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The New 70:20:10
the Changing Face of Learning

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Beyond the LMS:
Learn. Coach. Share

The New 70:20:10 The Changing Face of Learning

In just the last five years, we have seen a transformation happen in the learning functions of many organizations. New trends and technologies are responsible for much of this shift. There are many wearable devices, gamification techniques and socially-enabled technologies that are being used to help employees find and connect with internal experts. Organizations that begin to think about learning through a more connected and participative process and that leverage technology and apply it to learning in new and innovative ways are considerably better positioned than those who continue to hold on to old school approaches to learning.

This report highlights the pivotal role that technology has played in the growing shift toward the use of user-generated content, and its importance in capturing and sharing valuable institutional knowledge.

In the second section of this paper entitled 'Beyond the LMS: Learn. Coach. Share' we will take a close look at how organizations can implement a technology solution that addresses the **70:20:10** learning model.



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THE NEW 70:20:10: THE CHANGING FACE OF LEARNING

September, 2015

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Report Highlights

p3

24% of organizations are planning to adopt new learning delivery modalities (online, mobile, etc.) that appeal to diverse learning styles.

p4

Organizations that plan to increase learning spend in the next 12-24 months plan to do so by 87%.

p6

Best-in-Class are 78% more likely to utilize user-generated content for learning.

p8

Best-in-Class are 5X more likely than All Others to utilize a social learning management system (LMS).

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2

Learning has become about more than just training and acquiring a specific set of new skills or competencies. It has shifted to also include development of the employee as a highly effective long-term contributor to the success of the organization.

79% of organizations believe learning and development is critical to their organization's ability to execute on strategy.

Learning is Foundational to Organizational Success

Learning is a key foundational component for organizational success, and contributes to an organization's ability to attract, retain and engage talent. Aberdeen Group's 2015 Learning study, "*Learning 3.0, How Does Your Organization Stack Up?*" surveyed 322 organizations across the globe, and examined learning methodologies and delivery modalities, such as the use of wearable devices, blended-learning and performance support, and how learning intersects with organizational execution of strategy.

In just the last five years, we have seen a transformation happen in the learning functions of many organizations. Learning has become about more than just training and acquiring a specific set of new skills or competencies. It has shifted to also include development of the employee as a highly effective long-term contributor to the success of the organization.

New trends and technologies are responsible for much of this shift. Wearable devices, such as Google Glass, gamification techniques that are being used to incite changes in behavior, and socially-enabled technologies that help employees to find and connect with internal experts, are just a few examples.

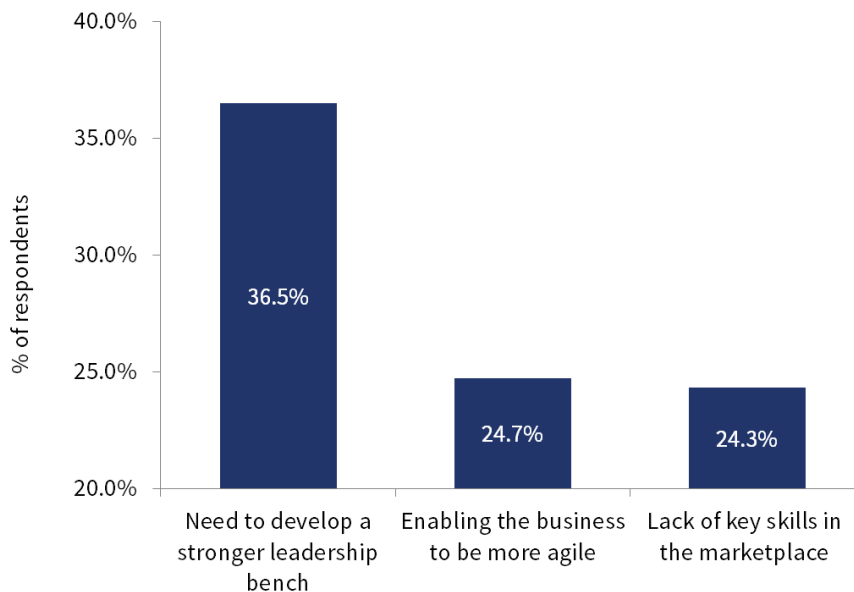
Agility and Globalization Beginning to Pressure Learning Leaders to Think Outside of the Box

The need to develop a stronger leadership bench and a lack of availability of key skills in the marketplace has been a primary driver in Aberdeen studies of learning and development (and talent acquisition) initiatives since as early as 2010. This year's study was no different. 36.5% of organizations stated that the need to build a strong leadership bench was the top pressure driving their learning and development efforts in the next 12-24 months, while nearly one-quarter (24.3%) are concerned about a

3

lack of key talent available in the marketplace (see Figure 1). Not only are critical functional skills becoming increasingly difficult to come by but, individuals with the knowledge and experience to take the reins as organizational leaders, also remain in short supply. However, new on organization's minds this year, are concerns over enabling the business to be more agile, which was ranked as the number two pressure slightly above availability of talent. Even more interesting is that the next most important driver, selected by nearly 21.8% of all organizations, was a need to deliver learning across multiple geographies.

Figure 1: Top Three Pressures Driving L&D Strategy



n=322

Source: Aberdeen Group, September 2015

It is these latter two pressures that serve as the justification for why organizations need to change the way they approach learning. In fact, nearly a ¼ of all organizations (23.8%) Aberdeen surveyed (n=322) said that they are specifically planning to adopt new learning delivery modalities (online, mobile, etc.) that

In Aberdeen's 2015 study, "Learning 3.0, How Does Your Organization Stack Up?" Best-in-Class (top 20% of aggregate performers), Industry Average (middle 50%), and Laggard (bottom 30%) organizations were distinguished from one another with mean-performance among the Best-in-Class as follows:

- 85% of employees rated themselves "highly engaged" in the most recent engagement survey
- 15% increase in revenue per FTE*
- 16% increase in customer/patient satisfaction rates/score*

*change since last measured

4



- Organizations that plan on increasing their spending on learning in the next 12-24 months plan to do so by **87%**
- Best-in-Class plan to increase their spending by **121%**

appeal to diverse learning styles to address these pressures. Additionally, the primary learning modality in many organizations has begun to shift from a one-to-one learning experience, which relies heavily on traditional classroom training and static e-learning content, to a many-to-many model where learning is social and collaborative.

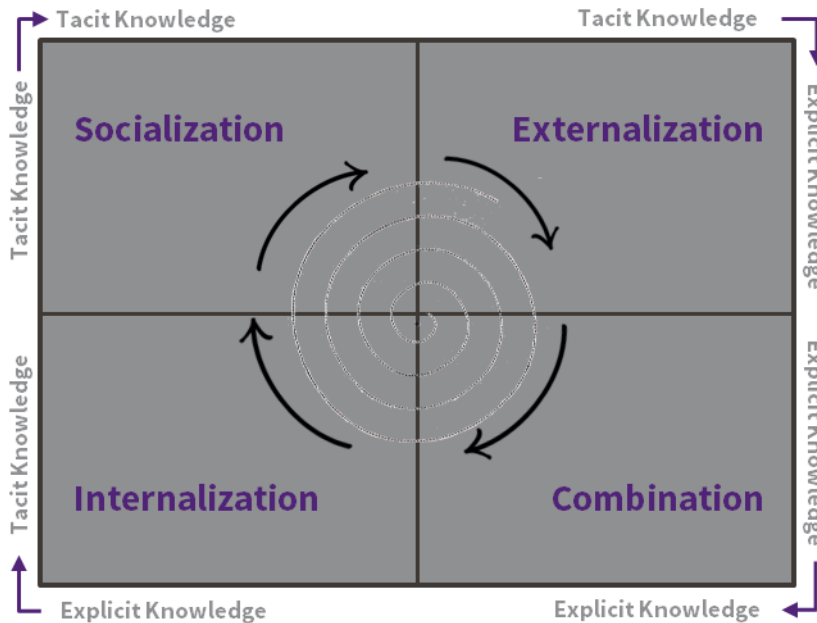
The remainder of this report will focus on taking a fresher look at the 70:20:10 learning model in the context of a Learning 3.0 world. We will also discuss the pivotal role that technology has played in this shift toward the use of user-generated content in your organization's learning strategy, which is paramount to capturing and sharing valuable institutional knowledge. This knowledge may very well be your one competitive advantage, which will set you apart from your competitors.

Organizational Knowledge Creation Starts with the Individual Learner

In their 1995 book titled, *[The Knowledge-Creating Company](#)*, researchers and business experts, Nonaka and Takeuchi, proposed the "Theory of Organizational Knowledge Creation" to explain the phenomenon of collective knowledge creation inside of organizations. In their book, organizational knowledge creation was defined as, "the capability of a company as a whole to create new knowledge, disseminate it throughout the organization, and embody it in products, services and systems." Nonaka and Takeuchi argued that knowledge is initially created by individuals, and that the knowledge created by individuals becomes organizational knowledge through a process called, "The Spiral of Organizational Knowledge Creation" (see Figure 2).

5

Figure 2: Spiral of Knowledge Creation



Source: Aberdeen Group, September 2015 (Adapted from Nonaka and Takeuchi)

In a nutshell, this theory supports the need for organizations to focus the process of knowledge creation starting at the individual level, where it is first internalized, then socialized with others. This knowledge then gets combined with existing knowledge of those that the individual has socialized with. The last step in the process is externalization, where individuals take the new tacit knowledge and convert it to explicit knowledge in the form of documents or other tangible assets (externalization) – and the process continues all over again in a potentially infinite loop.

Definitions

Explicit knowledge – codified knowledge transmittable in formal, systematic language; lends itself to electronic capture, storage, communication, management, and automation.

Tacit knowledge – personalized knowledge that is hard to formalize and communicate, and is deeply rooted within the individual.

Learning 3.0 refers to learning that comes through sharing, rather than being taught, or where the product of that learning is defined by experts. In a Learning 3.0 world, the primary focus is no longer on the individual learner, but rather toward the community and the people around you.

6

So Why is Any of This Important in a Learning Context You Might Ask?

It is during the process of organizational knowledge creation that learning occurs. This process provides the primary reason every organization should be tapping their most valuable assets and utilizing user-generated content to help uncover hidden knowledge within their own organization. Technology speeds up the process of learning by surfacing knowledge more quickly and efficiently.

The 70:20:10 Learning Framework

The 70:20:10 learning framework has been around since the mid 1980's and has essentially shown that most learning occurs in the context of the workplace rather than in formal learning situations. That learning also occurs through interactions with coaches, mentors, and direct interactions with one's manager and is highly context-dependent. The traditional 70:20:10 model divides sources of learning up into the following three categories:

Best-in-Class are:

- 78% more likely to utilize user-generated content for learning
 - ➔ 70% – informal, on the job, experience-based
 - ➔ 20% – coaching, mentoring, developing through others
 - ➔ 10% – formal learning interventions and structured courses
- 72% more likely to enable social learning through technology
- 32% more likely to encourage learning from peers, not just from managers

The 70:20:10 Learning Framework: A Fresh Approach

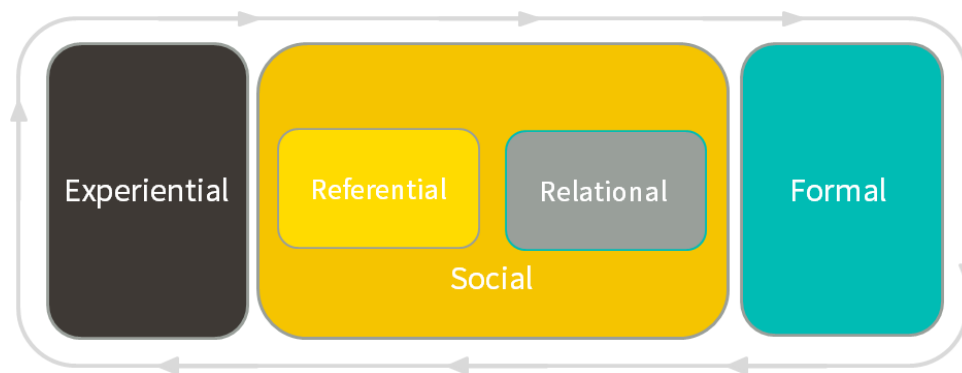
However, in today's fast-paced workplace fueled by globalization, uncertainty, rapid change, technology, and the rise of virtual work, this model does raise questions for practitioners on how practical this framework is and whether it needs to be updated to reflect current organizational circumstances. Additionally, with the proliferation of new

7

technologies available in the workplace, the lines between each of these three categories have become blurred.

Aberdeen research revealed that there are, in fact, four categories of learning that organizations should be focused on, rather than three. These are: experiential, referential, relational, and formal (see sidebar for definitions and Figure 3.)

Figure 3: The New 70:20:10



Source: Aberdeen Group, September 2015

What is different about this model is the breakout of social learning into two different components: referential and relational. Referential more closely aligns to the prior conception of social learning, where the learner primarily learns from the boss or someone who has more experience than the learner. Relational learning is learning that takes place in a social context through participation in activities, such as communities of practice (on or off-line), knowledge sharing, collaboration, social networks and other social activities; it is relationship-based.

Keep in mind that this model, like the former model, is really only meant to be a reference, not a hard and fast rule. Additionally, the context in which it is used will determine the ratios. For example, the ratio of informal learning or on the job

Experiential learning (40%): that occurs on the job. This includes learning not only from doing work, but learning that can be attained through activities such as stretch projects, cross-functional projects, client or board interactions, as well as rotational assignments.

Referential learning (17.5%): feedback, coaching and mentoring from managers and/or leaders (either formally or informally).

Relational learning (17.5%): learning from managers and peers that takes place in a social context through participation in activities, such as communities of practice (on or off-line), knowledge sharing, collaboration, social networks and other social activities; is relationship-based.

Formal learning (25%): traditional coursework / prescribed content delivered in a classroom or online.

8

Three Learning 3.0 Modalities

Gamification - is the practice of applying game mechanics to non-game contexts, or situations to teach new behaviors and/or encourage existing behaviors to continue.

Micro-learning - a way of teaching and delivering content to learners in small, very specific and targeted bursts (think “bite-sized learning” or “learning nuggets”). Micro-learning activities are usually completed in less than 4 minutes, making them digestible and easily manageable.

Simulation/role-playing – an educational experience that places employees in a risk-free environment where they are presented challenges or situations that they face within the workplace. The purpose of simulations is to help aid decision making, improve strategic planning, and foster enhanced team building and collaboration.

experience for a new graduate will be much higher than it would be for a more tenured, mid-level executive. It’s also important not to think of the three elements of the model as separate boxes. They are actually interdependent. For example, coaching or mentoring works best when used to support on-the-job development.

Technology Transforms the “20” in the 70:20:10 Model

Most e-learning content, commonly referred to as Learning 2.0, is designed, authored, delivered and managed via a centralized LMS as statically packaged online courses or modules. There is very little focus on the social aspect of learning. Learning is about more than static content, it is about people. Best-in-Class organizations are:

- ➔ 5X more likely* to utilize a social learning management system (LMS) (integrates formal and social learning)
- ➔ 2X more likely* to utilize user-created video content
- ➔ 72.3% more likely* to enable social learning via online social networking, blogs, wikis, online communities of practice, etc.

*than All Others

Recommendations

Connect the dots. Learning is inherently collaborative, and organizations must make sure that, no matter where talent resides, individuals have access to the subject matter experts and content required to do their job. Finding ways to connect and archive learning experiences will help organizations develop their future leadership talent.

Got social? Learning, that is. Today, many companies employ some type of social learning platform to enable the workforce to

9

create and share content across the enterprise, and act as a central repository for that knowledge. To foster a continuous learning culture, employees should be encouraged and empowered to generate and share content with anyone in the organization.

Use social technologies to create informal learning

opportunities. Through the use of social media, informal learning can occur and exists as a natural by-product of people coming together to share ideas. Additionally, social networks are formed that promote increases in an organization's social capital, which is a form of capital based on the relationships between individuals and the resources made available to them.

Key Takeaways

- ➔ Best-in-Class organizations recognize the importance of providing learning through many and varied methods including just-in-time, social and informal learning – to provide employees with a diverse spectrum of learning experiences. They recognize that learning is not an event-based occurrence where one-time training can satisfy skill gaps; learning opportunities need to be accessible, targeted, and continuous.
- ➔ Provide a framework to support learning as it happens through challenging experiences, opportunities for practice, rich conversations, and the opportunity to reflect on “what worked well and what didn’t,” as opposed to a more traditional (and myopic) view of learning existing only within the four walls of a classroom.

DID YOU KNOW?

49% of all organizations struggle to ensure that what is taught in formal learning events is actually understood and utilized on the job.

Only **26%** of organizations say that after the completion of a learning activity, employees are expected to have one-on-one meetings with his or her immediate manager.

Best-in-Class are **71%** more likely to do this than All Others!

10

For more information on this or other research topics, please visit www.aberdeen.com.

Related Research

[*Knowledge Management in a Learning 3.0 World*](#); September 2015

[*Building The Business Case for Social in HR*](#); August 2015

[*Social in HR: Embedding Social into HR Systems and Processes*](#); August 2015

[*The Age of Social: Toward a System of Engagement*](#); August 2015

[*Human Capital Trends – The Age of Transparency is Upon Us*](#); April 2015

[*Productivity: Managing and Measuring a Workforce*](#); March 2015

[*How a Lack of Alignment Can Kill Your Succession Planning Efforts*](#); April 2015

[*HR Compliance in the Digital Age*](#); February 2015

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About Aberdeen Group

Since 1988, Aberdeen Group has published research that helps businesses worldwide improve their performance. Our analysts derive fact-based, vendor-agnostic insights from a proprietary analytical framework, which identifies Best-in-Class organizations from primary research conducted with industry practitioners. The resulting research content is used by hundreds of thousands of business professionals to drive smarter decision-making and improve business strategy. Aberdeen Group is headquartered in Boston, MA.

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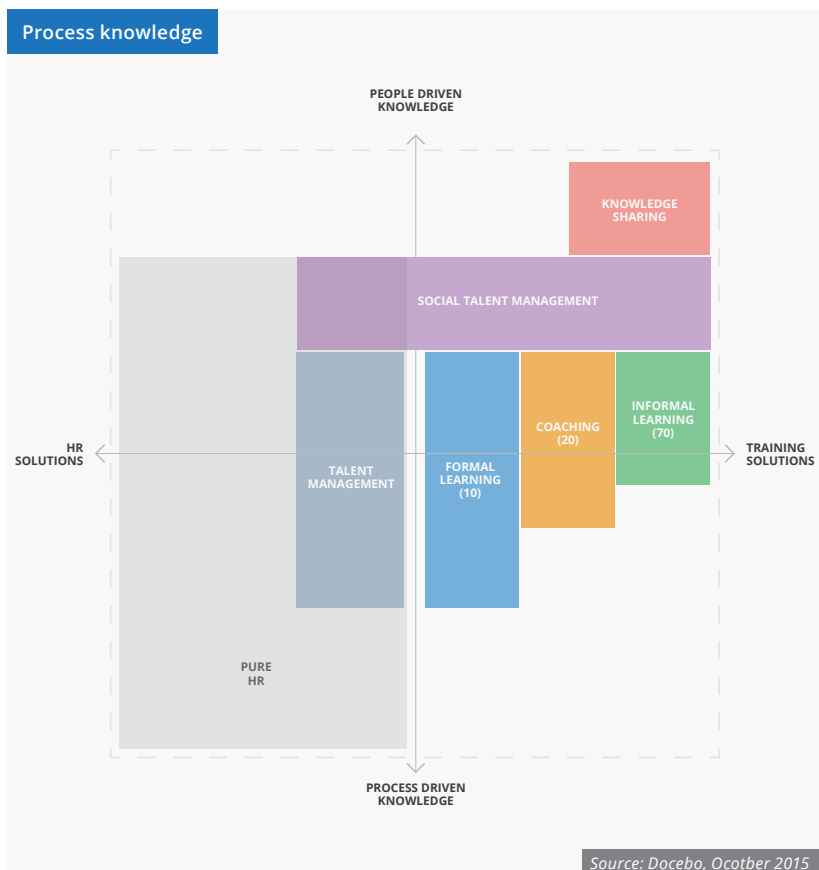
Beyond the LMS:

Learn. Coach. Share

Beyond structured courses towards learning effectiveness and people-driven knowledge

Unlike most - if not all - large LMS providers, which are expanding into the HCM (Human Capital Management) area, **Docebo** is moving in the opposite direction towards learning solution effectiveness by providing a comprehensive 'ecosystem' around the LMS that enables organizations to:

- ➔ Facilitate informal, experiential learning (the **70%** of the 70:20:10 learning model)
- ➔ Facilitate coaching, mentoring and social learning (the **20%**)
- ➔ Organize, distribute and track formal, structured courses (the **10%**, that is, the LMS)



Along the vertical axis in the above chart, you can see that **Docebo** is moving towards *people-driven knowledge* as opposed to *process-driven knowledge*. **Docebo** enables organizations to promote the creation of user-generated content, and helps uncover hidden knowledge within the organization. With **Docebo**, employees are not only able to locate and connect with internal experts, but also the very content they need to improve performance.



70%
ON THE JOB



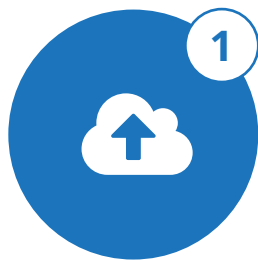
20%
THROUGH OTHERS



10%
FORMAL TRAINING

Technology-enhanced 70:20:10 learning

Here's an example of what technology-enhanced **70:20:10** learning might look like:



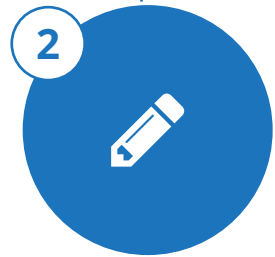
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RECORD & UPLOAD

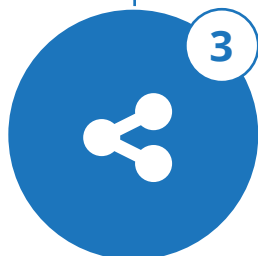
Employees can capture a video (for example, recording a new procedure) by using mobile recording devices such as smartphones, wearable devices or even drones. The employee then uploads that video to a "Knowledge Hub" using mobile or desktop devices.

PEER REVIEW VALIDATION

The uploaded video is validated through a peer review process. This validation process ensures that the content is trustworthy and valuable, for example, for employees required to perform similar tasks. It is then edited, curated (with notes or tooltips) and made available for publishing in a Knowledge Library.



2



3

DISTRIBUTE

Once the content (the video) is categorized and tagged, it is ready to be shared within the organization through the appropriate channels. Organizations can then select their preferred distribution channel e.g. a Knowledge Library, Learning Object within a course, CMS etc.

SOCIAL & COACHING

Once the content is shared and made available to other employees, they have the opportunity to engage the 'experts' (SMEs, or subject matter experts) and ask questions about the content. They can also be coached on the topic to improve their understanding and ability to perform. This interaction creates knowledge capital within the organization.



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Turning a model into practice

How do we implement a technology solution that addresses the 70:20:10 learning model? What are the components and their respective functions?

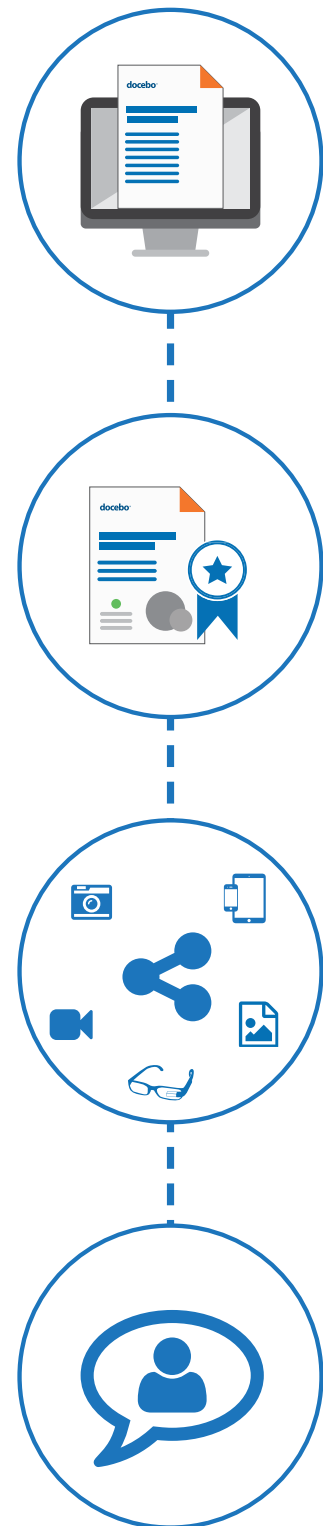
The 70% - Informal learning, experiential

Imagine a system that encourages - and even powers - user generated content from daily, on-the-job activities. Content which is then categorized and peer-reviewed, curated and validated. Imagine that this system could be combined with reporting and tracking, creating an environment that rewards top performers with measurable recognition.

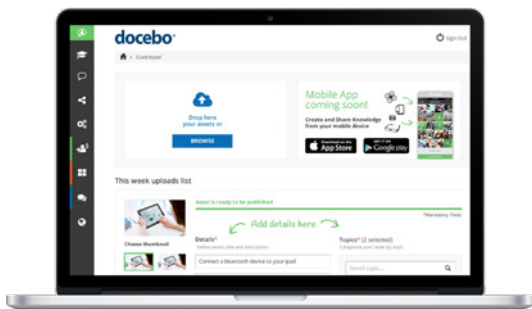
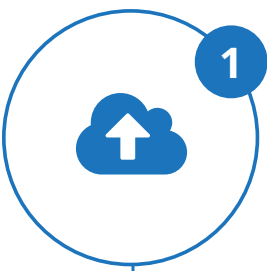


The 20: Social learning - coaching

Imagine now a system that allows knowledge seekers to actively engage with subject matter experts. Imagine that this system helps drive the coaching of knowledge, with direct interventions where there are knowledge gaps. Imagine that this all takes place in a social environment, where learners and experts come together to create best practices, and where top performers are recognized by coworkers and rewarded by the organization.



Here is how we have implemented it at Docebo:

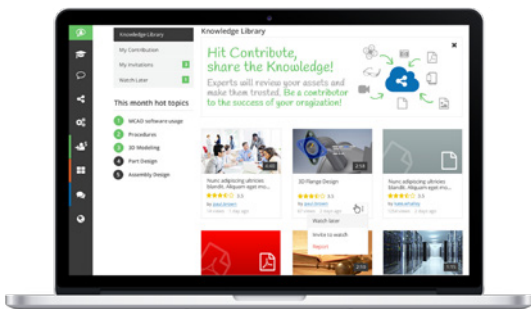
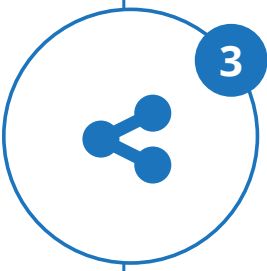
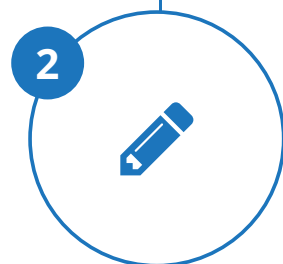


RECORD & UPLOAD

Capture and upload any file into **Docebo** (e.g. a video) from: mobile recording devices, wearable devices, drones, or from any computer with a browser.

PEER REVIEW VALIDATION

The uploaded file (e.g. video) goes through a peer review process. It's categorized, curated, validated, and ready to be published into Docebo's Knowledge Library.



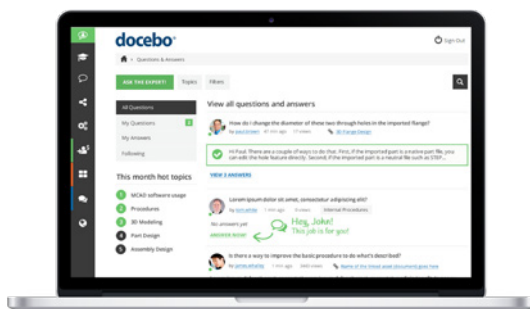
DISTRIBUTE

Once published it can then be shared within the organization through:

- ➔ Knowledge Library
- ➔ Learning Objects
- ➔ CMS, CRM etc

SOCIAL & COACHING

Questions from learners, and answers from experts. Experts respond to questions. Their answers are reviewed and rated. When an answer is marked as a "best answer" it becomes a 'knowledge asset' for the entire organization.



A Use Case

#1 - Oil & Gas

The following is a use case which highlights how easily employees can contribute to an organization's knowledge. Using the latest video capturing technology, employees are able to record the various aspects of procedures, then upload content into distribution platforms where that content is validated and shared across the company.

A drone is recording what's happening around the rig, from an aerial view.

The supervisor, while evacuating workers, is recording the procedure with his Wearable Glasses

An employee is documenting the procedure with his smartphone, recording from his vantage point

#2 - Sales techniques and negotiation

By recording a real negotiation scenario with wearable and/or mobile devices, other salespeople in the organization can then access (and acquire) that knowledge at any point in time afterwards!

A product demo can be recorded, uploaded and shared with people across the organization as a trustworthy and already validated informal training asset.



How can we measure outcomes of social and informal learning initiatives?

How do we know if social and informal learning programs are gaining traction within the organization? Is there a department that is more active than others? Who is contributing most to creating new learning assets? Are the organization's top experts being engaged?

Here are four ways to ensure the success of informal and social learning initiatives:

- 1** Without an effective way to get real-time visibility on what's really happening in a new learning organization it's next to impossible to introduce new informal and social learning initiatives. Programs need to be tracked and quantified in order for stakeholders to get any meaningful information.
- 2** As employees must be encouraged - and empowered - to generate and share content, it is paramount that informal and social learning activities be combined with accurate reporting and metrics in order to create an environment that rewards top performers with measurable recognition.
- 3** There must be ways for top contributors and performers to reach 'expert status' so that they can get recognition from peers and, ultimately, the career advancements they deserve (that is, as opposed to experts keeping knowledge to themselves, or confined to a team). The same can be applied to departments or business units.
- 4** Engaged employees always result in a reduction of voluntary turnover. Research shows that engaged employees are 90% less likely to leave their companies than their disengaged counterparts!



Docebo social and informal learning modules include a variety of KPIs including social scoring (upvotes/downvotes, best answers) and activity indicators (answered questions, number of content reviews, daily/ weekly trends) that are accessible through standard and customized dashboards

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