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Continuous Development for Improved Performance in the Workplace

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70:20:10 Institute

THE CHALLENGE OF INCREASING SPEED AND CONTINUOUS CHANGE

Organizations cannot afford to ignore change. New technology and services, an evolving regulatory environment, new ways of communicating and working together, and the changing expectations of both clients and employees all require us to think and act differently.

Increasing complexity and the speed of change together have rendered the world unpredictable, so the orientation of learning and performance is shifting from past (based on efficiency, best practices) to future (based on creative responses, agility and innovation). Workplace learning is morphing from blocks of training followed by working to a merger of work and learning. We not only learn in order to work but, more importantly, we learn and improve as a result of working.

In complex environments it is no longer possible to sit back and see what will happen next or follow the pack. By the time we realize what's happening, it will be too late to take action. Accepting surprise and addressing the consequences is similar to the delight an artist may have upon completing their work only to see an emergent quality not consciously understood during the process of its creation. It is only by taking bold steps to that we will overcome systemic challenges in the ever-changing workplace.

As a response to the changing landscape and new technologies and services, more than ever before Learning and Development (L&D) departments and professionals are coming to realize they must support learning and performance not only at the speed of business, but also as part of the daily flow of work. However, to do so effectively, they need to adopt new approaches, practices, tools and technologies, and solid methodologies to guide them.

WHAT GOT US HERE WON'T GET US THERE

Traditional models for training that have been in use by L&D departments for the past 100 years or more cannot support the need for speed of improvement, the agility and innovation, and the need to align and deliver business value in today's environment.

These traditional training approaches contain an inherent inertia that often creates more problems than it solves. Today's solutions for organizational performance problems need to deliver faster and more cost-effectively than training alone is capable of doing.

Additionally, many of the technologies that have been incorporated into HR and L&D toolboxes over the past 50 years are no longer fit-for-purpose. Many traditional learning management systems, training administration systems, and performance tracking and management tools still in use were designed for far more structured and static environments that are the norm today. The annual cycles for defining development objectives and measuring progress against goals is far too slow. We need technologies that support today's dynamic ways of working.

A further consideration is that in the past training has been used as a single panacea for organizational performance issues, yet often the root cause of the performance problem is something that training simply cannot address. Lack of individual workers' knowledge or skill, the key areas where training can have impact, tends to be only a minor factor in overall organizational

under-performance. Increasingly, knowledge needs to be built real-time or extracted from organizational knowledge repositories when needed rather than stored in heads in case it is needed sometime in the future.

In fact, most underperformance in organizations is due to lack of organizational knowledge, process deficits, motivational issues and other related factors rather than individual lack of knowledge or skills, and these factors can't be addressed by training. We need to extend our thinking and develop a wider range of performance improvement services at systemic level if we are to resolve them.

THE 70:20:10 PERFORMANCE MODEL – AN ORGANIZATIONAL PERFORMANCE FRAMEWORK

The 70:20:10 framework, with its associated methodology, is one model that is helping L&D professionals improve the scope and impact of their solutions.

L&D professionals around the world are embracing the 70:20:10 framework to help expand the range of services they offer and connect directly with their organizations' core businesses.

70:20:10 provides a concrete opportunity to make these services relevant and up-to-date by ensuring they enable learning and performing at the speed of business. In a changing world, 70:20:10 is creating a new future for L&D and helping ensure the profession stays ahead of the game.

SO, WHAT IS 70:20:10 IN TODAY'S WORLD?

70:20:10 has developed from its origins to be a *reference model* for improving organizational learning and performance. Today, 70:20:10 can be defined as follows:

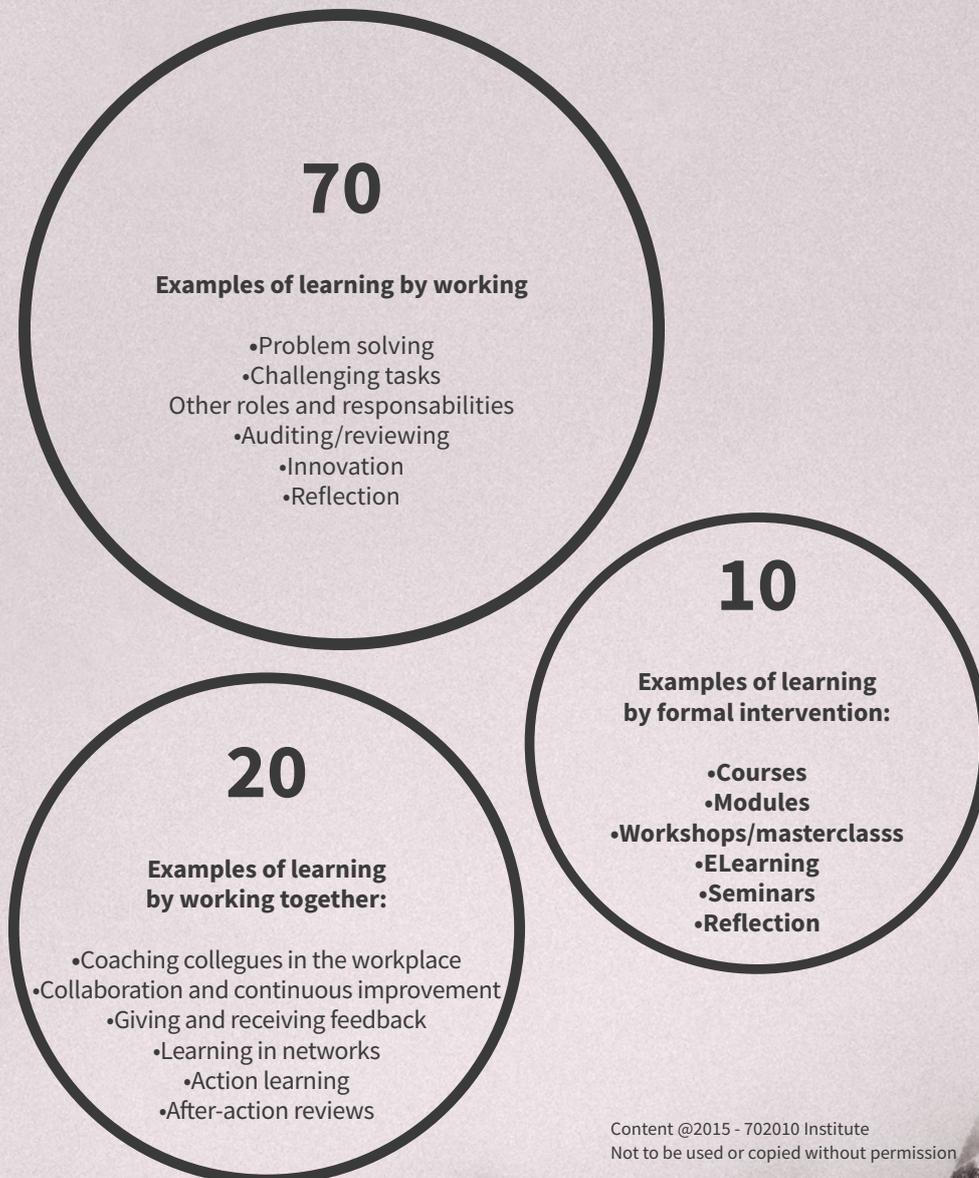
“THE 70:20:10 REFERENCE MODEL SUPPORTS PERFORMANCE AND ORGANIZATIONAL LEARNING AND ACTS AS A PRACTICAL METAPHOR TO DEMONSTRATE THE POWER OF INFORMAL (70) AND SOCIAL LEARNING (20) IN ORGANIZATIONAL.”

70:20:10 Institute definition

70:20:10 has been developed as a powerful methodology to increase organizational performance and solve human-centric business problems. It helps re-adjust focus from learning (an input) to performance (an output), at the same time helping L&D departments and their organizations develop a new mindset which focuses on learning and working being integral parts of a cycle of continuous improvement.

As the figure below shows, it is called *70:20:10* because it is based on a set of broad principles drawn from evidence that most organizational learning comes from working rather than from away-from-work formal training and development activities.

The purpose of the 70:20:10 reference model is not to separate learning and working, but to connect them, so solutions built around 70, 20 and 10 actions are mutually reinforcing. 70:20:10 together is more than the sum of its parts.



NOT JUST A SET OF NUMBERS

It is also important to understand that 70:20:10 is not just a numeric sequence. It drives a fundamentally different view of work, performance and learning in the twenty-first century.

As such, it offers opportunities for L&D to expand its range of services into the 70 and the 20 domains.

Newer technologies are increasingly providing support for this new approach, too. The ability to support workers at the point of need within the workflow, to facilitate coaching and sharing, and scale this support and other functionalities across, and beyond, the enterprise all contribute important elements to building and maintaining effective organizational performance.

70:20:10 also makes it easier for people to ‘work smarter’, to learn from work and remain constantly connected to the core goals of the organization.

70:20:10 extends beyond traditional training and provides a guide to the modernization of learning and the improvement of performance within organizations.

70:20:10 also connects working to learning in a fundamental way.

The numbers are simply a reminder that people learn mostly from working and interacting with others in the workplace, and the specific ratio in any given situation will depend on the work environment and the organizational results required.

In a growing number of organizations, teamwork has become the standard way of getting things done. In these cases, the ‘70’ may be reduced and learning with others (part of the ‘20’) increased, so the ratio might be 40:55:5 – 40 percent from working, 55 percent from others in the team and 5 percent from formal learning. It may be better to combine the 70 and 20 and just view the weightings as 95:5.

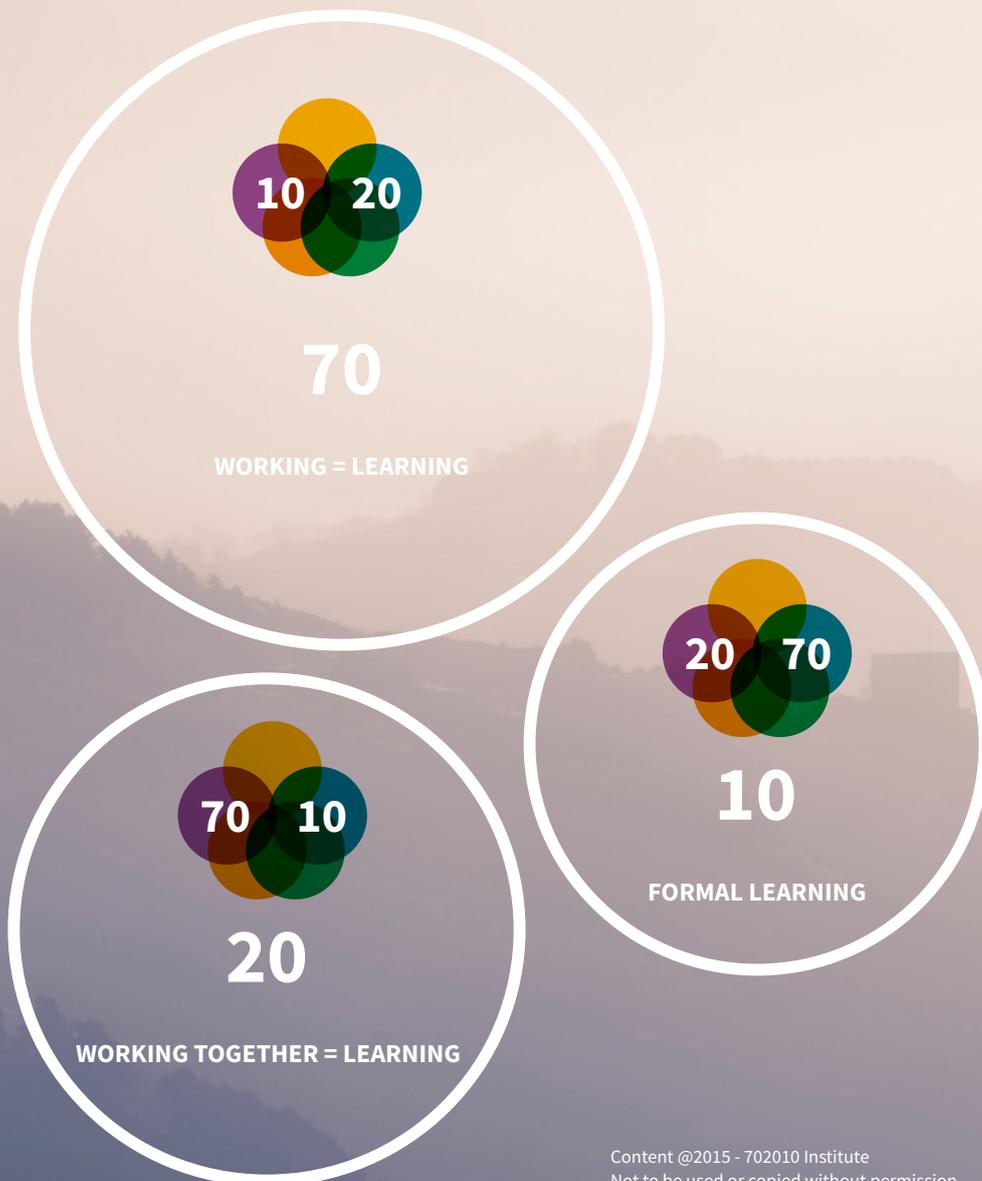
Conversely, in highly regulated working environments which rely heavily on adhering to legal and procedural guidelines, and therefore demand continuous evidence in the form of formal certifications, the ratio might be more skewed towards formal training.

In summary, the numbers are useful reminders. 70:20:10 is a practical metaphor illustrating the fact that people in the twenty-first century learn anywhere and at any time, mostly from their work and from others. Structured learning is still important, but is not the only way, or even the main way in which people achieve high levels of performance. The *always-on* world of work uses technology to link living, working and learning, and thus to learn in a continuous, on-demand manner.

THE RECURSION EFFECT

We know that organizational learning is no longer limited to classrooms or computer screens. It is a continuous activity that occurs consciously and unconsciously while we live and work. So, 70:20:10 is best viewed as the dynamic, cyclical process manifests in practice. Like the *Droste effect*, made famous by the Dutch artist M.C. Escher, each dimension contains elements of the other two, and there is a recursive, self-repeating and mutually reinforcing relationship between them.

This is a perfect illustration of how 70:20:10 is more than the sum of its parts (see figure below).



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THE DIFFERENCE BETWEEN 70:20:10 AND 10+

It is widely understood that learning in organizations extends beyond formal methods.

For many professionals, it is logical that continuous development throughout their working careers is essential if they are to improve their performance. Yet many people, once they are established in their profession, rarely attend or need formal courses other than for compliance requirements.

Formal learning solutions such as training, eLearning or coaching (10) are simply not enough to support high performance. Professionals learn mostly by working together (20 and 70). Yet reviews and research (cf. Towards Maturity, 2017) report that formal learning solutions are still the principal offering from L&D departments.

Although there are many formal learning solutions (10) with added social learning (20), this approach is not to be confused with 70:20:10. In these cases, the 20 is designed to be part of formal learning solutions. We refer to this as a **10+ approach**.

The same applies to workplace assignments that are included within a formal learning design to add observation, reflection or experimentation in the workplace. This is also a 10+ approach as the design simply adds workplace practice to formal learning.

An example of 10+ might be as follows:

A REQUEST IS MADE TO HR/L&D FOR A NEW HIGH IMPACT LEADERSHIP PROGRAM. THE KEY CLIENT HAS ASKED FOR A PRACTICAL, RESULTS-BASED APPROACH. THE L&D DEPARTMENT IS HONORED, AND THEY INTEND TO DELIVER A GREAT PROGRAM. AFTER AN EXTENSIVE LEARNING/TRAINING NEEDS ASSESSMENT THEY DESIGNED A GREAT LEADERSHIP PROGRAM. IT IS BASED ON 70:20:10 PRINCIPLES WITH SHORT 'KNOWLEDGE SHOTS' OF THEORY ONLINE WHICH ARE SUPPORTED DURING REGULAR TEAM MEETINGS. A RICH BLEND OF OFFLINE AND ONLINE TASK ASSIGNMENTS, COACHING AND KNOWLEDGE SHARING IS ADDED TO THE PROGRAM DESIGN.

This is not a 70:20:10 approach, but 10+. The design is based on learning and training needs. The program starts with a knowledge component. Intentional learning-focused activities in the workplace are woven into the learning design. The overall design is based around learning outcomes and aimed at individual development.

Rebranding versions of formal learning or improving the design of formal learning interventions to incorporate activities such as specific workplace tasks, coaching, reflection and challenges, without changing the nature of core services to refocus on cocreation of organizational performance problems, is not true to 70:20:10 principles. Of course, these actions may improve '10' solutions (and invariably do), but it is important to understand they are good '10' solutions, not 70:20:10 ones.

70:20:10 design, on the other hand, is focused on solving organizational problems by improving performance. The learning in 70:20:10 solutions emerges from activities carried out whilst solving real problems, not the other way around.

With 70:20:10, it is important to start by identifying the desired organizational results, followed by a process based on reasoning back from those results and to design solutions utilizing 70, 20 and 10 approaches, in that order.

70:20:10 solutions need to be consistent with the core business objectives of organizations, to focus on performance outcomes.

70:20:20 METHODOLOGY

The 70:20:10 Methodology is the 'operational part' of 70:20:10. It involves the processes that drive business value from the reference model.

A methodology is a standardized, carefully considered way of acting to achieve a specific result with assistance. 'Working methodically' is to do so in a systematic, goal-oriented, process- and development-based way, and may include various methods.

Many professions and occupations use methodologies specifying how they work, the resources they use, the expertise they need, and so on. Examples include doctors, lawyers, engineers, nurses, ICT specialists, and organizational development professionals.

The Learning and Development profession can also benefit from such methodologies.

The 70:20:10 methodology includes five new roles and 31 critical tasks that have been defined for L&D and other professionals involved in continuous improvement projects.

The methodology is designed to extend the scope of L&D by providing a set of logical, structured processes and steps.

The 70:20:10 methodology complies with the standard criteria for a methodology:

- Goal-oriented: the 70:20:10 methodology is targeted because, for each role, a predetermined result has been established.
- Systematic: with the five roles and the 31 critical tasks, it is possible to work systematically and step by step.
- Standards-based: for each role, critical tasks have been formulated that consist of different task steps. The critical tasks and task steps together form the standards that follow the 70:20:10 methodology.

- Process-based: the five rolls are performed dynamically and cyclically in a process-like manner.
- Method-based: L&D professionals use a variety of methods, such as formulating smart learning goals and combining different didactic techniques to form a method. The 70:20:10 methodology is built on proven methods that deliver value.

One common misunderstanding about the methodological approach is that it reduces the L&D professional's autonomy because it requires agreement on phasing, critical tasks, and standards, giving them limited options to act on their own insights. If we are being honest, this is true. For example, an airline pilot needs to fly to a specific destination, and a surgeon carrying out a standard operation must comply with certain guidelines. The advantage of a methodology is that it guides us to the desired result, and ideally is evidence based. It is a ready-made professional framework that saves time and energy.

70:20:10 METHODOLOGY: NEW ROLES FOR L&D

70:20:10 is not a gimmick or a new interface for traditional training. It also isn't a learning theory, or even a way to ignore the usefulness of well-designed formal learning interventions.

The 70:20:10 methodology includes five new roles and 31 critical tasks that have been defined for L&D and other professionals involved in continuous improvement projects.

The methodology is designed to extend the role of L&D by providing a set of logical, structured processes and steps.

- These start out with the examination of specific organizational requirements, performance requirements and other influencing factors. This is the role of the Performance Detective.
- Once this work has been done, design of the new system (the methodology is a systemic approach) can be carried out, focused on the '100' – looking to apply 70 solutions first and working back to formal training/learning solutions only where they are needed. This is the role of the Performance Architect.
- Following the production of a high-level solution design, work can be carried out to address develop practical solutions to address critical tasks. This is the role of the Performance Master Builder.
- Overall program management, solution implementation, connection with, and embedding in, the organizational culture is carried out by the Performance Game Changer.
- Measurement plan, agreement on stakeholder metrics, and reporting on performance improvement are the jobs of the Performance Tracker.

Most of the roles can be fulfilled by people working in the L&D department, but some may be better fulfilled by stakeholders, project managers, communications and marketing people, financial experts, HR business partners or other specialists. The key requirement is that the critical tasks within the overall 70:20:10 methodology are carried out in a structured manner with a laser-like focus on delivering a positive business outcome.

Traditional training experts can certainly become 70:20:10 specialists, but they must adopt new thinking and practices. Organizational development and focus on co-creating solutions with key stakeholders are key factors in this process. Training departments and practitioners must also provide 24/7 support across the full spectrum of the 70, 20 and 10 domains. This often requires re-thinking the top-down delivery model of traditional training courses and programs and learning to 'start with the 70' when developing solutions.



USING THE 70:20:10 METHODOLOGY AS AN AGENT OF CONTINUOUS IMPROVEMENT

Organizations that embrace change and look to continually improve will be those that succeed in a dynamic and increasingly complex world.

L&D has a key role in the success of their organization to ensure that continuous improvement happens and is an effective driver for organizational resilience and performance.

There is no longer an option to tinker with out-of-date workforce development approaches that focus on purely on formal away-from-the-job knowledge and skills training. L&D leaders and departments have an obligation to drive new approaches that provide tangible results.

There is evidence that the 70:20:10 methodology is such an approach.

CASE STUDY OF THE IMPACT OF 70:20:10

Friesland Campina – the world’s largest dairy co-operative, Netherlands

Friesland Campina adopted the 70:20:10 framework and applied the 70:20:10 methodology to address the specific problem of reducing common packaging process errors in its plants and, where errors occurred, resolving them more quickly. The average cost of every shutdown resulting from errors was calculated to be EURO 42,000.

By applying the 70:20:10 methodology, developing technology-based solutions, and adopting a mindset based on continuous improvement for people and processes, co-creating with business stakeholders and working in an agile way, Friesland Campina:

- Developed a new strategic vision for learning
- Developed better processes, based on new 70:20:10 services
- Improved stakeholder buy-in due to real business impact from using the methodology
- Realised an initial EURO 200,000 business value through its first 70:20:10 projects

The firm has also reported the 70:20:10 methodology playing a key role in large safety and production programmes, improving performance, reducing absenteeism as training has been reduced by 50 percent (mainly due to the work of the Performance Detective role, task analysis and co-creating performance support solutions).

Additionally, Friesland Campina’s L&D managers reported that more than 90 percent of training demands are now re-directed to other solutions, delivering greater impact.

THE 70:20:10 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 organizations 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 organizational performance needs. We are working to create L&D strategies and solutions with performance and (organizational) 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 organizations 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 organizations that are using 70:20:10 to improve learning and performance.

More information?

For more information about us and our services, please visit:

www.702010institute.com

If you have questions, you can always email us:

info@702010institute.com

ABOUT DOCEBO

Docebo is a learning platform that is laser-focused on changing the way people learn through a cloud-based, user-friendly technology built for the modern user. Established in 2005, Docebo (Latin for “I will teach”) offers companies and their employees, partners and customers a learning ecosystem that increases performance and learning engagement. Docebo is designed to power a cohesive L&D strategy, and has been embraced by more than 1,400 companies around the world for its elegance and ability to deploy blended learning strategies (formal, social and experiential).



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