70 PARTNER 20 10 INSTITUTE

THE 70:20:10 PRIMER

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

docebo®

ABSTRACT

Over the past few years the 70:20:10 model has generated a great deal of interest. Many organisations are experimenting with 70:20:10 or starting to use it to help them build more effective solutions.

But is 70:20:10 a theory for workplace learning, a way of cutting down on training costs, or a mantra to be followed slavishly? Or is it simply old wine in new bottles, given that most HR and learning professionals professionals think they already combine learning and work?

Why bother with 70:20:10 at all? And why this simple 'formula', 70. 20. 10? People are suspicious about nice neat numbers: surely the reality of learning and high performance is much too complex to be defied in terms of ratios?
Despite these questions, there is a worldwide movement of learning and performance professionals who acknowledge the value of 70:20:10. Not because it's a mantra, an ideology or an end in itself, but because it enables them to connect more quickly and effectively to what matters: learning and performing at the speed of business.

Using 70:20:10 as a reference model, more and more organisations are co-creating effective solutions with the business to improve not only individual performance, but organisational performance and the ability of organisations to deliver on their objectives. This movement makes Learning and Development more relevant to organisations.
70:20:10 has generated a lot of enthusiasm, questions, criticism and hype. This short primer addresses some of the principal issues.

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

docebo®

CONTENTS

2 ABSTRACT

4 FORMAL AND INFORMAL LEARNING IN ORGANISATIONS

5 INFORMAL LEARNING: MORE IMPORTANT THAN FORMAL LEARNING

6 WHICH TASKS RESULT IN LEARNING?

7 WHAT IS 70:20:10?

WHAT 70:20:10 IS NOT!

8 70:20:10 SUPPORTS BOTH INFORMAL AND FORMAL LEARNING

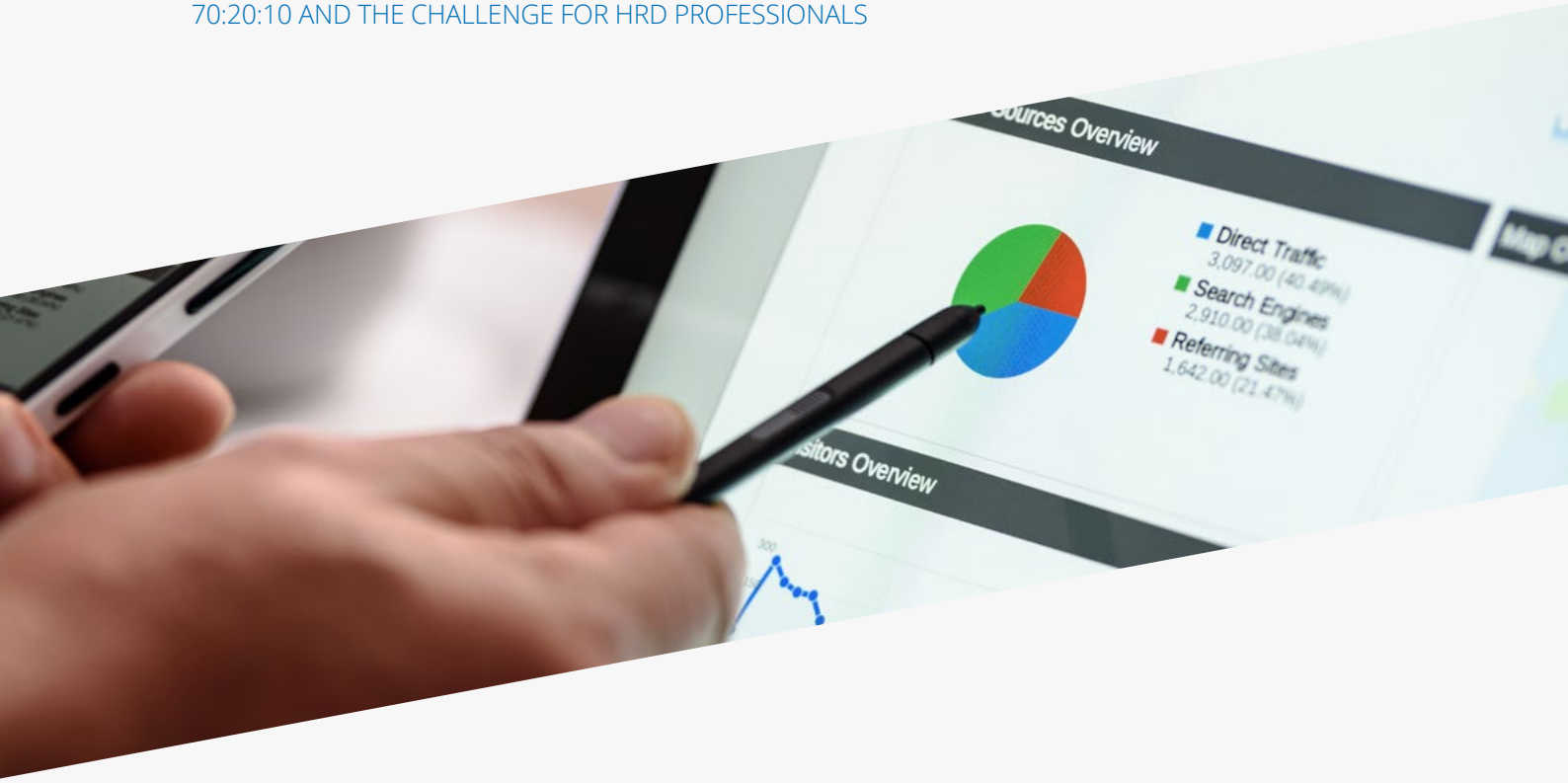
9 THE NUMBERS IN 70:20:10

MINDSET AND 70:20:10

10 PERSONAL RESPONSIBILITY AND 70:20:10

11 70:20:10 AND HIGH PERFORMANCE

70:20:10 AND THE CHALLENGE FOR HRD PROFESSIONALS



Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

docebo®

FORMAL AND INFORMAL LEARNING IN ORGANISATIONS

"Learning in organisations is too important to delegate to the training department."

This quote from Jay Cross - the author of a ground-breaking book on informal learning[1] in 2006 and one of the leading thinkers on workplace learning - implies that most real learning takes place not in classrooms but informally as part of work. Cross is not alone in his views.
Many others have found that more learning occurs within the daily flow of work than in formal settings away from the workplace.
Figure 1 below is an extract from the book '70:20:10 Towards 100% Performance' by Arets, Jennings and Heijnen[2] that details just a few studies that have identified this fact over the past 20 years.

Lombardo and Eichinger (1996) argue that development will be about 70% from on the job experiences, working on tasks and problems; about 20% from feedback or working around good and bad examples of the need; and 10% from courses and reading based on research by McCall, Lombardo and Morrison.
Bruce, Aring and Brand (1998) conclude that around 70 percent of learning occurs during work, partly based on research by Zemke (1985).
Vesrespei (1998) contend that 62 percent of what people need to know for work is obtained through learning by working.
Cross and Parker (2004), Kessels (2012) and Brown and Duguid (2000) report that working, and usually learning, occur not within the formal structure of an organisation, but in its informal aspects.
Arrow (1962) and De Grip (2008) demonstrate the economic value of informal learning, based on the assumption that people learn by working, which reduces the cost of goods and services.
Cross, Ehrlich, Dawson and Helferich (2008) show the value of learning in social networks, how these networks share information and what effects they have.
Lave (2012) sees informal learning mostly as a social activity that occurs while working with others. Lave and Wenger (1991) and Wenger (1998) also state that learning occurs through deeper connections between people who support and trust one another and who share risks and information.
According to De Laat (2012), network learning is a natural human activity and a part of the basic need for social interaction.

Fig. 1. Extract from 'Overview of research on learning and working together'. Arets, Jennings & Heijnen (2016)

[1] *Cross, Jay. (2006) Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance. John Wiley & Sons. ISBN-13: 978-0787981693*
[2] *Arets, J., Jennings, C., Heijnen. V. (2016). 70:20:10 Towards 100% Performance. Sutler Media. ISBN 978-90-823978-2-6*

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

In the Netherlands, the educational and employment research centre ROA (Research Centre for Education and the Labour Market) has been studying the roles of formal and informal learning since 2004 and has also found that most learning occurs in the flow of work. These findings, along with others that come to the same conclusions, are too important to ignore.
The ROA research (Borghans et al., 2014) shows that workers spend an average of twenty-one hours a year on formal courses and other training, and 484 hours on informal learning.
Fig. 1 gives an overview of informal learning by age between 2004 and 2013 in this study, showing that between 2007 and 2013 the hours of informal learning increased to 35 percent of total working time. It is also worth noting that the number of informal hours decreases significantly with age.

INFORMAL LEARNING: MORE IMPORTANT THAN FORMAL LEARNING

This study also showed that workers in the sample spend an average of 505 hours a year learning: 494 hours informally, and 21 hours formally, or 96 to 4 percent in terms of time.
This big difference alone makes it obvious that informal learning is more relevant. But in the ROA study respondents also reported they learned about the same from eight hours of formal training as from eight hours of informal learning. The learning output is the same in both cases.
As a result, De Grip (2015) concludes that with equal learning output and a ratio of 96 to 4 percent, "informal learning is much more important than formal when it comes to employee development."

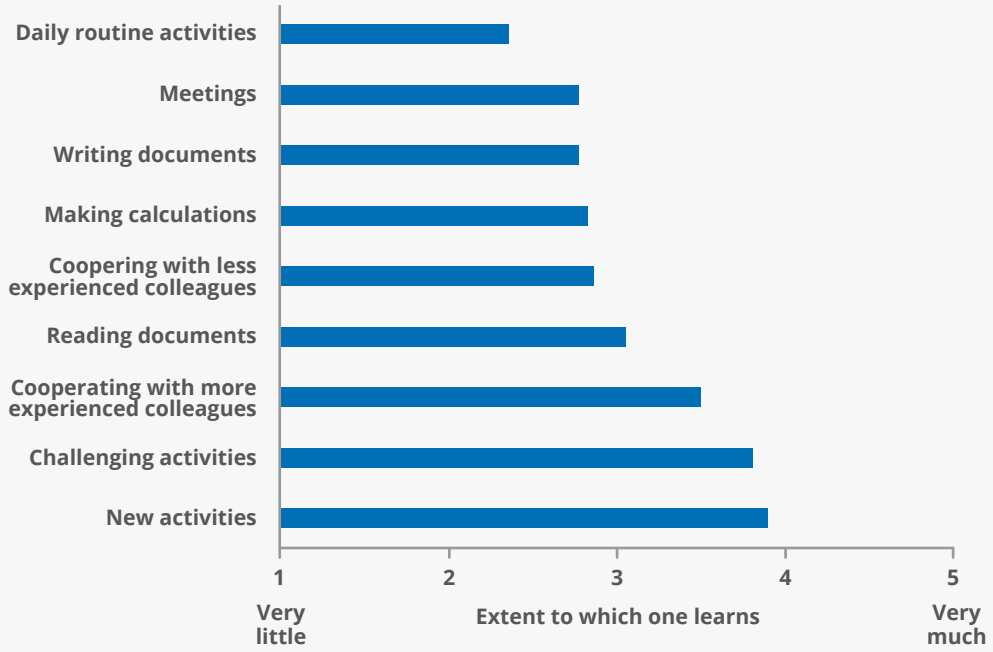


Fig. 2. Informal learning: percentage of working time spent on learning activities, by age, 2004-2013 (Borghans et al., 2014)

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

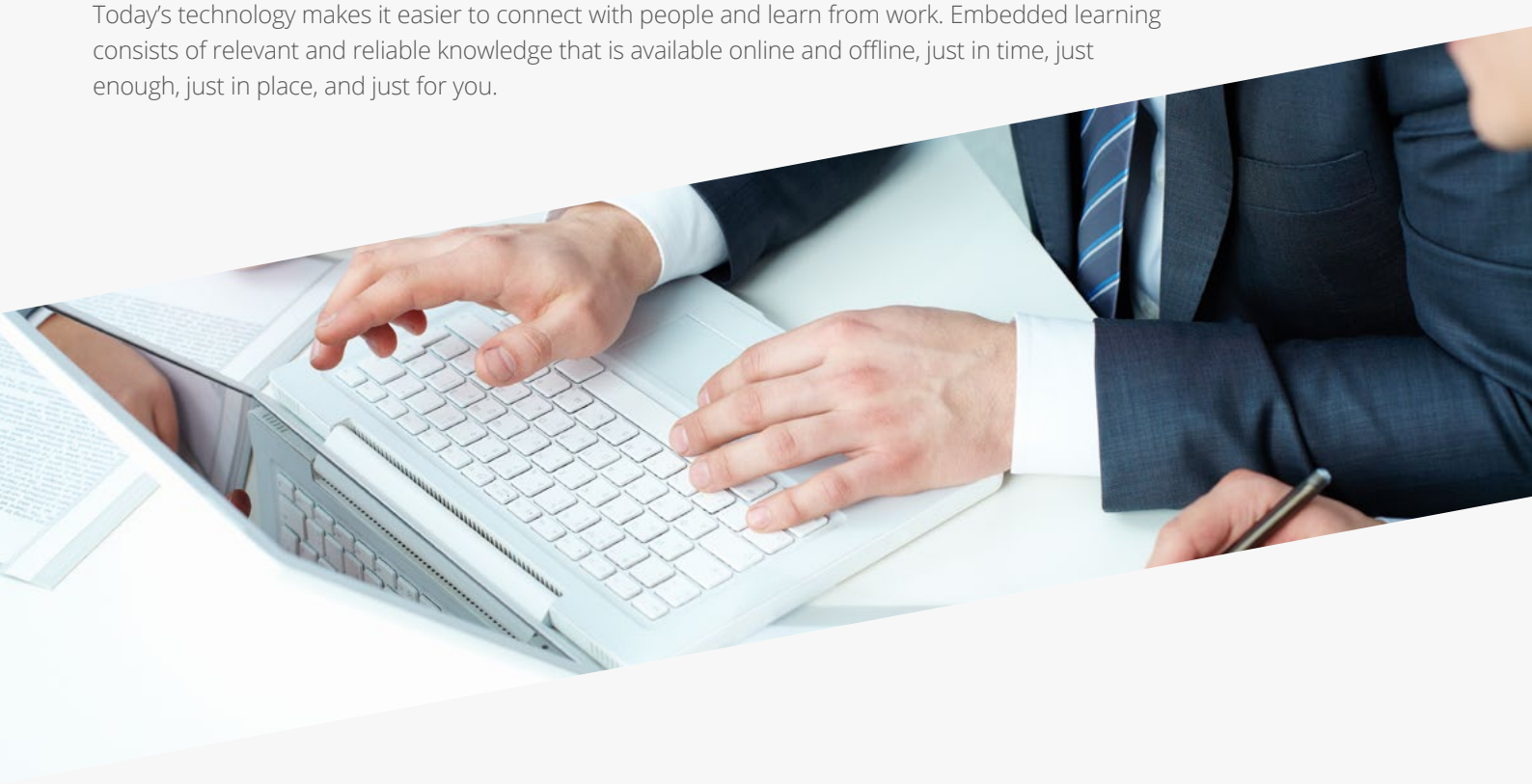
WHICH TASKS RESULT IN LEARNING?

In the same study Borghans et al. asked which tasks taught employees the most. They found that a wide range of tasks provided learning input, though there were differences between well and poorly trained employees, and between women and men. Women learn more than men from meeting and working with more or less experienced colleagues. Highly trained people learn less from routine tasks than less well trained individuals, but more from challenging tasks, working with experienced colleagues, carrying out calculations, and reading documents.

The following are some practical examples of learning by working, the 70 and 20 in the 70:20:10 reference model. Some of these fit into the categories in Fig. 2; see also Arets et al., 2015.

- Learning from improvement projects in teams (20)
- After action reviews by teams (20)
- Online and offline sharing of relevant knowledge to help work more effectively (20)
- Disseminating good practice (20)
- Working out loud (20)
- Practical coaching for colleagues (20)
- Online and offline observation of an expert or top performer (70)
- Individual reflection while working (70)
- Recording online the tasks carried out during the year, and the lessons learned from each (70)
- Using performance support to ensure the quality and safety of the service (70)
- Giving presentations (70)
- Writing blogs, articles and books (70)

Today's technology makes it easier to connect with people and learn from work. Embedded learning consists of relevant and reliable knowledge that is available online and offline, just in time, just enough, just in place, and just for you.



Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

WHAT IS 70:20:10?

70:20:10 is a reference model that helps organisations extend their focus on learning and development beyond the classroom and course-based eLearning to build more resilient workforces and create cultures of continuous learning and high performance.

70:20:10 provides a mechanism to help re-focus from learning (an input) to performance (an output).

Additionally, 70:20:10 stretched beyond the individual. Most training is designed with the intention if helping improve individual performance. 70:20:10 is designed with organisational outputs and performance in mind.

70:20:10 also presents an opportunity for Human Resources and Learning professionals to increase their impact on organisational performance. By extending beyond formal training (the '10') the methodologies of 70:20:10 can be applied to complex challenge wherever under-performance is identified.

The 70:20:10 model simply describes learning as it naturally happens and then offers a means to accelerate and support that learning:

- as part of the daily workflow;
- through working and talking with colleagues and experts;
- through structured development activities.

70:20:10, above all else, is an agent for change. It is a framework for extending our focus on learning beyond classrooms, workshops or executive retreats and out into the daily workflow.
It helps us move from a world of learning events into an environment where continuous learning and development is part of daily work.

WHAT 70:20:10 IS NOT!

70:20:10 is not a 'rule'. The numbers are not hard-and fast. The 70:20:10 label is simply a reminder that 90 percent or more of development occurs in the daily flow of work.

70:20:10 is also not some type of learning theory. It is a reference model which provides a set of guiding principles for extending the focus on learning beyond formal training.

70:20:10 is certainly not a fixed ratio. All learning and development is highly contextual, so the optimum ratio between formal, social and experiential development will depend on the specific situation.

70:20:10 is not a way to keep different approaches to learning and performance separated. Conversely, it is an approach that helps select the most appropriate solution for any specific situation where performance needs to be improved.

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

70:20:10 SUPPORTS BOTH INFORMAL AND FORMAL LEARNING

In today's world, HRD is equipped to support the whole spectrum of informal and formal learning, using 70:20:10 and the core activities and strategic priorities of the business as its point of departure. This is a fundamentally different approach to that of formal learning, which starts with the organisation's needs rather than those of individuals or teams.

This can be achieved using the 70, in which individual workers gain knowledge and information from the workplace that helps them to work better and learn from experience. It is also possible to learn from others online and offline, using such tools as communities, co-operation, and learning by watching.

In their early work using the 70:20:10 model, Lombardo and Eichinger[3] identified the main ways individual learning and performance needs are identified. They then provided a wide range of structured plans to exploit experience and meet these needs. The plans were based on the fact that realisation of the need for improvement, as the development itself, comes principally from experience.

However, individual improvements rarely address the entire problem. 70:20:10 has developed into a wider methodology and set of solutions than were originally envisaged. We work together, and our organisations rely on systems and processes that can also underperform. Each of these can contribute to learning and overcoming performance deficits. In other words, performance cannot be simply addressed by creating 'experiences that develop. It is much wider than that.

People often learn by working together. This has an individual and a team dimension. This alone would be a good reason to change the name of the reference model to 90:10 – or perhaps even more precisely and based on Grip's research, 96:4. But the numbers and ratios in the 70:20:10 model are not important. What matters is the principle that people learn most from working and this is the determining factor in updating and expanding Human Resources Development (HRD) services to incorporate 70:20:10.

[3] *Lombardo, M., and Eichinger, R. (1996) The Career Architect Development Planner. Lominger. ISBN 0-9655712-1-1*

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

THE NUMBERS IN 70:20:10

Although the 70:20:10 model is primarily a change agent, the numbers serve as a useful reminder that most learning occurs in the workplace rather than in formal learning situations.

The numbers also help to stress that learning is highly context dependent. Most learning occurs in the context of work, where it is likely to be more effective. The closer learning is to the point of use, the more use it is likely to be.

However, do not make the mistake of thinking of the numbers as a mantra or as a fixed ratio. Specific ratios are dependent on context. In highly regulated environments it is expected that the '10' may be larger, simply due to the requirements of regulating bodies for 'formal training. In highly innovative and agile environments the '10' is likely to be lower, due to the need for rapid results and the need for people not to leave their workflow.

Research over the past 40 years has shown that informal and workplace learning is increasingly pervasive and central to learning in organisations. There is no doubt about that. Studies (such as described above) have produced varying figures of the amount learned in these ways, but the power of informal and social learning has been clearly demonstrated over-and-over again. Each organisational culture will display its own profile of workplace, social and structured development opportunities but the overall picture is one that shows most learning occurs as part of work.

It is also important not to put the three elements of the 70:20:10 model into separate 'boxes' in practice. They are interdependent and holistic. In any effective solution, each will rely on the other. For instance, coaching, mentoring and courses work best when they support on-the-job development, most especially in real time as job experiences unfold[4].

MINDSET AND 70:20:10

With its emphasis on learning through experience and with others, the 70:20:10 model helps push the understanding of what learning means. It also moves us from 'know-what' learning towards more effective 'know-how' learning.

70:20:10 provides a clear and simple approach to help extend the support of learning and development for all workers - from individual contributors to senior leaders - beyond the services traditionally delivered by the HR and Training/L&D departments. Ignore the specific numbers (they are simply helpful indicators to remind us how people learn at work, not some rigid formula to be aimed at or adhered to). Focus on putting into place the support and processes that help embedding, extracting and sharing learning as part of the workflow.

So-called 'development mindsets' are critical for successful use of the 70:20:20 model.

[4] *McCall, M.W., (2010) Recasting Leadership Development. Industrial and Organizational Psychology, 3 (2010), 3–19.*

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

The concepts of 'growth' and 'development' mindsets are relatively new and underpinned by recent neuroscience research, and linked to brain plasticity. Professor Carol Dweck, a psychologist at Stanford University is the prime force behind mindset theory. Dweck's research has led her to the conclusion that individuals place themselves on a continuum according to their implicit belief of where their own ability originates.

In simple terms this means that those who tend towards believing in 'nature' or innate ability as the prime factor in determining their success are defined in Dweck's model as having 'fixed mindsets' or fixed theories of intelligence.

At the other end of the continuum are those that believe their success, and the success of others, comes from hard work, learning, and persistence. These people are defined as having 'growth mindsets' or incremental theories of intelligence.

Development or growth mindsets are an important factor for adopting the 70:20:10 model. They view personal, team and organisational development as something that needs to be worked at constantly. Every day. Widespread evidence of development mindsets is essential if organisations are to achieve Peter Senge's 'Learning Organization' status and if the 70:20:10 model is to be successfully used.

PERSONAL RESPONSIBILITY AND 70:20:10

70:20:10 relies on workers taking much more responsibility for their own development, and on team leaders, managers and senior executives supporting that development together with, and aligned to, the activities of HR and learning professionals. It must be a full team effort.

If nothing else, 70:20:10 is an agent of change – helping strengthen cultural focus on high performance and continuous development and better positioning people to change behaviours to incorporate all the things that go with growth or development mindsets – constant enquiry, and acceptance of failure as part of the process on the road to success.

70:20:10 also focuses beyond structured learning activities to address the entire way adults learn at work – whether that is through challenging experiences and their outcomes, through opportunities to practice, through building robust, resilient and supportive personal networks, or through making space for reflection, gaining insights and ensuring improvements, where necessary, are taken on-board. A 70:20:10 implementation will provide support, tools and processes to ensure learning is deeply embedded in everyday work.

In summary, 70:20:10 helps change mindsets and learning practices

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

70:20:10 AND HIGH PERFORMANCE

Our understanding of how high performers reach the heights has become far clearer in the past few years.

High performing people engage in cycles of continuous development. Some of this development occurs through eLearning, classroom courses, workshops, and other structured learning activities. However the bulk of the development that leads the way towards high performance comes through learning from the daily workflow and from others in the workplace.

Of course an airline pilot or surgeon, or any other worker for that matter, will usually need to undertake structured training on their way to qualification in their field. However, when we study how the high performers have reached high levels of excellence it is invariably through challenging experiences, practice, conversations with mentors and peers, tapping their professional networks, and through reflection. Additionally, high performers are motivated to get better at what they do. Continuous learning and motivation together create the path to high performance.

With these facts in mind, the 70:20:10 framework serves as a good way to support this process of continuous learning and motivation.

70:20:10 AND THE CHALLENGE FOR HRD PROFESSIONALS

70:20:10 challenges entrenched learning and development practices and, in so doing, may put pressure on learning professionals to develop their own knowledge and capabilities.

It does this because one of the underpinnings of the framework is the acceptance that only a small amount of organisational learning and performance improvement (the '10') can be managed by the HR and Learning departments. The clear majority occurs outside their control. Whereas the current focus of most HRD professionals is on managing formal learning processes and creating content to be delivered via formal learning means.

A precursor for effective implementation of the 70:20:10 framework is for HRD to cease attempting to control everything and look instead to support, encourage and learn from the learning that is happening all around them.

This is not to say learning professionals are necessarily redundant. However, it does mean they need to change their modus operandi and develop personally if they are to successfully exploit the 70:20:10 framework.

October 2016. Licenced for co-branding by 70:20:10 Institute Partners.
© 2016 70:20:10 Institute. All rights reserved.

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: www.docebo.com

THE LMS YOUR PARTNERS WILL LOVE TO USE

Don't leave your partners without the right tools to represent your brand. Docebo supports social and mobile learning to ensure your partners are armed with the right training content, whenever they need it, with a full suite of integrations and automation tools to reduce your time investment while fostering stronger relationships. Meanwhile, Docebo's advanced reporting tools can help you prove and improve the return on channel investment.

See the Docebo learning management system in action!

REQUEST A DEMO

For more information, visit **www.docebo.com**

www.facebook.com/Docebo

twitter.com/docebo

www.linkedin.com/company/docebo-srl

docebo®

Copyright © 2016 Docebo - All rights reserved. To contact Docebo, please visit: **www.docebo.com**