



70+20+10=100

The Evidence Behind
the Numbers

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In-Focus
Report

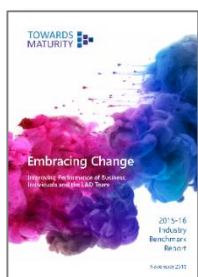
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About this research

The essence of the 70:20:10 framework is that learning occurs through a range of approaches, being roughly:

- 70% from real life and on-the-job experiences, tasks and problem solving.
- 20% from feedback and from observing and working with others
- 10% from formal training such as classes or courses (both face-to-face and online) and reading

More than anything else, 70:20:10 is “a reference model or framework that helps organisations extend their focus on learning and development beyond the classroom and course-based e-learning to build **more resilient workforces** and create **cultures of continuous learning**.”¹ However, there has been considerable debate about the framework and this report provides fresh evidence looking at the actions behind the numbers and the impact on performance.



Data has been drawn from the 2015 Towards Maturity Benchmark™ research conducted online during June-August 2015 with over 600 leaders in learning and development and 1,600 learners. Detailed demographics, methodology and full findings are published in the 2015 Towards Maturity Benchmark report (Page 79), *Embracing Change* (free to download at www.towardsmaturity.org/2015benchmark).



This report has been developed and co-written with Charles Jennings of the 702010 Institute. Look out for his photo dotted throughout this report, for his exclusive 70:20:10 myth busting and commentary. This report is free to download thanks to the specific support of our ambassadors:



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¹ <http://charles-jennings.blogspot.co.uk/2015/08/702010-primer.html>

Foreword



Learning professionals are no different to anyone else in being drawn to the shiny and the new, and the 70:20:10 learning model has certainly caught our attention. But let's get one thing straight right from the off – 70:20:10 isn't new. It's the way that we have been approaching apprenticeship training for decades – mainly learning on the job, with some formal training too. It's that magic combination that makes apprenticeships so powerful in terms of equipping people with the practical skills they need.

The other thing I'd like to dispel is the - quite frankly daft notion - that the ratios of 70:20:10 are somehow fixed. I'm not sure how anyone could divide L&D into such neat parcels. It is of course a model, or a framework, and potentially an incredibly useful tool – and like all tools, it's what you do with it that counts.

Detractors (and there are some) say there isn't any evidence that using the 70:20:10 framework works, so we thought we'd look into that, with the help of internationally recognised experts Charles Jennings and Laura Overton. The results are quite simply astonishing. For example, organisations using the 70:20:10 model, supporting learning in the flow of work, respond faster to business change, have more motivated staff and more satisfied customers.

Read on to find out more about the reality of using the 70:20:10 model, but be prepared to have some myths firmly dispelled!

Business leaders and organizations across the globe are shouting from the rooftops: They want a new approach to learning that aligns with the reality of how their people learn and develop organizational knowledge.

Research has shown what we've suspected for many years: that people learn and retain more through informal channels, on-the-job experience and mentorships than they do through more formal means. This study presents a clear case for not only adopting the 70:20:10 framework, but for establishing a deeper-level workplace culture that's powered by social and informal learning.

Moreover, accessibility to digital learning and recording devices is better than ever, and this accessibility is changing the way organizations should think about the "70:20" portion of the 70:20:10 learning model.

Companies should couple social and informal learning with technologies that A) empower learners and subject matter experts to collaborate online to create best practices and share knowledge, B) capture user-generated knowledge, place it on the cloud for peer review and share it across the organization and C) reward users who actively share knowledge capital with peers and coaches.

Soon, this unique approach to combine the tried and true 70:20:10 learning model with the technology of today will clearly link learning to business outcomes in a focused, measurable way.



Martin Baker

Founder and CEO
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Consortium



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I have teamed up with Towards Maturity in order to bring independent evidence to help L&D leaders understand the fact versus the fiction behind 70:20:10. The Towards Maturity team have investigated the impact of adopting new models of learning on business and performance using evidence from over 600 L&D leaders taking part in the 2015 Towards Maturity Benchmark. Together, we aim to de-mystify and de-construct the 70:20:10 model to determine how L&D can encourage and support learning in each of the 3 approaches and dispel some of these myths that have taken centre stage.

~ Charles Jennings

STAFF FIND EXPERIENTIAL AND SOCIAL LEARNING MORE USEFUL THAN FORMAL LEARNING

Percentage of staff finding these forms of learning essential or very useful:



47%
of L&D professionals believe their approach is shaped by models (e.g. 70:20:10) that support learning **directly in the flow of work.**

DOES 70:20:10 WORK?

Organisations looking to support learning directly in the flow of work are more likely to report **business benefits** than those who are not. *

4x as likely to report that they are responding faster to business change

(30% vs 7%)

3x more likely to report an improvement in staff motivation

(27% vs 8%)

2x more likely to report a customer satisfaction increase

(42% vs 18%)

MORE BENEFITS, FEWER BARRIERS

Organisations implementing 70:20:10 report fewer barriers to progress: *



"Learning is not a management priority!" (40% vs 61%)



"L&D staff lack knowledge about the potential of technology in learning" (44% vs 64%)

So what are they doing differently?

*Comparing those who strongly agree that they are using new models to help embed learning into the workflow, with those who strongly disagree

There is a genuine balance of attention given to all 3 activity areas:

WORKFLOW

Those using models are more likely to be proactive in supporting workplace performance at the point of need:

- **4x** more likely to provide staff with access to job aids (40% vs 10%)
- **4x** more likely to encourage managers to actively support learning (23% vs 6%)
- **11x** more likely to help staff find what they need through content curation (22% vs 2%)

SOCIAL

They are active in building connections:

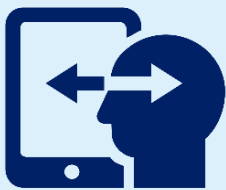
- **2x** more likely to agree that coaching and mentoring is an active part of work culture (51% vs 25%)
- **2x** more likely to agree they help individuals locate in-house experts (50% vs 24%)
- **8x** more likely to agree that they encourage staff to solve problems together using online social media tools (16% vs 2%)

FORMAL

They design formal learning to extend beyond the course to support business and individual performance:

- **2x** more likely to analyse the business problem before recommending a solution (66% vs 36%)
- **3x** more likely to involve users in design of learning (44% vs 14%)
- **7x** more likely to use spaced learning to aid retention (22% vs 3%)

CRITICAL FOUNDATIONS FOR SUCCESS



Those adopting 70:20:10 are more likely to use technology to deliver across all phases of the model:

- Supporting learning in the workflow: **2x** more likely to use performance support tools
- Social learning: over **50%** more likely to use learning communities, in house social media and communities of practice
- Formal learning: **2x** more likely to use online books, podcasting, video content

Management engagement:

- **90%** of those implementing 70:20:10 agree that managers are expected to take responsibility for developing the skills of their staff (vs 61% of those not using 70:20:10)
- **44%** involve managers in the design of the most appropriate solution (19%)
- **They have higher expectations of working with managers** and are more likely to perceive lack of line management engagement as a barrier (58% vs 54%)



Skills of L&D practitioners: those using 70:20:10 are more likely to equip their L&D teams:

- Almost **2x** more likely to already have blended learning skills (59% vs 33%) and performance consulting skills (44% vs 24%) in-house
- **2.5x** more likely to have skills in facilitating collaboration (24% vs 9%)
- **2x** more likely to have internal interest groups for peer-to-peer learning (68% vs 34%)

The bigger picture

Analysis of Top Deck organisations in the Towards Maturity Benchmark shows that 88% of them are embracing new models of learning. However, they report even more benefits, even fewer barriers and are also more active in all of the above areas than would be expected simply from the application of new models.

1. 70:20:10 – Myths and realities

The concept of 70:20:10 is not new.

More than 20 years ago, Morgan McCall and his colleagues at the Center for Creative Leadership published data from a survey of successful managers. The managers reported that they learned most of what made them successful through on-the-job experiences and support from other people.

McCall's colleagues, Michael Lombardo and Robert Eichinger reported the results in this way:

*“The odds are 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.”*²

However, it is only relatively recently that the 70:20:10 model, which takes its name from this study, has started to gain traction within the global Learning and Development (L&D) community.

The proportions were initially based on a survey of a limited number of predominantly male executives. In fact, when the study was repeated with a sample of female leaders, the numbers were different, producing a ratio of 55:40:5. However, despite differing ratios - and ratios are likely to differ in every study - the basic concept of the 70:20:10 approach, that most learning takes place through experience and exposure to others in social networks rather than through formal courses, remains the same.

More than anything else, 70:20:10 is *“a reference model or framework that helps organisations extend their focus on learning and development beyond the classroom and course-based e-learning to build more resilient workforces and create cultures of continuous learning.”*³

Changing workplace dynamics have meant that L&D is now increasingly looking to embrace the ideas behind the 70:20:10 model. However, as interest has increased, a number of myths around it have gained momentum and distracted L&D from focusing on the holistic ‘100’ needed to deliver individual and organisational performance.



² The CAREER ARCHITECT® Development Planner. Lombardo and Eichinger (1996) ISBN 0-9655712-1-1

³ <http://charles-jennings.blogspot.co.uk/2015/08/702010-primer.html>

Common 70:20:10 myths:

- There is no evidence for the positive effect of 70:20:10
- L&D should try to achieve a ratio of 70:20:10
- 70:20:10 implies that formal courses don't work
- 70:20:10 is a 'rule', 'law' or a 'learning theory' and the numbers are fixed
- Adapting or building courses to include elements of social and workplace learning is 'doing' 70:20:10
- 70:20:10 is just a way to cut costs

I have teamed up with Towards Maturity in order to bring independent evidence to help L&D leaders understand the facts versus the fiction behind 70:20:10. The Towards Maturity team has investigated the impact of adopting new models of learning on business and performance, using evidence from over 600 L&D leaders taking part in the 2015 Towards Maturity Benchmark.

Together we aim to de-mystify and de-construct the 70:20:10 model to determine how L&D can encourage and support learning in each of the 3 activity areas – learning in the flow of work, social learning, and structured learning – and dispel some of these myths that have taken centre stage.



1.1 Our starting position - performance

Since 2003, the Towards Maturity benchmarking process has sought to discover which organisations are achieving the *best* results in terms of staff and business impact and what they are doing differently to achieve those results. L&D leaders are looking to deliver more than just courses and are increasingly looking to technology to help, but not everyone is achieving their goals.

What are the goals for learning and development?

9 out of 10 of today's L&D leaders are looking to:

- Increase on-the-job productivity
- Respond faster to business change
- Improve staff engagement
- Reduce time to competency
- Improve the application of formal learning in the workplace

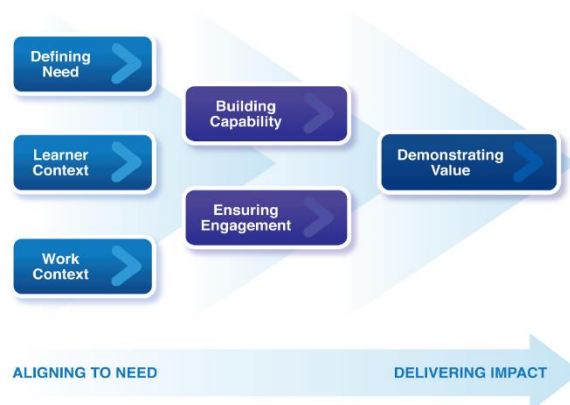
Fewer than 1 in 4 are currently achieving the goals they seek.

Do you share – and achieve – these goals?

From Benchmark reviews with over 4,500 organisations over the past 13 years, we have identified six key areas where action can be channelled to improve results. These effective practice workstreams are described in the Towards Maturity Model™.

Although action within any one workstream can lead to significant improvements, those that take a more **holistic approach** report the best results.

When compared to those in the bottom quartile for the Towards Maturity Index (TMI), the **Top Deck** - those in the top decile (10%) for the TMI - are consistently high performers.⁴ They are:



- **3 times** more likely to report benefits relating to efficiency and business process improvement
- **5 times** more likely to report benefits relating to productivity and business responsiveness
- **8 times** more likely to report benefits relating to culture such as learning engagement and self-directed learning⁵

Compared to those in the bottom quartile, L&D leaders in **Top Deck** organisations are also

- **3 times** more likely to agree that their L&D staff consider the course as only one of the options for building skills and performance
- They are also **4 times** more likely to agree that their approach to learning is shaped by models such as 70:20:10 that support learning directly in the flow of work

Embedded deep within the Towards Maturity Model are a number of actions that relate to supporting activity across the 70:20:10 framework.

In this report we explore the extent to which **Top Deck** organisations are working proactively to integrate principles from the 70:20:10 framework into their everyday learning culture.

⁴ Towards Maturity Index™ - the unique single score that organisations can use to benchmark their progress across the 6 areas of the Towards Maturity Model. www.towardsmaturity.org/index

⁵ Towards Maturity, 2015 Industry Benchmark Report, *Embracing Change*: www.towardsmaturity.org/2015benchmark

1.2 What is important to our staff?

Before we explore how high performing L&D teams are embracing 70:20:10, let's get back to basics. How important are the principles behind 70:20:10 to staff?



In the Towards Maturity Learning Landscape⁶, we ask workers themselves how they learn what they need to do their job. We consistently find that social and collaborative learning are top of their list (see Figure 1).

On average, 37% of workers find formal learning essential or very useful compared to social learning, where 90% cite working in collaboration with their team members as essential or very useful. Workers in this study find the job aids and checklists that assist them in their day-to-day work more essential/very useful than they do self-paced e-learning courses.

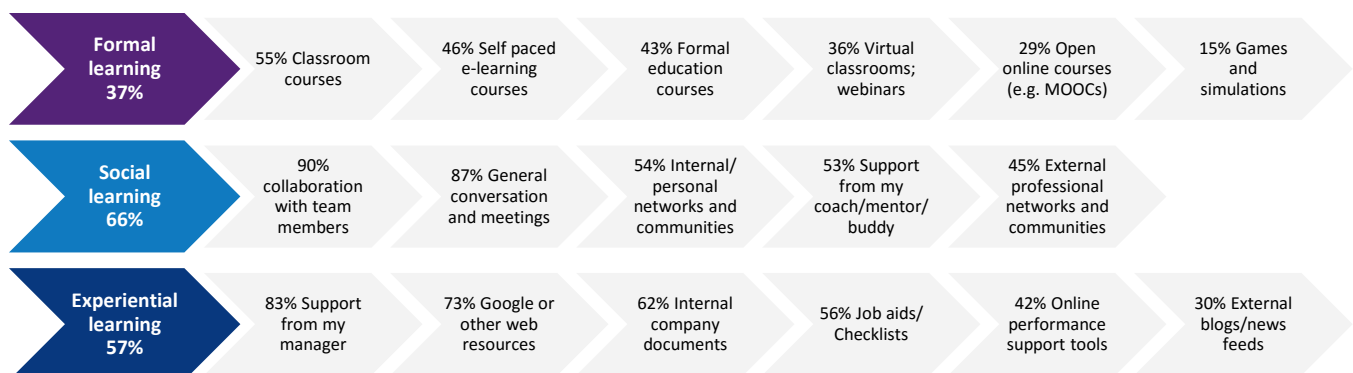
What motivates staff to learn online?

- 76% want to do their job faster and better
- 75% learn for their own personal development
- 60% want to increase their productivity
- 47% want to keep up with new technology
- 42% are motivated by working towards professional certification

Question for L&D: Do you know what motivates YOUR staff to learn?

Learners clearly appreciate the opportunity to learn from each other and to find out for themselves. L&D need to invest beyond the course to support the modern learner and embed learning into their day-to-day experience.

Figure 1: Proportion of workers finding each method essential or very useful



Data from a sample of 1,681 learners taking part in a Towards Maturity Learning Landscape Audit during 2015

⁶ www.towardsmaturity.org/learnervoice

1.3 How prevalent is the 70:20:10 model?

From anecdotal evidence and comments in the 2015 Benchmark research, many L&D leaders are consciously looking at the 70:20:10 model to help inform their approach.

“My vision is to embed a 70:20:10 model of learning where we optimise opportunities presented in day to day working life to enhance learning for all, and optimise transfer of (formal) learning to day-to-day practice.”

Head of L&D, Finance sector

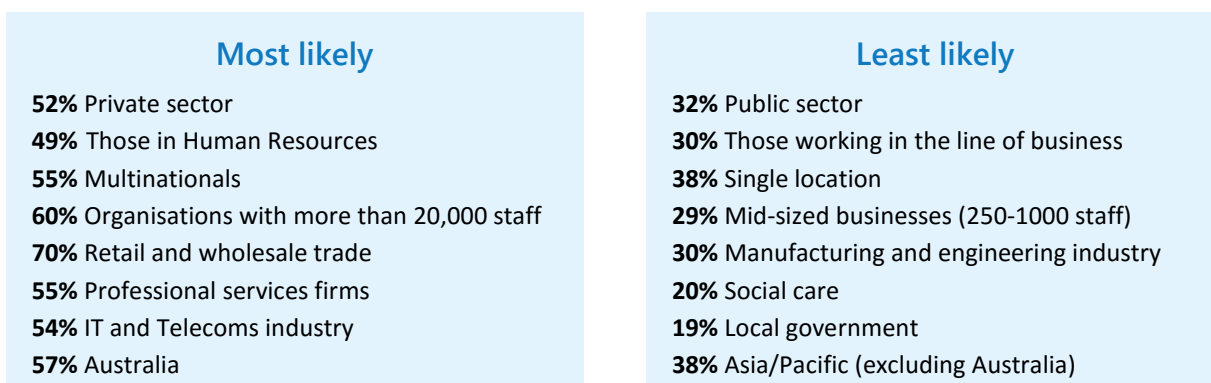
On average, **47%** of L&D leaders strongly agree that “Our approach is shaped by models that support learning directly in the flow of work – such as 70:20:10” (up from 42% last year). This rises to **86%** of organisations in the **Top Deck**, but falls to as low as 30% for those in manufacturing industries and 19% for those working in local government.

When we compare those who say they are using new models with those who are not⁷ we find that they report greater impact on the business and on its staff, more benefits from technology-enabled learning and fewer barriers to a modernised learning strategy.

47%

of L&D professionals believe their approach is shaped by models (e.g. 70:20:10) that support learning **directly in the flow of work.**

Figure 2: Which sectors are applying new models of learning?



⁷ Participants were asked, “To what extent do you agree with the statement: ‘Our approach is shaped by models that support learning directly in the flow of work?’” They responded on a 1-9 scale. We compared those responding 7, 8 or 9 (47% of sample) with those responding 1, 2 or 3 (20% of the sample)

1.4 Benefits of applying 70:20:10

L&D leaders recognise the benefits that can be achieved through modernising their learning strategy and the key role of technology in this process and yet many are failing to achieve their goals. Does the 70:20:10 framework help?

Figure 3 highlights that those applying new models of learning such as 70:20:10 report twice the business benefits and efficiency improvements than peers who are not. (Note that participants are reporting on the overall impact of their learning strategy – they are not attributing it specifically to the 70:20:10 model, which makes these figures all the more compelling).

What are the benefits of applying new models of learning?

Those applying new models such as 70:20:10 are consistently reporting more benefits than those who do not. They are at least:

- ✓ **5x** as likely to be able to attract talent (20% vs 4%)
- ✓ **4x** as likely to respond fast to business change (30% vs 7%)
- ✓ **3x** as likely to report improvements in staff motivation (27% vs 8%)
- ✓ **2x** as likely to report improvement in customer satisfaction scores compared to those who do not (42% vs 18%)

Question for L&D: Are the wider issues of talent and customer loyalty important to you?

Figure 3: Benefits of applying new models of learning

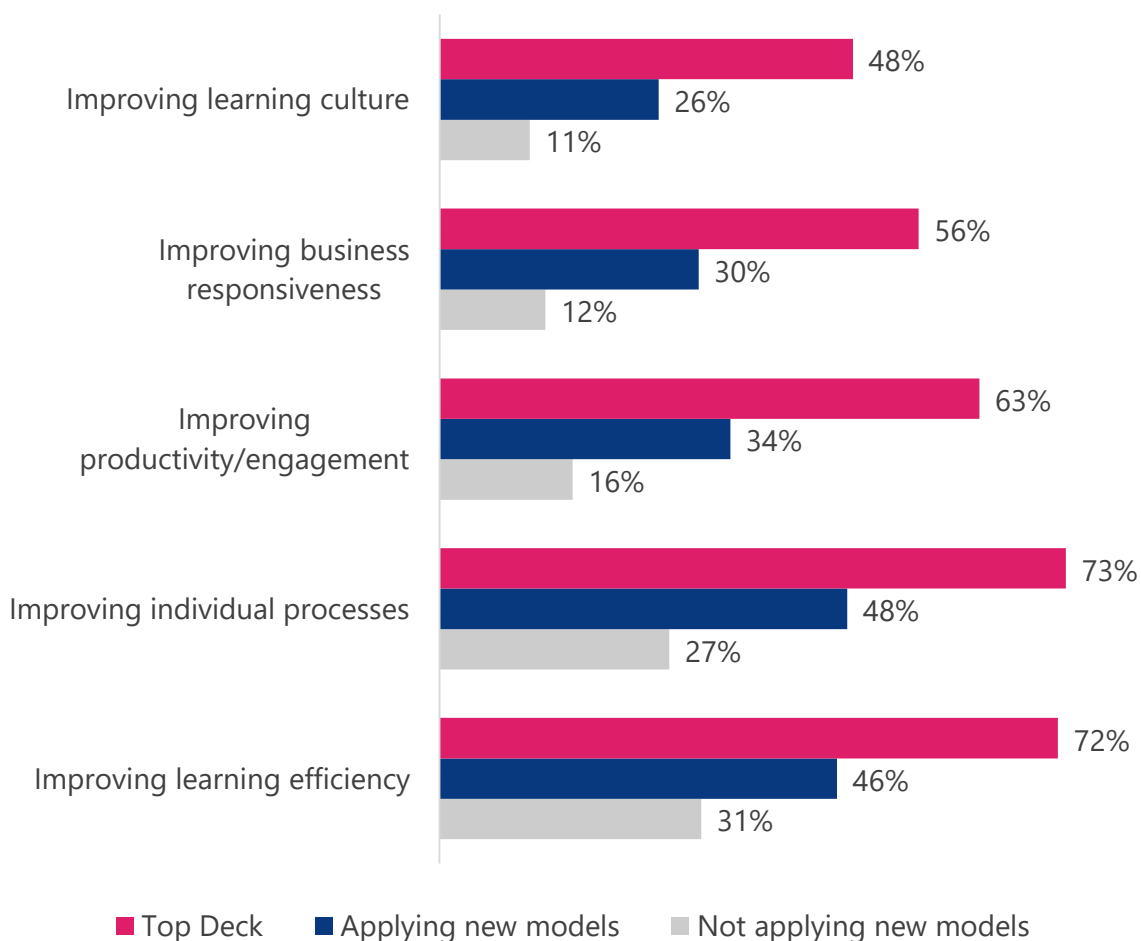


They are also more likely to agree that:

- Learners put what they learn into practice quickly (34% vs 20%)
- Staff can access learning directly relevant to their job (62% vs 32%)
- Staff can determine their own path through their learning (39% vs 21%)
- They have noticed positive changes in staff behaviour (28% vs 12%)

Figure 4 shows that those active in applying approaches like 70:20:10 are also twice as likely to report that they are achieving the ‘hard-to-get’ benefits of improving the overall culture of learning in the organisation – a precursor for so many other sought-after improvements such as increased responsiveness to business change and increased learner engagement.

Figure 4: Effect of new models of learning on programme benefits



Myth Buster 1: 70:20:10 has no impact

The Towards Maturity data appears to indicate otherwise, as does data from Bersin, GoodPractice, and various academic researchers – such as Victoria Marsick at Columbia University and others. Developing a deep understanding of performance problems and constructing solutions ‘starting with the 70’ is likely to generate content, forums etc. and deliver tangible business results.



However, it is important not to consider 70:20:10 in isolation. Not only are Top Deck organisations more likely to use these frameworks but they also report even greater benefits across these five areas. They are clearly going further than just embracing new models of learning:

- **48%** report benefits related to changing culture
- **56%** report their organisations are more responsive and agile
- **63%** report improved productivity
- **73%** report improved process
- **72%** report improved efficiency as a result

Using frameworks like 70:20:10 is simply one aspect that L&D needs to consider in a more comprehensive review and revision of their practices.

1.5 Overcoming barriers to change

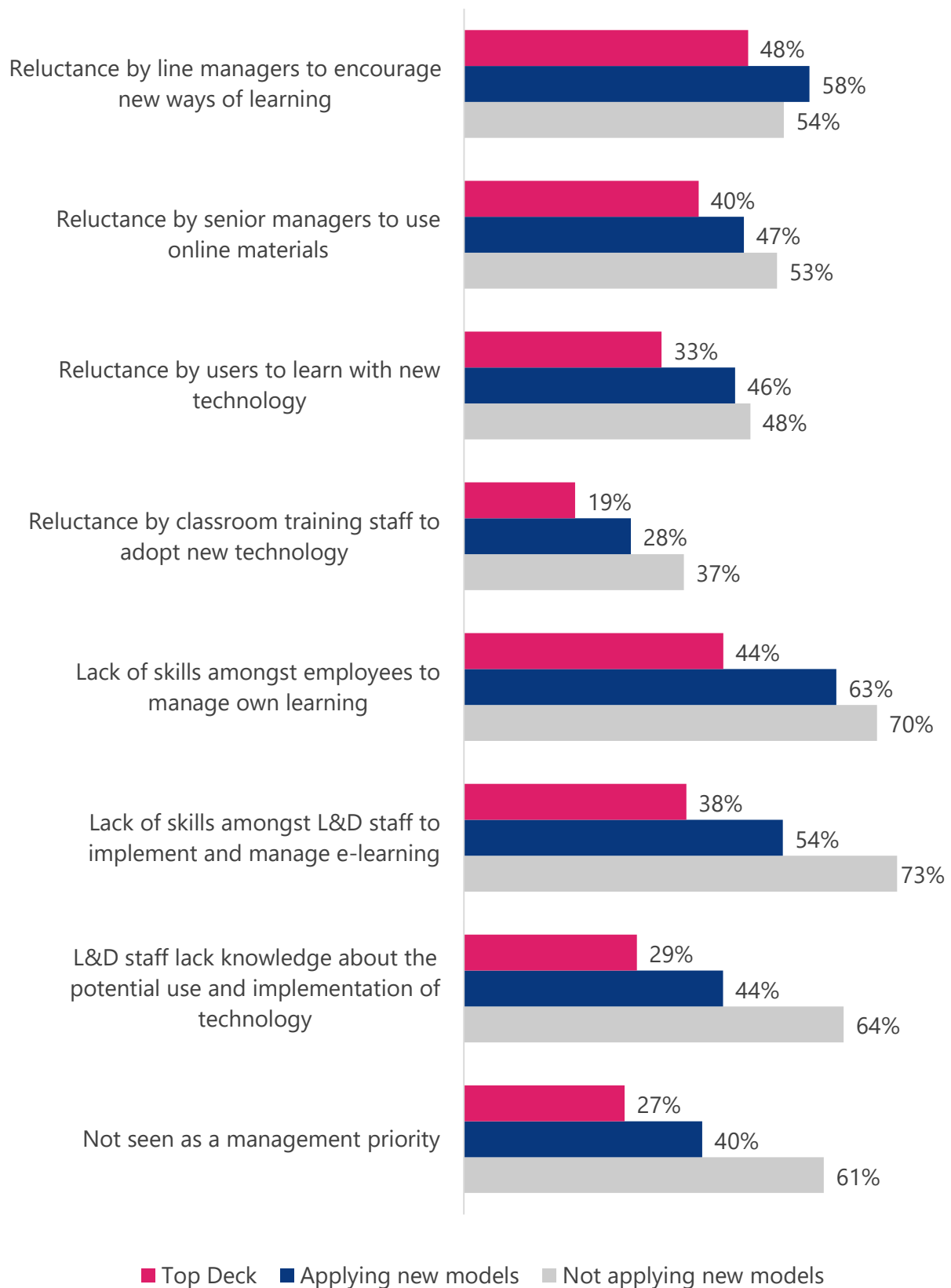
Those organisations that are applying 70:20:10 to embed learning into the workflow also report fewer barriers due to:

- Reluctance to engage with new methods of learning by senior managers
- Lack of skills and knowledge amongst L&D staff
- Learner reluctance and ICT skills

Figure 5 shows that they also appear more aware of technical issues around ICT infrastructure and security. However, they are more likely to struggle to gain the support of line managers.

Cost of development and implementation of new technology-enabled solutions remains a barrier to all.

Figure 5: Barriers to the implementation of technology-enabled learning solutions



Those in the Top Deck outperform, reporting fewer barriers to change, including lower reluctance by line managers to encourage new ways of learning – down to **48%** from an average of 55%.

Thinking about learning beyond the course is a characteristic of high-performing learning organisations, but clearly more comes into play than simply which models they are using. Having an open mind-set to explore new models of learning may also suggest that they are more open to other changes and innovative practices.

Myth Buster 2: There is no evidence for the positive effect of 70:20:10

There is little or no academic research specifically into 70:20:10 (this is a reason one or two academics have taken the position that '70:20:10 has no clothes'). There is, however, plenty of research that has found informal / experiential / social learning has a positive impact. 70:20:10 is really just a model for the combination of structured / social / experiential learning.

Current evidence is encouraging in terms of identifying the positive impact of new models such as 70:20:10. Participants in this study were not asked about the impact of specific models but the stark contrast between those who are applying 70:20:10 versus those who are not is striking. However, Top Deck organisations indicate that impact is not only determined by adopting a new model. It is critical that we dig deeper into the tactics of those reporting improved benefits. That is what the next section is all about.



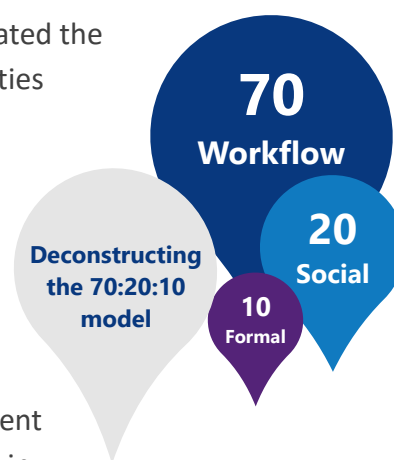
2. How are new models of learning being applied?

Much attention has been given to the numbers in the 70:20:10 framework, rather than the intentions and actions behind it. The Towards Maturity Benchmark process has deconstructed and investigated the different behaviours within 70:20:10 to understand the extent to which different aspects of this model are being applied by L&D professionals in today's workplace. In this chapter, we explore the activities behind the numbers.



600 participants in the 2015 Towards Maturity Benchmark™ rated the extent of their activity against 100 action areas. Specific activities relating to the full 70:20:10 process are embedded within the benchmark process (but not labelled as being linked to any framework) allowing us to assess how and if the principles are being applied and – more specifically – if those principles are contributing to success.

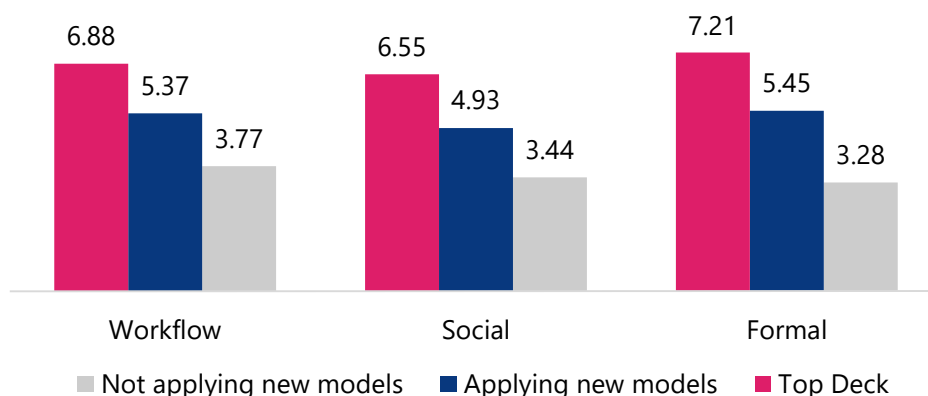
For the first time in 2015, we introduced 3 new indices to help organisations reflect on the extent to which they implement 70:20:10 in their practice and plan actions to bring their focus in line with the framework. These indices measure targeted L&D action in each area and intentionally DO NOT measure the proportions in each area, as this varies in every situation.



- In the **Workflow Index**, we consider the extent to which staff are being encouraged to learn from and reflect on their experience; the way their performance in the workplace is actively supported by management; if access to resources has been simplified and if managers are equipped to encourage ongoing learning - aspects of the '70'.
- In the **Social Index**, we consider the extent to which social learning is supported including how collaboration is encouraged; if L&D is aware of how staff are already collaborating and the attitude of the organisation to accepting innovation and new ideas - aspects of the '20'.
- In the **Formal Index**, we consider the extent to which formal learning interventions are aligned to business need; are user-focused, blended and flexible; that learners are recognised and programmes remain relevant to work need - aspects of the '10'.

These activities were explored amongst all participants, not just those who agreed that they were applying new models of learning into their practice. We found that those who were not actively using new models, still scored across the indices but not as highly as those who were. Top Deck organisations scored higher across all three indices.

Figure 6: Range of focus across the model measured by the 70:20:10 indices



Those actively applying new models to embed learning in the workflow have a greater focus on creating well-aligned, relevant and timely formal learning interventions than those who are not.

Top Deck organisations are more active across ALL the areas of the 70:20:10 model. They are more likely to balance their activity across all three activity areas rather just focusing on improving one area over another.

The individual indices for each aspect of the model help us to explore which, if any activity area, is perceived to impact business performance more than another. Comparing those in the top quartile and bottom quartile of each individual index, we found that those in the top quartile of EVERY index are **twice as likely** to report that they have:

- Improved learning culture
- Improved business responsiveness
- Improving productivity/engagement
- Improving individual processes
- Improving learning efficiency

The data highlights that those achieving a balance across the three activity areas consistently report better outcomes. Those active in applying new models of learning are balancing formal interventions with other methods. Let's consider each of the areas in turn.

Myth Buster 3: 70:20:10 is a rule, law or learning theory

70:20:10 is none of these. It is simply a framework that organisations can use to help extend the focus on learning beyond the classroom/workshop/e-learning approach and exploit learning in the workplace. When applied well, 70:20:10 improves quality and results in terms of learning and performance.



Myth Buster 4: "L&D should try to 'achieve' a ratio of 70:20:10!"

70:20:10 is not about trying to achieve a set ratio. Each performance problem to be solved will have its own optimum 'blend' of experiential ('70'), social ('20') and structured ('10') learning. Sometimes the best solutions may only use one activity area. Other times they may require some of each. L&D should use the 70:20:10 model as a guide to balance learning activity for optimum impact and help extend their support of learning into the workflow using the whole range of options offered in the 70:20:10 'kit-bag'.



2.1 Learning in the workflow

At the heart of the 70:20:10 model is the notion that learning through experience as a part of daily work is likely to be the means through which more than two-thirds of the skills and knowledge for that job role are acquired. Those applying new models of learning are not just improving the formal and social learning opportunities but are also more active in facilitating experiential learning. Compared to those not applying new models they are more than *four times* as likely to agree with the following statements.



- 40% agree that staff in their organisation have access to job aids online or via mobile devices (10% for those not applying new models)
- 23% agree that managers provide active support in application of learning in the workflow (6%)
- 22% say they have content curation strategies in place (to help staff find what they need when they need it) (2%)

The **Top Deck** provide more evidence on how to actively support learning in the workflow:

- **90%** expect managers to take responsibility for developing the skills of their staff (60%)
- **82%** actively encourage staff to take on new work experiences as an opportunity to learn (38%)
- **78%** encourage staff to learn from their mistakes as well as from others (41%)

In the Top Deck: **71%** develop job aids for learning at the point of need (29% average)

Learning professionals can help people to become more self-reliant through ensuring that they have access to a range of systems and resources to support them at work. They need to avoid fostering a culture of dependency through becoming the route – or barrier – to reaching learning resources. Encouraging people to make time to reflect on what has worked well, and what has not, can help to make reflection a valuable part of the daily work habit.

Checklist to support experiential learning

- ✓ Are people being encouraged to learn from, and reflect on, their day-to-day experiences?
- ✓ Do managers and team leaders take responsibility for helping the development of their staff?
- ✓ Do L&D staff members encourage managers and team leaders to support learning through experience?
- ✓ Are performance support and job aids being provided by L&D to support workplace activities?
- ✓ Do people have easy access to learning resources, with content curation strategies in place to help them make sense of the range of resources available and easily find what they need when they need it?

Putting the '70' into practice: 5 features to look for in a performance support toolkit

- Does it provide tips, tools and checklists at the moment of need?
- Can performance support be embedded into formal learning programmes?
- Does it ensure that resources can be easily found?
- Does it provide essential information at exactly the right time e.g. for appraisals?
- Is it a reputable and knowledgeable resource for staff to turn to?

How are you supporting your managers?

"The content in the Toolkit for Managers is invaluable. I am doing my first external interviews this week and the information has been extremely helpful. Multi-layered, informative and easy to access. I have taken lots of notes and will be using the techniques and tips during the entire selection process."

- New manager on using the Consortium's online [Toolkit for Managers](#)

Advice provided by the Corporate eLearning Consortium

2.2 Social learning

Learners are in no doubt. Working with others is essential for learning what they need to do their job. Social or collaborative learning can take many forms. Whilst the informal conversation ‘around the water cooler’ is no doubt highly important, networking with others inside or beyond the organisation allows staff to share good practice, resources, and try out new ideas. Sharing the link to that short video clip or podcast can save others hours of effort.



What does social learning look like for those active in applying the 70:20:10 model? When we compare those applying new models of learning with those who are not, we find that they are more active in connecting staff with experts and peers:

- 51% agree that coaching and mentoring are an important part of their work culture (25%)
- 50% agree that they help people locate in-house experts when they need them (24%)
- 16% encourage learners to solve problems together using online social media tools (2%)

In the Top Deck: **80%** allow access to third party social media (72% average)

In addition, L&D leaders in the **Top Deck** show us that not only are they active in supporting social connections but they also are more confident in people’s ability to learn together:

- **63%** agree that their staff know how to productively work together (19%)
- **59%** agree that staff learn more from each other than course content (33% average)

Checklist to facilitate social learning

- ✓ Do L&D staff know how employees are using social media generally for personal use?
- ✓ Are L&D staff actively using social learning tools in their own daily learning and work?
- ✓ Are L&D staff exploiting employees’ use of social media to support learning in the workplace?
- ✓ Are L&D staff thinking beyond simply adding a discussion space to a course to encourage social learning?
- ✓ Are L&D staff actively supporting social collaboration through ‘working out loud’ and other sharing approaches?
- ✓ Is there a culture in the workplace of welcoming new ideas and innovation?
- ✓ Is there a culture in the workplace of self-governance and learner autonomy?

Some of these guidelines are adapted from Jane Hart’s ‘Modern Workplace Learning’ <http://modernworkplacelearning.com/book>

2.3 Formal learning

When L&D teams are spending the majority of their time and energy on the design and delivery of formal learning programmes, they have the greatest opportunity and incentive to get these right. When learners equate the formal course, be it face-to-face or online, with the remit of the L&D team, this can be make or break for learner engagement and success. Our evidence shows that learners are turned off by a vast catalogue of irrelevant courses where they can't find what they need, and by the annual repetition of tick-the-box compliance exercises.⁸



What does formal learning look like for those active in applying the 70:20:10 model? When we compare those applying new models of learning with those who are not, we find up to seven-fold differences for some of their tactics:

- 66% analyse the business problem before applying the solution (vs 36%) and are therefore more likely to be providing targeted solutions
- 44% involve users in the design of the most appropriate learning approach (14%)
- 22% apply techniques such as spaced learning to aid retention and application of learning (3%)

Top Deck organisations who are active in applying the model concentrate their efforts to ensure that that formal learning can be relevant, challenging and highly productive.

In the Top Deck: **94%** consider the 'course' as only one option for building skills and performance (52% average)

- **84%** blend use of learning technologies in design - from social media for collaboration to content delivery (compared to 22% on average)
- **80%** apply storytelling techniques in instructional design (32%)
- **55%** use defined performance support practices to support learning transfer after formal learning (13%)

Myth Buster 5: 70:20:10 implies courses don't work

This is not the case. A 70:20:10 approach looks at the most efficient and most effective ways to solve business and performance problems. Sometimes the best solution will include formal learning, but formal learning is usually only part of any potential solution (and sometimes not part at all). Just as the '70' and '20' are likely to be part of a solution (or not part at all).



⁸ Learner Voice 2, 2015. www.towardsmaturity.org/learnervoice

Checklist for re-aligning formal learning

- ✓ Are all structured learning interventions:
 - Aligned to business need?
 - Aligned to performance needs?
 - Learner-focused, blended and flexible?
 - Relevant and timely?
 - Closely linked to ongoing workplace and social learning activities?
- ✓ Do all learning interventions start with a business need and performance need analysis process?
- ✓ Is learner achievement recognised and rewarded?

We know that people and organisations perform best when learning and development is a continuous embedded process. Formal training and development programmes help when designed well to meet needs, but formal learning is rarely sufficient alone. People tend to learn best when their learning is as close to the point of use as possible, so when planning learning support it's best to start with the '70' and '20' and weave them into the daily flow of work.

It's clear from the survey data in this section that the Top Deck organisations are focused on careful analysis of learning needs and are weaving experiential and social learning into their solutions. It's also clear that these strategies are reaping rewards.



Supporting a shift in learning culture at Citi

Citi is over 200 years old, an established global financial landmark with a great history but the rules of the game are changing! In exploring how the organisation needed to change, innovate and grow, it was clear that the bank faced the need to change its mindset, ethical decision-making and culture. It needed to create a culture of continuous workplace learning.

Brian Murphy, Head of L&D EMEA comments, *“It was clear that the business leaders felt the responsibility and pressure to create opportunities for development. But they needed to get the dynamics right – not just to create a top-down push but a pull to bring about an employee-owned and manager-supported learning culture. Our people needed to be empowered to own the changes and the culture for themselves. Lastly, L&D’s role was to create the conditions for behaviour change, not to ‘drive it’.”*

Citi took a campaign approach, a core component of which was a 30-day challenge for staff to #BeMore. Traditionally, when supporting the implementation of a new initiative the team would have pushed content to staff but this campaign encouraged everyday learning through a series of micro actions embedded into their work.

About the #BeMore 30-Day Challenge

- 30 days, 30 micro actions
- Each day provided a new challenge and an invitation to reflect and share
 - Days 1 – 10: Honest conversations
 - Days 11 – 20: Learning through 70:20:10 (Experience-Exposure-Education)
 - Days 21 – 30: High quality development planning
- Participation from senior management team and inspirational leaders
- Sharing of personal stories and learning via Citi’s live-collaboration tool
- L&D supported through social community management
- Resulted in five times levels of engagement compared to other global initiatives
- Lasting impact on how staff felt about their opportunities to grow and develop

Final word from Brian Murphy

“L&D are not the fount of all knowledge and our traditional approaches no longer work. It was critical to shift to new learning principles, principles, and pivot our role as Learning professionals. In our team our priority was to shift to role of performance consultants. Our role in helping our people understand how to balance their own learning across the 3 E’s – Experience, Exposure and Education – has been fundamental in supporting business change and agility in our organisation.”

3. Creating firm foundations

So far, we have seen that organisations applying principles from the 70:20:10 framework focus on activities that directly support learning in the flow of work, facilitate social learning and design formal learning that extends well beyond the classroom.

Additional analysis also shows that these principles are also underpinned by actions that make the outcomes a reality. Having the right technology solutions in place, the support of senior managers, the buy-in from line managers and the right skills amongst the learning team are essential pre-requisites for success.



3.1 Supporting through technology

Organisations that are applying 70:20:10 are using more technology to support every aspect of learning in comparison with those that are not. Technology is providing greater choice and flexibility, connecting learners within and beyond their peer group and providing the means to support ongoing performance in the workplace.

Amongst those applying 70:20:10, L&D professionals support **workflow** learning with a number of technology solutions:

- 81% use enterprise-wide information services (60% for those not applying 70:20:10)
- 78% use job aids/checklists (65%)
- 45% use performance support tools (24%)
- 36% use blogs (20%)

6 questions to ask when looking at platforms to support 70:20:10

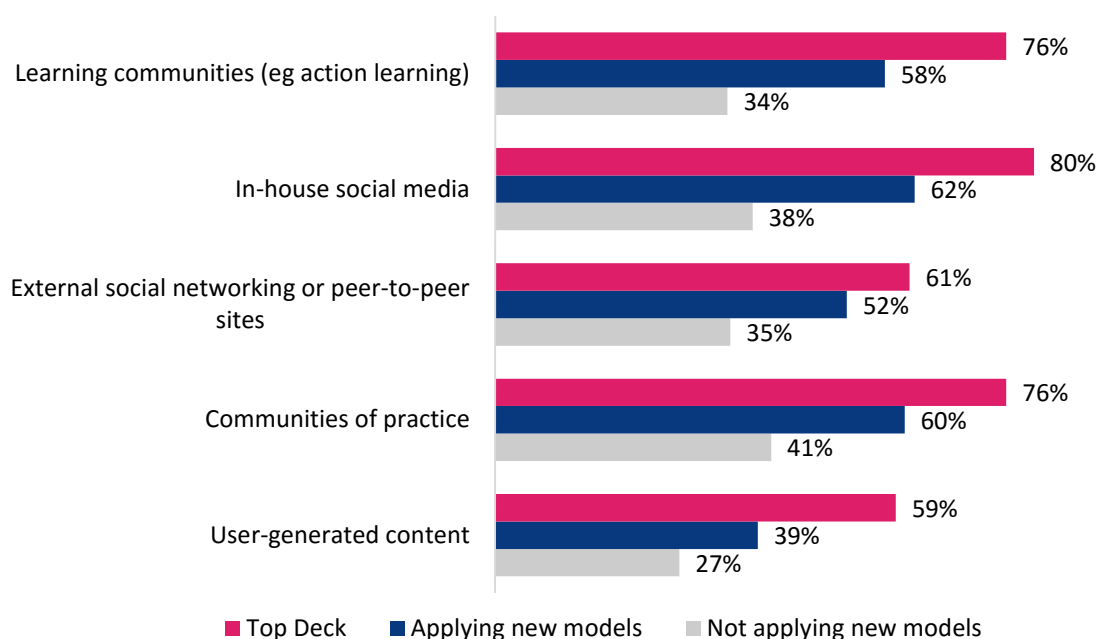
- Can staff and subject matter experts (SME's) alike have ways to share content (e.g. video recordings) with each other?
- Is there an option for shared content to be peer-reviewed and validated so that it contributes to develop best practice across the organization?
- Can you capture SME or learner interactions (e.g. Q&A threads, curated videos) as learning assets that can be searched, found, read and socially-ranked (e.g. how useful, best answer)?
- Can staff find the right experts and ask them questions about specific issues they are facing?
- Can experts be recognised and rewarded for their contribution to learners' questions or requests for help (e.g. a leader board or a chart)?
- Can you track and report on measures of engagement to promote effective practice that supports a culture that rewards top performers with measurable recognition?

Advice provided by Docebo

They are also more likely to have a single sign on process (55% vs 28%) to simplify access to learning at the point of need.

Figure 7 highlights that those actively applying 70:20:10 models are using more **social** learning tools such as communities of practice, encouraging sharing of user generated content and are facilitating the use of social media for learning.

Figure 7: Social learning tools



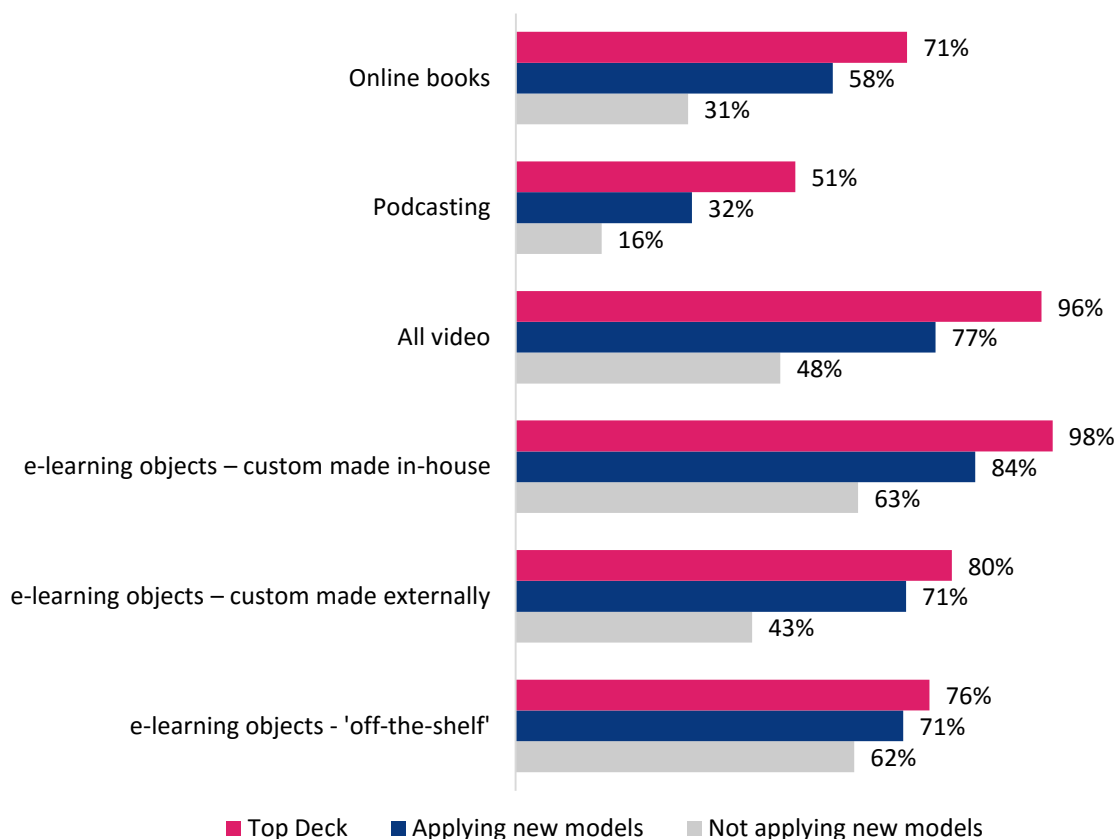
They are also using more **formal** tools and providing access to a wider range of online resources:

- 73% use open education resources/digital materials that are free at the point of use – such as Wikipedia, or Open University resources (45% of those not applying 70:20:10)
- 69% use information repositories or learning portals or other paid for services (35%)

Figure 8 shows that they are also using more of a range of e-learning courses, videos, podcasts and online books. They are more likely to integrate their Learning Management System with other information systems and capitalise on the range of services that these systems can offer, such as learning analytics, integrated video libraries, links to competency and talent management and support for social and collaborative learning.

- 28% use integrated video libraries (20%)
- 33% link to competency and talent management (27%)
- 25% support social and collaborative learning (14%)

Figure 8: Tools for delivering and supporting formal learning



“We are providing self-serve resources on our common intranet platform which are designed to facilitate the range of learning and development opportunities and help encourage learning options across the 70:20:10 framework.”
Talent Management Consultant, Local Government

Myth Buster 6: Adapting or building courses to include elements of social and workplace learning is ‘doing’ 70:20:10

This is only ‘doing’ one aspect of 70:20:10. This approach could be called adding learning to work. Some 70:20:10 solutions will alternatively involve embedding learning in work (such as performance support – job aids, checklists, wizards, search support etc.). Others will involve extracting and sharing learning (micro-blogging, working out loud, professional communities, storytelling, user generated content, forums etc.)



3.2 Commitment from business leaders

Many studies report that skills gaps and shortages are the number one challenge for business. In a recent international study of 1,330 CEOs from PwC, 65% of UK CEOs said a lack of key skills is hampering their growth prospects.⁹ Whilst recognising that business leaders have many other concerns and priorities, across the 2015 Benchmark, almost half (48%) reported that learning was not seen as a management priority.

It is clear that for 70:20:10 to be a success, there needs to be a commitment from business leaders. Those that are applying new models of learning are twice as likely to agree that they have commitment of senior managers:

- 50% Senior managers demonstrate a commitment to learning (26%)
- 46% Our top managers are involved in promoting learning (26%)
- 30% Our top managers are seen to use learning technologies (15%)

The evidence in the 2015 Benchmark '*Embracing Change*' report underlines the link between learning and business performance and the cost implications of talent shortages to the business. Top Deck organisations recognise how critical this relationship is and are likely to both actively communicate and enjoy the support and commitment of the senior team:

- **86%** Managers recognise the value of on-the-job learning (compared to 50% average)
- **88%** agree their senior managers demonstrate a commitment to learning (40%)
- **90%** regularly communicate learning successes to line managers and supervisors (34%)
- **94%** regularly communicate learning successes to senior management (44%)

3.3 Working closely with line managers

Across the 2015 Benchmark, just 15% of L&D leaders agree that their managers provide active support in applying workflow learning. Yet many of these have the responsibility for the degree of learning that occurs in the workplace and creating the opportunities to increase job-related skills on a day-to-day basis.

Just **15%** of L&D leaders agree that managers provide active support in applying workflow learning

⁹ 16th Annual Global CEO Survey. PwC, 2015. <http://www.pwc.co.uk/services/human-resource-services/insights/the-talent-challenge-a-time-for-extraordinary-leadership.html>

Those applying a 70:20:10 approach are more likely to engage with managers at all levels than those who are not:

- 44% involve managers in the design of the most appropriate solution (19%)
- 90% agree that managers are expected to take responsibility for developing the skills of their staff (61%)
- 22% collect information from line managers on the extent to which the learning points have been applied at work (8%)

*“Senior managers see the answer to performance issues/development requests = training = course. E-learning = dull mandatory training completed at the last minute. We’re trying to educate and influence by showing the 70:20:10 model. There is appetite and interest, but time is always a challenge in terms of changing behaviour.” **Head of Blended Learning, Professional Services***

Checklist for working with managers

- ✓ Take a critical look at your online support for managers and leaders themselves – model great online experiences
- ✓ Integrate learning with existing team practices – provide resources such as job aids to use in the workplace and use line managers as the channel for creating – and distributing - them
- ✓ Support coaching skills and peer group sessions
- ✓ Gather feedback – share good news

3.4 Building a skilled learning team

Shifting to new models of learning involves a shift in attitude and skill within the learning team itself. This research showed that L&D teams which apply the model generally have more skills in-house to support all three aspects of 70:20:10 than those that are not.

Table 1: Percentage of L&D teams with these skills already in-house

Skill description	Applying 70:20:10	Not applying 70:20:10
Implementing blended learning	59%	33%
Supporting ongoing workplace performance	34%	21%
Facilitating social and collaborative learning	24%	9%
Live online learning delivery	48%	16%
Performance consulting	44%	24%

There is clearly room for further development.

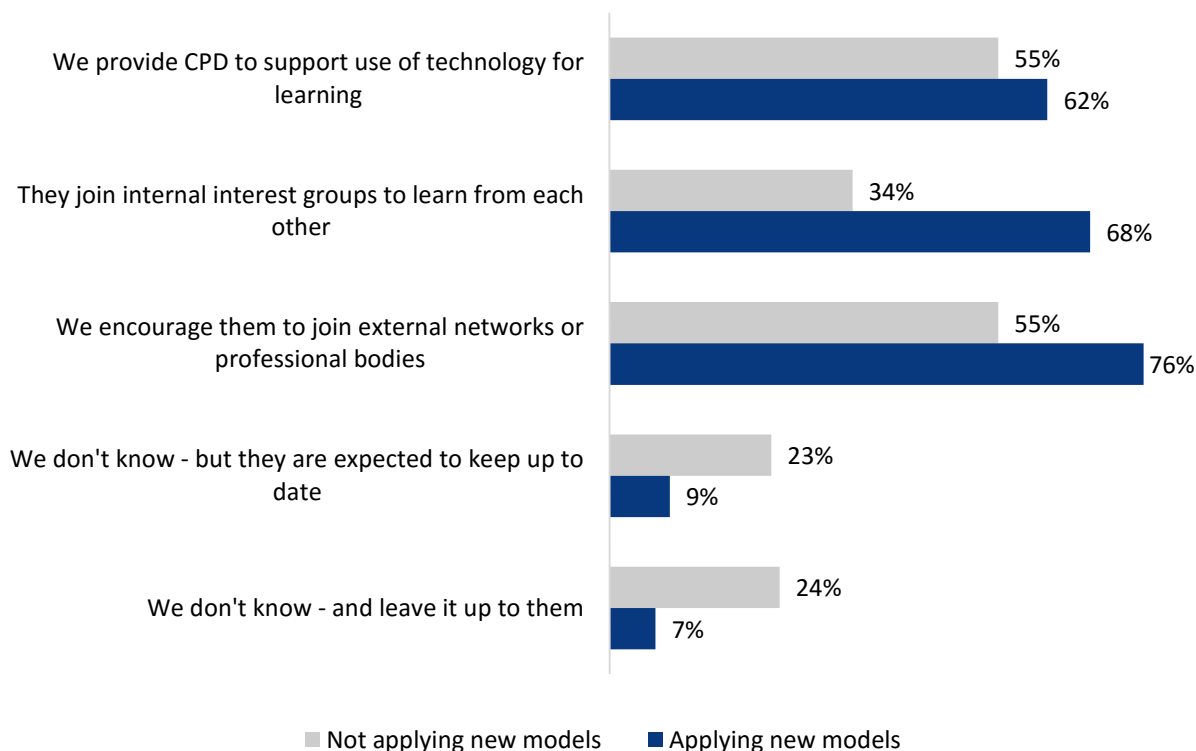
Where these skills are lacking, those that are implementing new models for their organisations are also more likely to be modelling change within their own teams. They are providing CPD (the ‘formal’) and making sure their L&D staff link to external groups and networks where they can learn from others (the ‘social’).

Those that are not implementing 70:20:10 are 2-3 times less likely to know how their staff are building the skills of their teams.

“We are training our staff as 70:20:10 facilitators and enablers, with a greater emphasis on learner pull supported by learning technologies.”

Head of Learning and Development, Transport Sector

Figure 9: Supporting staff development



Tips for modelling 70:20:10 experiences within the L&D team

- Focus on building campaigns rather than courses. Campaigns tend to help L&D to work more strategically and also to use a wider range of solutions to address needs.
- Work with L&D and HR business partners to develop skills and processes to do 'performance detective' work. Analyse business problems, review the root cause of performance problems and link solutions directly to these problems
- L&D leaders should use their own project meetings as opportunities for learning. Put aside some time at every meeting to discuss the learning that has emerged from the work, and reflect on potential improvements.

Building new skills for 70:20:10 at Telefonica

Formal learning is ideally suited for individuals who need to be introduced to a subject for the first time and need to hit the ground running. For L&D professionals looking to build new skills around 70:20:10, any formal programme needs to reflect the principles at the heart of the framework.

Paul Morgan, Head of Learning and Development at Telefonica, wanted his L&D team to start embracing the principles behind the model: *“If we are going to support our business better in the future, it is critical for us to get the balance right and to split our time appropriately across the different aspects of the 70:20:10 model. To do this, I need my team to change their perspective whether they are a content designer, a Learning Partner or Business Manager.”*

Paul sent four of his staff on the 70:20:10 practitioner pilot programme, designed by Charles Jennings in association with the Corporate eLearning Consortium.

Modelling 70:20:10 in practice – the programme experience

Elements of the 8 week accredited programme included:

- Formal interventions through webinars
- Experience: work-based assignments supported by toolkits and techniques
- Activity-led discussions encouraging peer collaboration with colleagues

Modelling 70:20:10 in practice – the participants’ experience

“A highlight for me was the combination of virtual classrooms and work-based assignments, with Charles guiding us through both.”

“A highlight for me was the virtual networking with a good sized group of like-minded thinkers and getting direct feedback from Charles.”

Final word from Paul Morgan

“The experience of learning about 70:20:10 from the expert in the field, the opportunity to connect with peers and to work on practical assignments has been invaluable to the team. I am encouraging everyone to do one thing differently as a result – let the experience begin!”

Myth Buster 6: 70:20:10 is just a way to cut costs

Most organisations which use 70:20:10 find that their solutions are less costly, but that's not necessarily the main reason to use the approach, or the reason that most organisations adopt 70:20:10. The model helps deliver the right mix into more effective solutions – sometimes all that's needed is a checklist (a '70' solution), or a community of practice (a '20' solution). Sometimes a short course or e-learning module ('10' solutions) are enough. No matter which way the solution is constructed, it is likely to be more efficient than a single point-solution. Increased efficiencies invariably free up budget.

From the data in this section, Top Deck organisations again demonstrate the positive impact of new learning models on increased engagement of senior executives, the smart use of technology, and on manager commitment and ability to help build and support cultures of continuous learning.

In working with successful organisations that are using 70:20:10 well, almost always I see similar cultural and operational characteristics. For example:

- Senior executive commitment goes beyond signing off a new strategy. Senior executives model 70:20:10 behaviours and focus on developing their own teams as part of the daily flow of work.
- Line managers grasp the importance of focusing on delivering operational excellence and developing their people in equal measure.
- Technology is widely used to support learning at the point-of-need, or just prior to the point-of-need.

L&D has the capability to 'architect' 70+20+10 solutions driven by careful analysis of business and performance problems.



4. Conclusions: Taking action

Putting the 70:20:10 model into practice means more than adapting or building courses to include elements of social and workplace learning. Separating formal, social and experiential learning into discrete 'boxes' to better measure the proportions simply perpetuates the myth that the numbers are the important part, and that learning can be divided into neat categories.

We have seen that those adopting and applying new models of learning are not only scoring higher in the new Towards Maturity 70:20:10 benchmark indices, but are achieving greater benefits as a result.

These are my observations from this data:

The principles work for delivering performance, many are starting to move in this direction but we need acceleration. The 70:20:10 framework brings the principles together:







- Technology is fundamental to implementing change
- The role of line managers is fundamental
- There needs to be a new role for L&D



In practice, those L&D leaders that are getting the best results through application of the principles embedded in the Towards Maturity Model – the Top Deck – recognise the value of learning across the spectrum and look at every workplace activity and conversation as an opportunity for learning. They take a holistic view of learning and see it as their responsibility to support it in all its forms.

In Table 2, we present a final checklist of actions, created in conjunction with Charles Jennings, which uses the Towards Maturity Model as a framework to help every organisation take practical steps towards embedding the 70:20:10 approach into daily practice.

Table 2: Action plan for embedding 70:20:10 into everyday practice

Towards Maturity Workstream	Formal Learning	Social Learning	Workflow Learning
 Defining Need	Involve business leaders and line managers in planning and designing learning solutions they use for their work.	Identify subject matter experts and connect staff to those experts	Ensure people understand how improving their own personal performance at work contributes to overall business performance
 Learner Context	Celebrate and recognise learner achievement, through badges, certification or assessment goals	Encourage social learning through social media use, improved networking, 'working out loud' and social sharing.	Trust learners' own ability to take ownership of their learning – but support and encourage them through performance management processes
 Work Context	Map learning resources to competency and capability frameworks with clear aims and pathways for each job role	Build learning and development into the organisation's social media policy. Encourage managers to support social and team learning	Equip line managers to support workplace learning and encourage them to allow staff time to learn – both at work and at home
 Building Capability	Train classroom trainers to extend learning beyond the classroom	Make sure your team lead by example – use social channels to communicate with learners and their managers – and respond quickly to their replies	Encourage workers to keep reflective learning logs, perhaps using social media to capture what they have learned
 Ensuring Engagement	Involve line managers and learners themselves in the design of the most appropriate formal learning experiences	Use all social channels to encourage sharing and collaboration focused on improving performance and increasing engagement	Ensure daily work and projects offer opportunities for learning and growth. Performance and engagement increases dramatically when they do.
 Demonstrating Value	Remove learning content when it is no longer relevant or simply isn't working as you hoped	Encourage peer-to-peer feedback and conversations about what they have learned, using social media tools where appropriate	Find out how long it takes for people to perform well in their job roles – and give them real-time feedback on progress

About the Corporate eLearning Consortium

The [Corporate eLearning Consortium](#) is dedicated to delivering workplace learning to the corporate sector that really works, by putting the needs of leaders and managers first. As a result, our online and mobile [Toolkit for Managers](#) is inspiring more than a million managers. It's the perfect resource to support 70:20:10 initiatives.



We also help L&D professionals achieve their goals with our unique [70:20:10 Practitioner Programme](#). Created by Charles Jennings, the online-only programme has been designed to help learning professionals put 70:20:10 into practice. An approved ILM programme, it's the only 70:20:10 Practitioner Programme in the UK.

The programme incorporates a number of 70, 20 and 10 elements, including: live, interactive virtual sessions, on demand videos, activity led community discussions, toolkits & resources, and work based assignments. People who successfully complete the programme will be equipped to help drive change within their organisation.

For more information about the Consortium, Toolkit or practitioner programme please email Martin Baker martin@702010practitioner.com or call 07980 702010.



You can also find out more at www.elearningconsortium.com
www.toolkitformanagers.com and www.702010practitioner.com

About Docebo

Docebo's Cloud-based, Software-as-a-Service (SaaS) Enterprise learning management system (LMS) is sold in more than 80 countries. Established in 2005, Docebo (Latin for "I will teach") has more than 28,000 installations and offers an enterprise solution for mid-size to large organizations. Customers benefit from Docebo solutions thanks to a scalable pricing model, a third party integration (via API), and reliable service available 24/7 to further enhance the user experience.



Find out more at www.docebo.com.

About the 702010 Institute



The 70:20:10 Institute has been established in response to widespread international demand for information about what the 70:20:10 model involves and how it can be used.

The Institute works collaboratively with organisations across the world. We help exploit the potential of 70:20:10 as a robust approach that strengthens and aligns learning and development (L&D) with organisational performance needs. We are working to create L&D strategies and solutions with performance and (organisational) learning power.

We see 70:20:10 as a movement rather than a solution. It is a movement whose aim is to deploy more effective and efficient approaches for building high performance faster than the speed of business.

The Institute is open, collaborative and inclusive in nature. We partner with businesses that are supporting 70:20:10 and with L&D departments and other parts of organisations that are using 70:20:10. We also partner with experts across the world whose work is leading the way to extend beyond formal learning.

The Institute offers help and support through a 70:20:10 expert programme, publications, and through a set of resources we make available for use by business partners and organisations that are using 70:20:10 to improve learning and performance.

www.702010institute.com

About Towards Maturity



Towards Maturity is an independent benchmarking practice that provides authoritative research and expert advisory services to help assess and improve the effectiveness and consistency of L&D performance within organisations. The Towards Maturity portfolio includes:

The Towards Maturity Benchmark Study™

www.towardsmaturity.org/benchmark

The Towards Maturity Benchmark Study is an internationally recognized longitudinal study on the effective implementation of learning innovation based on the input of 4,500 organisations and 23,000 learners over 13 years. Towards Maturity continuously surveys and studies how people learn at work. This data is used to help L&D leaders assess and improve the appropriateness, effectiveness and efficiency of their learning provision. Previous research papers and sector specific reports are available through the [Towards Maturity Shop](#).

Towards Maturity Benchmark Centre™

www.towardsmaturity.org/mybenchmark

A dedicated centre to complete your Benchmark and apply everything we know about good practice to gain personal, practical time saving advice in one place. Follow the online three-step continuous improvement process and Benchmark your current approach with your peers.

Towards Maturity Strategic Review™

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The Towards Maturity Strategic Review is a deeper analysis and comparison of your Benchmark against those who are already utilising learning innovation to deliver bottom line results and success. It helps you analyse and interpret your personal benchmark report to establish a base line and identify the next action steps for performance improvement leading to good practice within your organisation.

Towards Maturity Learning Landscape™

www.towardsmaturity.org/learner

The Towards Maturity Learning Landscape provides critical insights to help you understand the behaviours of your staff so you can design learning solutions that can be embedded more effectively into the workflow. It supports new learning technology strategies whilst mitigating risk when introducing new programmes or models of learning.



Towards Maturity Sector Benchmark Groups

www.towardsmaturity.org/benchmarkgroups

Join senior L&D leaders in your sector three times a year to use the Towards Maturity Benchmark to support performance improvement, prioritise action planning and accelerate progress. Attendance supports faster business results, strategic and tactical insights and an invaluable opportunity to network.

Visit www.towardsmaturity.org for more information.

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