quartile for the Towards Maturity Index.

Top learning companies are also more likely to be using and developing mobile apps.

25% are developing and using mobile apps in L&D (up from 20% in 2010)

The proportion developing mobile apps rises to **41%** in the top learning companies.

Figure 1 Uptake of mobile devices related to Towards Maturity Index
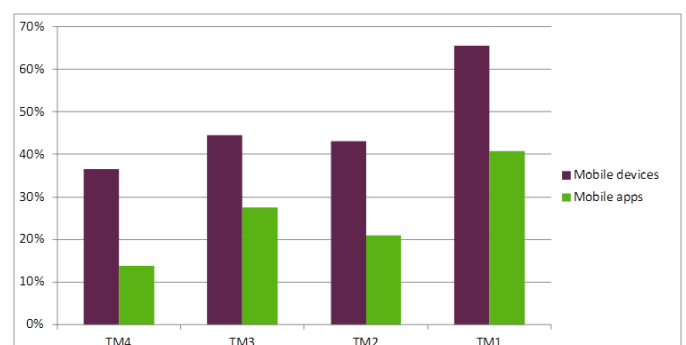
The industry sectors with the highest use of mobile devices in our sample are:

- Consultancy (80%)
- Commercial training providers (60%)
- Further and higher education (55%)
- IT and telecoms (55%)

Private sector organisations are more likely to be using m-learning than those in the public or not-for-profit sectors.

Those that have been using learning technologies for a longer period and have successfully embedded e-learning in every aspect of their business are also more likely to offer m-learning and much more likely to develop learning apps for mobile devices.

However, organisation size has little effect on the likelihood of using mobile devices or apps or plans to use them in the future.

Many organisations not already using mobile devices are planning to start m-learning in the next 2 years. Several respondents specifically mention increasing their use of iPads and tablet computers. However, uptake is slower than anticipated with few actually adopting mobile devices in their planned time scale.

Figure 2 Actual and predicted levels of mobile use
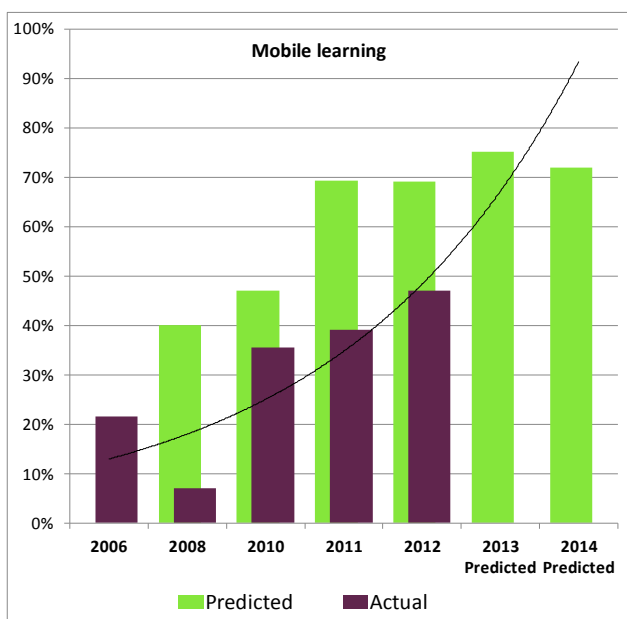
Note that both actual and predicted usage represent a higher proportion of the TM sample of 500 organisations than reported in the June 2012 ASTD report '**Mobile Learning – Delivering Learning in a Connected World[5]'** (Similar sized survey reporting that one-third are using mobile devices now: over half will be using them within the next 3 years).

"We are moving away from the "traditional" classroom set-up with desktop PCs to more mobile and flexible options using mobile devices." (Irina Matthews, Shropshire Council, County Training)

The leapfrog phenomenon

Whilst those with established e-learning programmes might be looking to extend their delivery platforms to include mobile devices, others are bypassing the desktop altogether as this quote from Eversheds illustrates:

"We continue to look for the best platform to support our strong need for mobile learning and we feel that many future projects will leapfrog the desktop PC and go straight to mobile." (E-learning Specialist, Eversheds LLP)

Usage varies across the world, although sample sizes from some continents are too small to draw firm conclusions. The USA and UK appear to lag slightly behind the rest of Europe and Asia/Pacific in using mobile devices for learning. (However, there were no reported users of mobile technologies from South/Central America, and only 8 from the Middle East/Africa/India.) This is consistent with 2010 research from Oracle and from the Mole project into world differences in the use of mobiles[6] in which they found users in developing regions were more likely to use their phones as mini computers than those in North America and Europe where the desktop/laptop is king. (This might be another example of the leapfrog phenomenon where those without the restrictions of traditional infrastructures may have lessons for us to learn.)

[5] Mobile-Learning-Delivering-Learning-in-a-Connected-World ASTD 2012

[6] World_differences_in_the_use_of_mobile_phones.pdf Mole Project 2012

Drivers for going mobile

Organisations are using m-learning to support both their formal and informal learning programmes:

- 62% are using mobile devices to access learning content to support formal learning
- 54% are using mobile devices to support communication and collaboration
- 53% are using mobile devices as an alternative mode of delivery to PC-based learning content
- 43% are using mobile devices to support application of learning back into the workplace
- 37% are using mobile devices to access performance support at the point of need
- 27% are using mobile devices for generation and sharing of user-generated content

Employee engagement, providing performance support at the point of need and providing a means of faster application of learning back in the workplace are often key objectives, but many organisations are finding these benefits more difficult to achieve.

What barriers are people reporting?

"We are unsure about which direction to head in, what content to put on the devices and whether all delegates would be able to access it."

"Lack of security access and senior management confidence to encourage mobile learning."

"Culturally, it is too soon for us to adopt mobile learning: financially, we cannot provide mobile devices."

"Lack of sufficient and consistent evidence that mobile devices (i.e. tablet computers) bring definitive benefits over existing technologies; difficulties and cost of integrating mobile technology into existing IT infrastructure."

L&D teams are facing real challenges when it comes to introducing new approaches to learning – and going mobile seems to bring more problems than solutions:

Benefits Business Buy BYOD Compliance Culture Data Protection Development Devices Equipment ICT Infrastructure Interest L&D Learners Management Mobile Network Policy Product Relevance Restricted Security Issues Social Learning Staff Technology Unwillingness

The challenges relate to:

- Organisation culture and policy
- Getting buy-in from management at all levels
- IT infrastructure and security issues
- Lack of skills and knowledge by the L&D team on how to implement m-learning
- The format and distribution of content and platform interoperability issues
- Selection and provision of appropriate devices
- Cost
- Learner skills and reluctance
- Lack of clear evidence of the benefits

Figure 3 Barriers cited by benchmark respondents
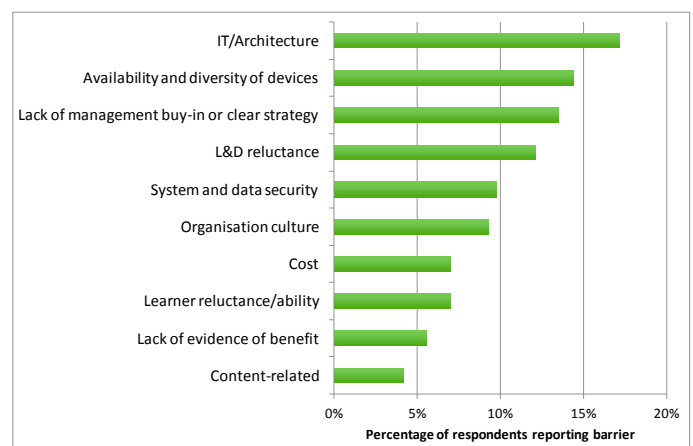
The barriers to success need not be insurmountable and it is certainly worth persevering with finding the right mobile solution. When these issues are successfully addressed the benefits both in terms of business results and in staff satisfaction and engagement are clear.

Getting started

For many, the first steps to integration of learning into the workplace actually involves a diversification of delivery platform, with mobile platforms offering an alternative to, or additional means of accessing e-learning content. There is a continuum between e-learning and m-learning, with the use of tablets as the starting point of the transition for many organisations. There are just a few organisations that move straight to a mobile solution without having previously adopted desktop PC-based solutions.

Making the business case

Offering mobile options does appear to increase the proportion of staff on learning and development programmes and give bottom line improvements in the organisation:

Mobile users report 42% increase in the proportion of staff on L&D programmes (35% for non mobile users)

Business benefits

- 34% of mobile users report that e-learning has contributed to improvements in organisational productivity (vs. 20% of non-mobile users)
- 47% of their managers report additional business benefits (32%)
- 25% report it has made a significant contribution to increasing organisational revenue (20%)

Staff benefits

- 29% of mobile users agree that learners put what they learn into practice quickly (vs. 24% of non-mobile users)
- 31% report that learners recommend e-learning to colleagues to improve job performance (24%)
- 26% have noticed positive changes in staff behaviour (18%)

Transition from formal to informal learning

For most organisations, the move to m-learning is a gradual move rather than a total changeover at a fixed point in time. There is a need to prepare the organisation to move towards a more self directed learning approach particularly where there is a strong established culture of formal, face-to-face training. Blended solutions really work when the content is engaging and creates thought as well as action on the part of the learner. However, the culture change to learning with mobile technology can take longer than anticipated.

Technologies are changing rapidly, and cloud-based solutions accessed via mobile devices can help L&D adapt quickly to new demands from the business.

Mobile users are **3x** more likely to be using cloud-based content than non-mobile users and using web 2.0 widgets to personalise learning environments.

They are also **2x** as likely to be using podcasts and blogs and significantly more likely to be using videos of good practice (both from within the organisation and externally produced)

Table 1 Technologies used by mobile users

Technology	Mobile users	Non-mobile
Cloud computing (e.g. Google docs)	37%	13%
User generated content	39%	26%
Video – best practice external	51%	34%
Video – best practice internal	60%	39%
Podcasting	42%	20%
Job aids	74%	57%

Classic approach – content delivery

If the first venture into m-learning is to make existing content available and readable on a portable screen – the tablet gives a screen size that is easy to view and an interface that is simple to operate for those without PC skills. Using tablets may also reduce the necessity to redesign content specifically for mobile devices.

As content browsers or media players, mobile devices can give ready access to company information, price lists, parts manuals, checklists, podcasts, videos, job aids etc as well as formal e-learning objects. None of these are unique to the mobile device and the key advantages lie in speed of delivery and in the ability to provide access to learning at the point of need.

Table 2 Considerations for smartphone vs. tablet

Tablet	Smartphone
Often with the learner	*Always* there in the pocket
Longer term investment for the purchaser	More staff likely to have own device
Less likely to be simply 'lost'	Phone connectivity allows easy communications
Better screen size for longer periods of learning	Lower cost for organisations to provide
Web pages can be browsed 'as they are'	Some web pages do not display correctly

Use in informal learning

Smartphone technology offers sophisticated and unique functionality which, with careful planning and design, can be built into mobile learning apps to increase learner interest and retention or provide performance support for practical tasks. For example, phone connectivity via multiple channels (WiFi, Bluetooth, Cable), GPS, cameras, video capture, accessing data in the environment through bar or QR codes, motion, orientation or acceleration sensors and context sensitivity. This functionality can be harnessed in bespoke learning apps using simulation, immersive learning or gaming techniques.

Mobile users are also more likely to be using social media:

- 72% of mobile users allow staff access to third-party social networking sites (55% of non mobile users)
- 58% of mobile users also use such third-party social networking sites for learning and development (32%)
- 37% use in-house social media (22%)
- 50% use learning communities such as action learning sets (29%)
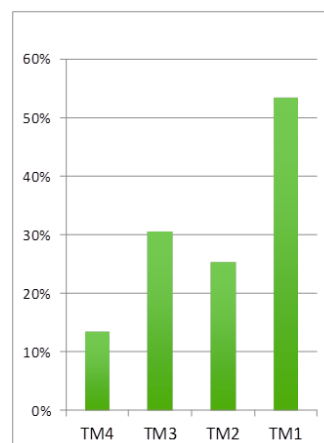
Bring your own device

1 in 2 organisations cite the wide variation in learners own personal technologies as a real barrier to implementation. 31% of organisations get around this problem by providing learners with mobile devices that they know are compatible with their IT architecture.

Proliferation of the iPhone and iPad and many Android, Symbian, Blackberry and other smartphone devices has in part driven the current surge of interest in m-learning. In the future, increasing use of HTML5 will allow access to the same learning content from any device – mobile, laptop or PC – even if they all run different operating systems. This will in time, lessen the barriers voiced by one respondent:
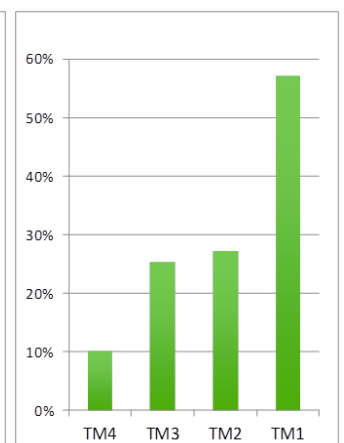
"Too wide a variety of devices in the network or no devices where we need them. Cost and time of redesigning existing content to suit mobile devices."

Figure 4
We provide mobile devices for learners　　　**We encourage them to use their own devices**

*3 out of 10 organisations provide learners with mobile devices,
rising to 53% of top learning companies*

However, many also encourage learners to use their own devices to access learning opportunities.

*3 out of 10 organisations encourage learners to use their own mobile devices (BYOD)
rising to 57% of top learning companies*

Top Tips for BYOD success

Bring your own device (BYOD) is a business policy of employees bringing personally owned mobile devices to their workplace and using those devices to access company applications and systems, including the ones pertaining to learning and performance support, as well as their personal applications and data**.** BYOD enables the organisation to save on cost, while for the employees it brings about ease in use as they continue to use their own mobile devices.

- Establish the need for BYOD. Clearly state why certain people/ departments need it and the benefits that the organisation can derive from implementing it
- Involve your IT team to develop a clear framework for BYOD encompassing network security, privacy concerns, terms of usage, access rights etc.
- While selecting the range of mobile devices to be supported, keep in mind that it should be a balance between supporting the widest section of your staff and the efforts to be invested by your IT team
- Decide on the data plan: options range from funding the entire data plan to issuing a stipend or the employee submitting the expense claim
- Consider Mobile Device Management (MDM) and Mobile Application Management (MAM) tools to manage compromised/lost devices
- Make a slow start – identify and involve smaller group of employees/departments under the BYOD policy to begin with – and grow

Tips provided by Upside Learning

Overcoming concerns around security

Although the number of organisations that restrict internet use for policy reasons is falling, fears for data and personal security can be a real barrier to implementation of m-learning. This is especially so where much of the learning content is online, or where sensitive data or vulnerable learners are involved.

However, encouraging learners to use their own mobile devices to access external content or networks can provide a work-around without compromising security.

- Compile a list of internet-based external resources or important reference sites. Can any of these be set up as 'safe sites'?
- In-house social networks, established behind the firewall, can support and allow internal collaboration and communication
- Provide users with secure compatible mobile devices for specific purposes
- Look at each of the perceived barriers in turn. Which can be addressed quickly? Are there any real show stoppers?

Sadly, only 1 in 2 L&D professionals can claim to have good links/relationships with their IT department. One respondent noted that in their organisation:

"ICT do not understand L&D needs, and are permitted to select application and infrastructure without understanding these needs."

However, 80% of top learning companies claim to have good relationships with IT, and involve their IT department early on to ensure that security concerns are properly addressed and understood and solutions are shared.

More frequently, it is issues of limited WiFi connectivity between sites, network capacity or bandwidth that are restricting innovation by L&D.

Moving from e-learning to m-learning

Vocollect is the number one developer and manufacturer of voice solutions. With a view to supplementing and reinforcing its instructor-led training (ILT), Vocollect wanted to create a library of learning resources to be delivered on iPads.
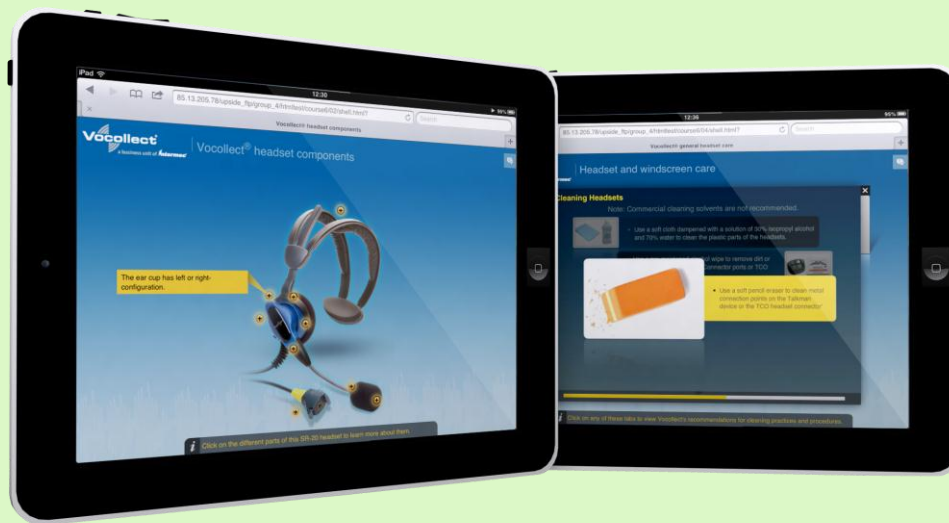
Upside Learning's evaluation of Vocollect's existing learning materials, delivered face-to-face, via virtual classrooms and e-Learning, found that they were far too lengthy to be delivered on mobiles. The team at Upside then proposed a design approach which involved converting Vocollect's existing learning content and courseware into short m-Learning nuggets called 'Snippets'.

The Snippets were designed to present the core learning objectives and outcomes of the courses in a format compatible with the device of choice - the iPad. iPads were chosen because of the nature of the end users' roles, which were largely 'non-office based' (e.g. warehouses, on-field demos), and to also enable users to access the learning on the move or from home.

Using Snippets, Vocollect not only managed to reinforce the knowledge gained during the ILT sessions for its learners but it also reduced the overall time and cost involved in repeating the ILT sessions. Upside's m-Learning "Snippets" helped Vocollect to train its employees, partners and end–users in using Vocollect's products and services by providing access to simple, informative and effective content anytime and anywhere.

Learning from others

Top learning companies are consistently achieving higher benefits and reporting fewer barriers than most.

As well as reporting increased benefits, those who have introduced mobile devices are reporting at least 20% fewer barriers than average in the following areas:

- Managerial support (both from senior managers and line managers)
- Learner reluctance
- Learner access to technology and the skills to use it
- Credibility and relevance of learning materials

In the 2012 report, 'Bridging the Gap'[7], we reported on 7 'missed opportunities for L&D', where the expectations of the benefits that would ensue from implementing learning technologies far outweighed the actual realisation of these benefits. Mobile users are also missing a few tricks when it comes to actions that can help them realise the benefits they seek:

- 97% want to speed up and improve the application of learning, back in the workplace; only 31% achieve this
- 83% want to improve access to support at the point of need: only 23% achieve this
- 82% want to improve employee engagement: but only 22% actually achieve the improvement they seek

Many also expect m-learning to deliver cost savings, and increase flexibility and appeal for their younger staff:

- 65% want to reduce the cost of IT support/delivery: but only 15% achieve this
- 75% want to allow learners to use their own mobile devices: only26% achieve this
- 76% want to increase appeal to the millennium learner: only 18% achieve this

Figure 5 Bridging the performance gaps
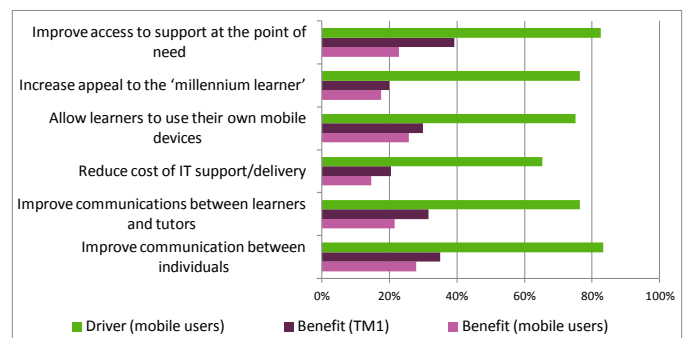
In each of these examples, top learning companies are able to achieve more of the benefits they seek than the non-mobile users. We have seen, through our Towards Maturity model[8], that those with a clear strategy, management support at all levels, and the right enthusiasm and skills in the learning and development team are getting the best results.

In some areas they are more than 15% ahead of the non-users (*more than 20% ahead).

- Strategic alignment
- Talent management*
- Transferring learning
- Facilitating collaboration*
- Empowering individuals
- Gathering feedback and
- Measuring effectiveness

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[7] Bridging the Gap
www.towardsmaturity.org/2012benchmark
© Towards Maturity 2013

[8] The Towards Maturity model is described in full at **http://tinyurl/TMModel**.

Supporting the application of learning

Fewer than **1 in 4** organisations are successfully supporting the application of formal learning back into the workplace. For those using mobile learning, the proportion rises to **1 in 3**. Why is there such a difference?

Mobile users are more likely to report that integrating learning into the workflow is critical for their organisation and are therefore more aware of the steps they need to take to make this a reality:

78% of mobile users think integrating learning into the workflow is important or critical today
(66% of non mobile users)

Mobile learning can offer the ability to participate in learning events in real time, and build all aspects of the learning journey - including course testing and evaluation - into the workflow. For example, mobiles can provide a simple way to record assessment evidence as the opportunity presents and gather formal e-portfolio evidence.

Top learning companies are more than **2x as likely** as non-mobile users to:

- use defined performance support practices to support learning and knowledge transfer (38% vs. 15% non mobile users)
- use technologies to simulate the work environment for assessment (38% vs. 15%)
- use technologies to simplify the administration of assessment (68% vs. 31%)

They are also more likely to use technologies to help prove compliance (64% vs. 44%)

Unified platforms

An integrated learning management system can help support diverse delivery platforms. Legacy HR/enterprise systems may not be so easy to migrate, but integration offer advantages of being able to manage learning and development alongside other HR business processes such as recruitment, induction or performance management.

- 51% of mobile users integrate their LMS with HR or other business systems (34% of non mobile users)
- 70% of top learning organisations integrate performance management into their learning organisation.

Questions to consider when considering a unified learning management solution

A unified learning solution (system) brings together different channels of learning (classroom-based, social, informal or self-paced) and different technology options (web/mobile) to provide a wholesome learning experience for the learners.

- What do you want to achieve by using a unified learning management solution? E.g. Increase reach? Make learning easily accessible? Extend performance support?
- What percentage of your total audience is mobile? And what percentage of that uses mobile devices regularly?
- Is your learning content m-enabled? Do you know what will work best for both e-learning as well as m-learning?
- What are the types of devices (tablets, smartphones etc.) and Operating Systems (iOS, BlackBerry, Android etc.) you will need to support? Will you deliver content on devices provided by you or is BYOD an option?
- What are the other 'collaborative' learning solutions you plan to include in your unified learning management solution? Virtual classroom? Social learning and collaboration? Wikis and Blogs?
- What will be the potential impact of implementing a unified learning management solution on your IT infrastructure? Does it have the capability and flexibility and to support it?
- How can you optimize your learning management costs with a unified learning solution?

Tips provided by Upside Learning

Putting learners in control

"We are moving towards offering mobile learning to allow learners greater control over when/where they learn." (Telefonica O2)

With m-learning, the learner is put firmly in control of their own personal learning strategy. They can communicate with others or access learning content at times and in places that suit them. Allowing learners to user their own devices opens up new choices and opportunities for learners – but without the costs and organisational commitment of more structured approaches.

Mobile users are more than twice as likely to:

- Enable learners to communicate and learn from each other
- Encourage peer-to-peer feedback
- Share experiences and solve problems online.

Their learners are also more confident about using computers.

Getting manager buy-in

In our report on Reinventing Leadership Development[9], we considered the preferences of different groups of learners for different learning media. Leaders and managers showed a strong preference for mobile learning over more traditional classroom approaches.

- 68% middle managers (top preference given by this group)
- 38% future managers (2nd most preferred media)
- 38% senior managers (3rd most preferred)

Targeting managers with a bespoke mobile leadership programme will give them first-hand experience of the benefits and increase their buy-in to new approaches.

59% of top learning organisations report that their top managers are *seen to use* learning technologies (compared with just 13% of non-mobile users).

Performance support at the point of need

1 in 2 organisations overall cite the reluctance by learners to learn with new technology as a barrier to progress. However, this proportion drops to fewer than **4 out of 10** using mobile technologies.

There are a number of practical lessons to be learned from the top learning companies that could make a significant difference. Mobile devices can help in providing the right performance support, at the right time – just where it is needed. When staff don't have easy access to a PC, mobile technologies can give them access to support systems such as job aids, helpdesks, or in-house expertise to support informal learning – as well as an easy means of referencing resources from formal training:

- 42% of top learning companies offer staff access to job aids online (vs. 20% of non mobile users)
- 70% integrate performance management with their learning and development (39%)
- 74% of managers recognise the value of on-the-job learning (43%)
- 64% understand the support systems available to staff (42%)
- 69% help staff locate in-house experts when they need them (36%)
- 59% equip line managers with resources to support their teams (15%)

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[9] www.towardsmaturirty.org/leadership

Top tips for making the benefits of mobile learning a reality

Don't sit on the fence! The following hints and tips can help you succeed with m-learning in your organisation – whether you are one of those organisations that is already developing multi-platform delivery and looking for swifter and more efficient integration of approaches, or just dipping a toe in the mobile waters. Why not use this checklist to review how your current approach to m-learning compares with the ideas suggested in this In-Focus report?

Making the case

☐ Think about the overall business strategy and what you are trying to achieve

☐ Build a coherent strategy for learning technologies - don't just be drawn into the 'next big thing'

☐ Build relationships with the IT department and ask their advice on integration

☐ Identifying and communicating the business case for change is important - financial - profits/costs, compliance, productivity, effectiveness, employee engagement etc. Engage learners and business leaders in decision making and implementation.

☐ Pull all the evidence on the benefits and costs of implementation into one place. Use this to structure your conversation with senior managers

Getting started

☐ Consider piloting m-learning with a small group of staff or for supporting a single learning event

☐ Pilot new approaches under the radar – but gather evidence of success

Supporting formal learning

☐ Make sure learning content is engaging and business focussed

☐ Get learners involved in creating their own content – perhaps using video or audio captured on mobile devices

Supporting informal learning

☐ Keep social platforms informal – it allows them to grow and encourages collaboration

☐ Ensure your L&D team have the right skills themselves to promote and facilitate collaboration

Getting buy-in

☐ Consider a learner audit. How many of your learners already possess smartphones and/or tablets? What variation is there in the technologies they are using? How receptive would they be to using their own devices for workplace learning? How many are actually using their own devices already for non job-related learning?

☐ Be patient and kind with those showing resistance to new ways of learning. They can become your biggest and best advocates.

Recommended resources and references

The following resources have been referenced in this In-Focus report
Delivering learning in a connected world. ASTD, 2012.
http://www.astd.org/Publications/Research-Reports/2012-Mobile-Learning-Delivering-Learning-in-a-Connected-World.aspx?utm_source=pr&utm_medium=prsites&utm_campaign=ASTDmLearnReport

Integrating learning and work. Towards Maturity Benchmark Review 2012
www.towardwmaturity.org/2012benchmark

Reinventing Leadership Development. Towards Maturity, 2012.
www.towardsmaturity.org/leadership

World differences in the use of mobile phones
Dhttp://www.mole-project.net/images/documents/deliverables/world_differences_in_the_use_of_mobile_phones.pdf

Going mobile in executive education. Ashridge, 2011.
http://www.ashridge.org.uk/Website/IC.nsf/wFARATT/Going%20mobile%20in%20Executive%20Education/$File/GoingMobileInExecutiveEducation.pdf

www.phonecount.com

http://mobithinking.com/mobile-marketing-tools/latest-mobile-stats/d#mobilebehavior

The following references provide useful additional information:
Towards Maturity case studies, white papers and articles
 http://www.towardsmaturity.org/tag/mobile/

Quinn, C. N., Mobile Learning: Landscape and Trends. Elearning Guild 2011
https://commons.lbl.gov/download/attachments/77828943/mobile2011report-f2.pdf

About The Towards Maturity 2012-13 Benchmark review
Individuals with responsibility for implementing learning technologies in the workplace were invited to participate in the Towards Maturity 2012-13 online benchmark review between June and August 2012. Data in this report is also derived from similar studies in previous years.

501 respondents from 466 organisations took part in the study. Although 72% of respondents were from the UK, L&D professionals from 37 different nations took part. Organisations spanned a range of industries, sectors, types and sizes:

- 28 different industries
- 54% private sector; 30% public sector; 16% not-for-profit sector
- 23% small organisations (fewer than 250 staff); 42% medium sized (under 5000 staff) and 35% large (over 5000 staff)
- 41% from multinational organisations

The Towards Maturity Model

In past studies we have analysed the implementation activity of the more e-mature organisations and grouped their behaviours into six workstreams that we describe in the **Towards Maturity Model**.

Figure 6 The Towards Maturity Model

These six workstreams of effective practice are at the heart of the **Towards Maturity Index (TMI**) that each respondent received to objectively benchmark the maturity of their own implementation of learning technologies. In this report we look at the results achieved by the top learning companies with the highest TMI, in order to see how others can learn from their approaches.

About Upside Learning

Upside Learning is one of the world's leading learning technology solutions companies. For over 8 years, it has been helping organizations to improve performance through its wide-range of learning solutions that include UpsideLMS, Upside2Go, Bespoke Learning Solutions (including Mobile Learning Solutions) and Catalog Courses.

Today it helps 150+ clients in over 13 countries to manage their learning effectively and easily.

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About Towards Maturity

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

The Towards Maturity Benchmark Study
http://www.towardsmaturity.org/benchmarking
Researching learning technology implementation effectiveness with over 1800 organisations since 2003. Previous studies are freely available to all.

Towards Maturity Benchmark Centre
http://www.towardsmaturity.org/mybenchmark
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.

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