5 practical ideas for Embedding learning into the workflow

This report has been written by Towards Maturity, building on its extensive benchmark research since 2003 with over 2,200 organisations.

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Social media is increasingly permeating our day-to-day and working lives, bringing with it an enormous and continuously increasing range of internet services and platforms. Whilst it is increasingly touching the fields of advertising, marketing, public relations and customer services, it has yet to really make its mark on the field of learning.

The term ‘social web’, or more specifically, ‘Web 2.0’ first appeared in 2005 and was characterised by a number of principles:

- User Generated Content – where anyone can author and publish their own material
- Collaboration – working together to discuss, find consensus and solve problems
- Mash-ups – arranging and mixing content from different sources
- The web as a platform – the cloud offering greater flexibility and lower cost
- The long tail concept – the ability to reach into the niche markets

This year’s Towards Maturity Benchmark highlighted that 9 out of 10 L&D professionals recognise the need to better integrate learning and work. We need to find ways of embedding learning into the workflow of individuals and to facilitate the continuous learning necessary for developing talent and performance in today’s fast changing workplace.

This report draws on the practices of the top performing learning companies in the Towards Maturity Benchmark and combines them with the insights of independent thought leaders in the field to provide 5 practical ideas for embedding learning in the workflow. It is about equipping 21st century businesses with the ability to change and highlights the role of the L&D professional to support that change.

*Dirk Thissen*

*MD IMC UK Learning*
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Introduction

The shelf life of the skills we build in formal learning programmes is rapidly decreasing. There is an increased recognition that the real learning that takes place in business happens nowhere near the classroom.

Con Gottfredson and Bob Mosher have reshaped our thinking about when our staff need learning through their concept of the 5 moments of need. The ‘New’ and the ‘More’ are typically addressed through formal learning interventions but supporting staff at the ‘Apply’ ‘Solve’ and ‘Change’ moments requires learning to be where it is needed most – in the heart of the workflow. Charles Jennings, a great supporter of the Towards Maturity Benchmark, talks about the 70:20:10 model that challenges our thinking about traditional learning. If 70% of our learning is shaped by our experiences, 20% comes from others and 10% comes from formal learning, we have to consider how we are supporting people in the workflow where learning is more effective – and more cost effective.

In our ongoing ‘Learner Landscape’ study¹ in which we investigate the learner perspective of learning and development activities, over 60% agree that learning technologies are helping them to quickly put new learning into practice and that they learn more by finding things out for themselves using a wide range of learning and delivery tools than they do from formal courses in the classroom.

It is no wonder that 9 out of 10 L&D professionals in the 2012 Towards Maturity Benchmark believe that it is critical or very important to integrate learning and development more effectively into the workplace. The trouble is that we are not very good at doing it.

Missed opportunities

Our 2012-13 Benchmark report² highlights a number of missed opportunities faced by L&D professionals:

- 94% seek to speed up the application of learning back into the workplace. Only 23% achieve this
- 95% seek to improve the sharing of good practice: however. Only 25% achieve this on average
- 92% seek to increase their ability to adapt and react to business change. Only 25% of them achieve this

Integrating learning more effectively into the workflow will help to close the gap. This report draws on our research into the good practice of top learning companies³ and the experience of our independent experts who have helped us shape and refine the Towards Maturity Benchmark over the past 10 years to consider 5 practical ways in which we can help embed learning into the workflow more effectively:

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¹ Data from over 700 learners involved in the current Learning Landscape study http://towardsmaturity.org/static/learner/
² “Bridging the gap – integrating learning and work” www.towardsmaturity.org/2012benchmark
³ We draw on our 2012 Benchmark research with over 500 organisations. We look at results from top learning companies (those in the top quartile for the Towards Maturity Index), private, public and not-for-profit sectors and look specifically at the results from 8 different industry sectors from within our 2012 study – Multinational, Finance, IT & Telecoms, Local Government, Charity, Professional Services, FE and HE and Health

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1 Embracing the humble job aid

94% of organisations are looking to speed up the application of learning back into the workplace but only 23% believe they are achieving it. When it comes to helping staff apply what they have learned, you could do worse than consider the humble job aid to help support performance in the workplace! “A job aid is a repository for information, processes, or perspectives that is external to the individual and that supports work and activity by directing, guiding, and enlightening performance.” – Rossett and Shafer in their book ‘Job aids and Performance Support’ define 2 types: Sidekicks - performance support solutions that “coax, remind, direct, and inform about what to do at the time of need” and Planners that are “in our lives just before or after the challenge”.

Who is using job aids?

66% of L&D professionals are using job aids with those in the private sector more likely to turn to them than the public or not-for-profit sectors (70% private sector vs. 60% others). The IT sector is most likely to use job aids (74%) and local government is least likely (57%). However, on average, only 24% of organisations would strongly agree that they are making job aids available to staff either online or via mobile devices. The professional services and IT and telecoms sectors are the most likely to go down this route.

How do we make job aids available?

In our recent study on Mobile Learning at Work, we found that 74% of organisations that were using mobile learning were supporting learners with job aids, compared with 57% of organisations who do not yet have a mobile strategy.

The opportunity to embrace the job aid more effectively starts in the classroom but only the top learning companies are really grasping this. On average 60% of top learning companies train classroom trainers to use technology to extend learning beyond the classroom and back into the workplace compared with 25% on average. The Further Education sector is the most likely to consider how to do this (46%) with the health sector least likely to do this (8%).

Whilst the classroom is an ideal place to introduce job aids, Bob Mosher highlighted in a recent interview a really important rule of thumb: never introduce a job aid or resource in the classroom that can’t be used in the workplace.

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Example Job Aids to help you apply learning when you need it (Sidekicks)

- Process flow
- Procedure overview
- Product updates
- Step by step
- Guide
- Diagnostics
- Troubleshooting tips

Example job aids to help you plan (Planners)

- Hints and tips
- Case studies
- Reminders
- Quick checks
- Decision wheels
- Learning bursts – when we need to learn new or more
- References

Delivery options

- Documents
- Digital
- Web content
- Mobile
- Video
- Audio

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4 Rossett and Gautier-Downes, A Handbook of Job Aids
5 Mobile learning at work http://www.towardsmaturity.org/article/2013/01/15/towards-maturity-focus-report-mobile-learning-work/
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Hints and tips for using job aids more successfully

When it comes to supporting performance at each of the five moments of need, the job aid isn’t a humble companion, it is a critical component of performance support success. As such they need to be well designed and easily accessible.

Here are just a few tips to get you started or restarted, taken with thanks from ‘Innovative Performance Support: Strategies and Practices’ by Con Gottfredson and Bob Mosher.

**When designing job aids:**

- Before starting, consider
  - What support is needed *before* the individual needs to perform?
  - What support is needed *during* the task itself?
  - What support is needed *after* the task?

- Think about usability
  - Consider structured writing – to help users search for and process information
  - Write simply
  - Use visuals wisely
  - Use typography to enhance readability

**Managing Resources**

- Design once, publish over multiple channels to address different contents
- Ensure that resources can be found quickly
- Make sure content is free from proprietary formats
- Conduct a learning asset audit to help you
  - Cull
  - Consolidate
  - Add

*Check out ‘Innovative Performance Support: Strategies and Practices’ for more details and guidelines – see Resources*
2 Capturing experiences from the frontline

Web 2.0 has always been about a two-way conversation and the concept of user generated content, where individuals help to create content rather than just consume it, has been around for the last 9 or 10 years. The individuals in the best position to help create the best job aids are those who are doing the role every day. This strategy is a real differentiator of top learning companies - 40% of them actively encourage their learners to collaborate in building knowledge resources – only 7% of the rest are proactive in this.

Staff are in a perfect position to create resources and job aids for colleagues, yet when it comes to using user generated content in the context of learning we are slow to adopt and promote it.

41% of organisations now encourage User Generated Content (UGC) of some sort. Tutors can give the push by directing learners to create and share their own content with 35% of organisations using tutor-directed content generation and 32% of organisations are now encouraging self-directed content generation. This has increased from 31% in 2011, and is predicted to rise even faster with 63% of L&D professionals predicting that UGC will be part of their offer in 2013.

Those in the education sector are the most likely to include UGC with over 7 out of 10 Colleges and Universities using tutor-directed generation. It is also on the increase in the IT and telecoms and professional services sectors where there are several early examples of innovative practice.

The experiences of those who are doing the job well are invaluable. 55% of top learning companies are more likely to be using UCG. They are also more likely to use platforms such as SharePoint to share those resources generated from the frontline. We are increasingly seeing examples of scoring and interest ratings to help great content rise to the top.

Early adopters of these types of platforms report real business benefits:

The BT Dare2Share was introduced back in 2008 and is now one of a number of collaboration platforms. However, it was amongst the first to introduce an internal You-Tube style where staff can upload short learning nuggets to colleagues in the form of discussion feeds, video RSS feeds and other learning resources. A conservative estimate of savings was £8million a year from the proof of concept process.

**Types of tools in use that lend themselves to user generated content:**

- 48% are using Video to capture best practice within the organisation
- 36% use in-house Wikis
- 30% use Podcasts
- 29% use Blogs by tutors or learners

Towards Maturity 2012 Benchmark

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Encouraging staff in stores to use video to capture and share their best ideas for selling a new laptop range has improved business results. Stores participating in early pilots of video sharing increased the average retail laptop price by 30% compared with those who did not.
Getting started - hints and tips for capturing experiences from the front line

Practical hints for getting started from BT and Dixons on how to get started are summarised below:

Getting initial contributions

- Build confidence in contributors by create guidelines to help staff create and publish content:
  - Be practical
  - Work with existing policies around social media
  - Encourage peer review before publishing
- Pump prime a new platform by creating a framework to incentivise contributions
  - Set a challenge
  - Create a competition

Managing change

- Encourage debate around alternative approaches, not everyone will be comfortable
- Use a proof of concept approach to encourage early participation: not everyone will be comfortable in managing change
- Allow trust to build, look for evidence of success and share it all the time
- Provide opportunities for L&D teams to experience for themselves to overcome resistance

Links with formal learning

- Encourage a seamless fit with formal learning
- Use the outputs of individuals to help shape formal learning interventions

Expectations

- Be realistic expect only 5 – 10% to contribute
- But don’t limit expectation on how staff will access, make sure it is available 24x7

IT

- Don’t be afraid of working in the cloud to overcome IT restrictions
- Work with IT to identify the most appropriate solutions.
3 Building networks, solving problems

In her new mini e-book ‘The Workplace Learning Revolution’ Jane Hart says ‘Individuals are learning in many different ways at work. [L&D] is no longer about training people how they can be compliant but about helping people to connect to each other both inside and outside of their organisation so that they can learn from one another.’

Helping staff leverage these networks will provide a significant step towards embedding learning in the workplace but few L&D teams are even aware of what is available. We found that 44% of L&D professionals agreed that they understand the support systems available to staff (e.g. help desk, peer support, manager support) but fewer than half than half those (19%) use these available support systems to promote a culture of self reliance rather than dependency within the organisation. Top learning companies are more proactive in this area.

As L&D professionals we absolutely recognise the need to help people share (95% are looking to encourage the sharing of good practice within their organisation), but we also see that this is tough to do (only 25% are achieving this).

With so many actively using social media outside work, L&D are sometimes slow to understand how to harness this willingness to network with others in a learning context. Only 1 in 5 would strongly agree that they are aware how their learners are using social media outside L&D. Fewer still (13%) encourage learners to share experiences and solve problems using online social media tools. Not-for-profits (2%), health (4%) and local government (6%) are the least likely to encourage collaborative online learning.

The Towards Maturity Learning Landscape study currently indicates that a staggering 86% of learners are willing to use technology to share their knowledge to help others learn. This resonates with Jane Hart’s 5 Characteristics about how knowledge workers like to learn at work. However, we found that for almost half of them willingness needs a little encouragement and L&D are in an ideal place to facilitate the right opportunities for them. 24% of staff would be happy to share, but they need help to get started.

So how are L&D teams currently facilitating collaboration in the workplace? Not very well:

- 2 out of 5 help staff locate in-house experts
- Only 13% encourage learners to share experiences and solve problems using online social media tools
- 15% actively encourage learners to collaborate in building knowledge resources, using tools such as wikis, forums, podcasts and videos
- 16% agree that their current learning technologies enable staff to communicate and learn from each other
- Only 7% are using content curation tools

On the other hand the top learning companies understand the importance of being proactive in facilitating collaboration and are twice as likely to be engaging in these activities.

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5 characteristics about how knowledge learners like to learn

- In the flow of work
- Continuously
- Immediately
- Socially
- Autonomously

‘Workplace Learning Revolution’ Jane Hart

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6 Taken from over 700 learners http://towardsmaturity.org/static/learner/ © Towards Maturity 2013
What can L&D professionals do to help staff build networks and solve problems?

Jane Hart highlights that ‘supporting learning in the context of team or group collaboration is not about making people take courses as they do their work-it is about helping them share their own knowledge, experiences, ideas and resources with others as part of their daily workflow’

In ‘The Workplace Learning Revolution’ she offers a number of practical suggestions for building team and group collaboration:

**The conditions for sharing:**

- Understand the sharing practices currently taking place (or not)
- Consider how they can be enhanced, built on or developed
- Can the collaborative technologies that are used to underpin work, also be used to underpin knowledge sharing?
- Help to provide the right conditions for team learning – a culture of sharing
- Ensure sharing is considered part of the daily workflow, not an extra initiative

**Consider how you can support sharing within the business:**

- Help teams curate and share external resources
- Help teams create and share their own resources (see previous chapters)
- Help teams to share their own experiences through narrating their work.

**Developing new skills for digitally connected workers:**

- Personal knowledge management skills – how to develop a network of people and locate sources to draw from on a regular basis, how to make sense of the information and how to share it appropriately
- Collaborative working and learning skills – how to do this productively as part of a digitally connected team
- Connected leadership skills – for team leaders to manage new connected teams

*Please download Jane Hart’s ‘Workplace Learning Revolution’ for more ideas – see Resources*
4 Embedded in the business process

Competitive advantage comes to those that implement change fastest. The Towards Maturity Benchmark highlights that L&D teams are looking to technology to help them rollout new systems and processes faster:

- 90% of participants want technology to help implement new processes or new products
- 81% want it to help them implement new IT systems

But it also shows that only half of them are managing to realise these benefits.

Predictably, the IT and telecoms sector are most likely to be using learning technologies effectively to help them implement new IT systems, with 65% achieving the benefit. 73% successfully implement new processes and products, setting a high target for others to aspire to. Less than 1 in 3 of those in Health or Local government are successfully embedding learning technologies to support change in business processes. Yet again the top learning companies are twice as likely to report that they are implementing change faster.

It is clear that a significant contribution to success of the top learning companies is the way that they are leveraging a wide range of learning technologies to support both training and performance in the workplace. Performance support is not just about Electronic Performance Support Systems – which are only in use by 28% of organisations, it is so much more. Moving forward, the opportunity for technology to help us embed learning at the heart of performance support can only make organisations stronger.

Marc Rosenburg, in his new white paper, ‘At the Moment of Need’ states that “As technology allows performance support to proliferate in multiple work domains and environments, anytime and anywhere, its potential will become even more prominent.”

When we think about embedding learning in the workflow to accelerate the roll out of new processes, we have to also look at how it can be embedded directly within the business process itself.

One of the challenges that we face today is that is it rare that a business processes lies neatly within the boundary of one application. We need to start thinking differently about how we provide support at the point of need so that it includes content at the point of need, connection at the point of need and, collaboration at the point of need.

These technology options need to be leveraged in order to answer questions of individuals at their point of need by providing support across the end-to-end business process.

The future of Performance Support Technology

- Mobile
- Apps
- Social Media
- Cloud
- Tin Can (experience API)
- Crowdsourcing tools
- Augmented reality
- Inference engines
- Write once - deploy anywhere
- Big Data
- Task management systems
- Workflow support systems

‘At the Moment of Need’
Marc Rosenburg

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Business Process Guidance at the German Ministry of Finance and Europe of the Saarland

When introducing Microsoft Office 2010 and Windows 7, the German Ministry of Finance and Europe of the Saarland (public institution) has provided Business Process Guidance to their employees.

The help instructions delivered context-sensitively in the IMC Business Process Guidance Suite consist of short texts, videos, and links to internal or external resources and show the employees in real-time how to operate the software correctly and execute business processes efficiently.

An evaluation of the training concluded that the employees want the same help instruction within other applications as well. They also asked for a provision of tips and tricks suggestions.

The ministry actually extends the application of the Business Process Guidance Suite for further professional applications such as the public sector specific systems MACH and DOMEA.

Source: IMC
Checklist for effective Social Business Process Guidance

Inadequate provision of user training can be the downfall of the rollouts of many software implementations. Projects can only be successful when staff can operate the new systems appropriately.

Social Business Process Guidance brings together access to context sensitive help and the power of the community to continuously supplement media with informal questions and discussions within the community.

Here is a check list for providing effective Social Business Process Guidance:

1. Context sensitive provision of information – well written ‘How to’ Guides can help individuals find their answers in the way that questions are posed. But it is important that the individual finds those answers within the context of the system and live application that they are working in.

2. Ensure that support is available across applications so that individuals are guided across the process.

3. Speedy documentation creation – authoring systems for supporting the recording and documentation of relevant processes.

4. Linking business process guidance to social media – it is all very well having great user-generated and company-generated blogs, communities and forums but those existing contributions also need to be displayed in a way that is context related.

5. Take advantage of the opportunity to share content to help create systematic updates. Refreshing content dynamically will offer clear benefits over conventional documentation that is created once and updated rarely.

6. Additional social enhancement – the opportunity to follow those who you find most helpful and to rate content that has been most useful to you in helping you at that point in time. This ensures that users only receive what is relevant to them in their jobs.

7. Implement a social help desk for direct interaction – sharing screen grabs and using chat functions means that staff get immediate help rather than being a ticket in a queue. Users’ own hints and tips means that there is always continuous improvement of the system.

From ‘Social Business Process Guidance’ – Christine Meiers, IMC – see Resources
5 Equipping Managers

“If people have the opportunity to learn and develop as part of their work and they are supported by their manager, then learning will be much better transformed into measurable behavioural change and performance improvement.” - Charles Jennings  

“People learn their jobs by doing their jobs and managers make or break the growth of members in their team ... Experience is the teacher and manager shape those experiences.” – Jay Cross

Creating a culture for learning
When learning is embedded as part of the organisational culture, it permeates every aspect of everyday work. That means that managers need to be involved as well. We know from our Learning Landscape study that for 50% of learners, it is their manager’s opinion that is most likely to get them involved in learning, but only 23% of benchmark participants believe that managers encourage and make time for staff to learn on the job. Creating a culture of learning isn’t just about encouraging staff to take part in learning, it is about fostering an environment where reflection, innovation and contributions are encouraged.

Equipping line managers
More than half of organisations report that their line managers are reluctant to encourage new learning methods (falling to one-third in the top learning companies). It is clear that Learning Professionals have a role to play, but only 1 in 5 organisations agree that they equip line managers to help their teams get the most from learning opportunities available. Only 17% involve them in the design of learning and only 26% follow up with managers afterwards on the extent to which the learning points have been applied at work.

The hints and tips overleaf look at Jay Cross and Charles Jenning’s recommendations on how learning professionals engage line managers in the 70:20:10 model – encouraging managers to shape experiences for staff and facilitate the sharing of experiences. It’s also worth looking at the experiences of Thomson Reuters when they designed their Sales Academy Portal:

- Line managers were engaged at design stage
- The portal made clear links for managers between talent, career progression and the day job
- Created the ‘Power Hour’ meeting in a box for managers to help them help their staff reflect
- The portal provided hints and tips on coaching and supporting staff through the process

47% agree their managers value on the job Learning
44% agree their organisations welcomes innovation and contributions from their workers
14% agree their organisation encourages and makes time for reflection

Towards Maturity 2012 Benchmark

8 Managers: The Secret Weapon for Developing Better Employees.
© Towards Maturity 2013
Tips for Engaging Managers in the 70:20:10 learning process

Embedding learning into the workflow requires managers to be involved. Charles Jennings and Jay Cross provide a number of recommendations about how L&D can support line managers to shape the learning experiences of staff and encourage more collaboration.

70% - learning from experience

Encourage managers to accelerate learning through stretch assignments that lie outside the comfort zone of the individual e.g.:

- Expand the individual’s scope of work – increase responsibility, authority or contribution
- Create conditions of change or adversity – e.g. ask workers to handle a crisis or work on a new initiative
- Enter challenging relationships – working across functions or interacting with senior management
- Ask individuals to persuade, teach and observe- e.g. volunteer as a new hire mentor
- Ask individuals to make their work visible- e.g. by writing a blog, ‘how to’s’ for others, curate and share for others

Ask the right questions:

- What are your reflections on what you have been doing since we last met?
- What would you do differently next time?
- What have you learned since we last met?

The 20% - learning through others

Supporting managers as they get involved with

- Communities of practice
- Coaching
- Mentoring

The 10% - formal learning

- Set clear expectations before learning takes place

Check out ‘Managers the Secret Weapon’ and the 70:20:10 forum for more ideas - see Resources
Recommended Resources and References

The following resources have been referenced in this In-Focus report

- Managers – the Secret Weapon for Developing Better Employees. GoToTraining (2012) [http://www.slideshare.net/GoToTraining/managers](http://www.slideshare.net/GoToTraining/managers)

Example case studies

- Learning Technology boosts business Results at Dixons Retail [http://www.towardsmaturity.org/article/2012/03/22/dixons-retail/](http://www.towardsmaturity.org/article/2012/03/22/dixons-retail/)

About The Towards Maturity 2012-13 Benchmark review

The data referenced in this report are drawn from the 2012-13 Towards Maturity 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.

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

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

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About IMC

IMC is an international leading full-service provider for bespoke e-learning content, authoring and publishing, learning and talent management solutions. Multimedia and video productions as well as business process guidance and compliance solutions are also an integral part of IMC’s portfolio.

Worldwide, IMC’s all-embracing technologies and services support more than 1,000 companies, public institutions and educational establishments of all sizes and in all sectors in the planning, developing, and implementing of mature HR development strategies.

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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 2,200 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.

**Towards Maturity Strategic Review**
http://www.towardsmaturity.org/static/towards-maturity-strategic-review
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