



70:20:10 – Further research and what it
could mean in practice

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70:20:10 – Further research and what it could mean in practice

70:20:10 is primarily a reference model or framework for helping organisations to look beyond classroom and e-learning for learning and development activities.

As more organisations look to review their learning strategies according to the principles behind the model, there has been a corresponding push from some parts of the L&D community for further evidence to support the principles in practice.

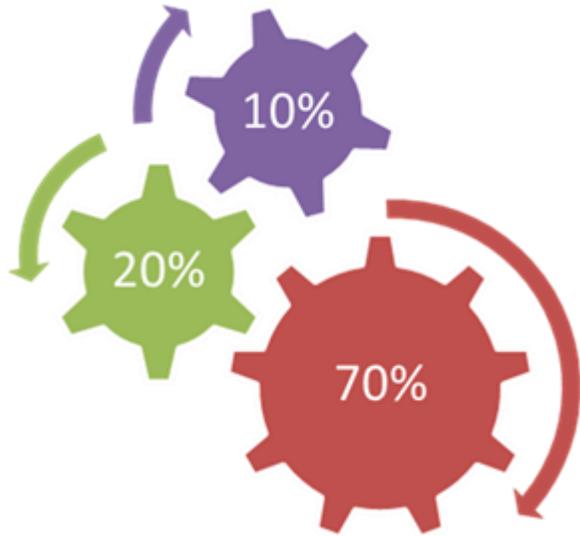
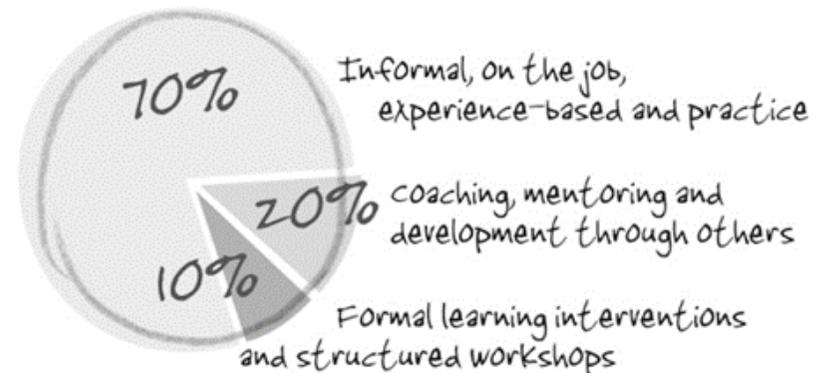
In response, Towards Maturity have produced new data which claims to look at the actions behind the numbers and the resulting impact on performance.

Indeed, in a recent study involving nearly 1,700 learners:

- 37% said they found formal learning methods such as classroom or e-learning modules very useful, compared with
- 83% finding support from peers very useful and
- 90% rating collaboration with team members as very useful

And when comparing those who say they are using new models of blended learning such as 70:20:10 with those that don't, the differences are clear.

The blended learners report greater impact on the business and on staff, more benefits from technology-enabled learning and fewer barriers to a modernised learning strategy.



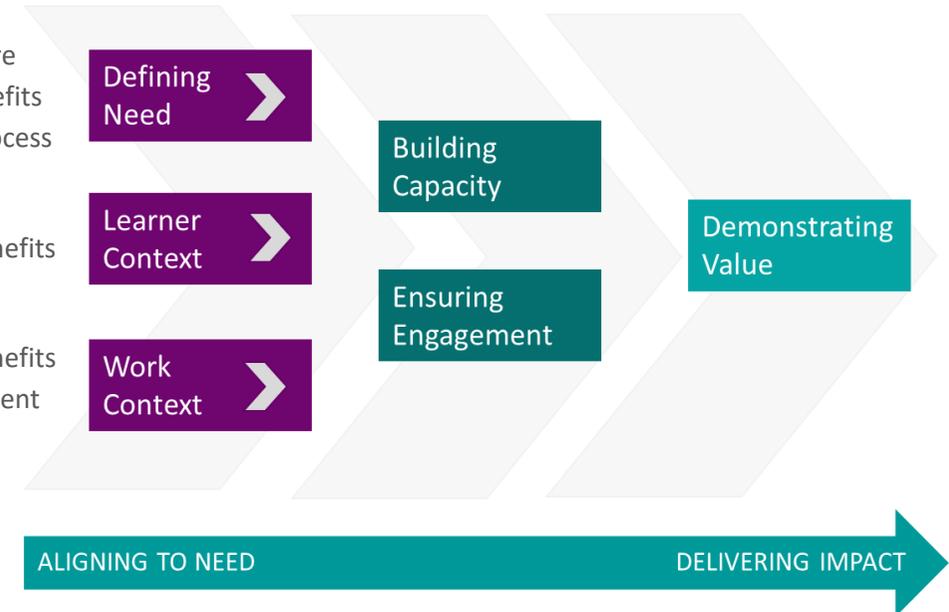


Following reviews with over 4,500 organisations over a number of years, Towards Maturity have identified six key areas where focused action on experiential/social/formal L&D interventions have made a difference. All of these are based on the principles of blended 70:20:10 learning, and the holistic approach including all six elements, achieves the most significant results:

Top performers embracing all six key areas are three times more likely to report benefits relating to efficiency and business process improvement than poor performers.

They are five times more likely to report benefits relating to productivity and business.

They are eight times more likely to report benefits relating to culture such as learning engagement and self-directed learning.



Putting 70:20:10 into practice

The question, as always, is 'what does this mean for us?' - what actions can organisations take to ensure they are including a healthy balance of experiential/social/formal learning experience opportunities for their staff?

Based on their research, Toward Maturity and Charles Jennings from the 702010 Institute have created a helpful framework of actions to help organisations embed the experiential and social learning approach into everyday practice.

**TOWARDS
MATURITY**

**Defining
Need**

**Learner
Context**

**Work
Context**

**Ensuring
Engagement**

**Building
Capacity**

**Demonstrating
Value**


	Formal Learning	Social Learning	Experiential Learning
Defining Need	Involve business leaders and line managers in planning and designing learning solutions they use for their work	Identify subject matter expert 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 learning 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
Ensuring Engagement	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
Building Capacity	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

How does this come to life?

Here are two examples of how this can work in practice, based on our experiences supporting various clients.

In one retail firm, managers were encouraged through team meeting briefings and learn@lunch sessions, to support and challenge their teams' learning more. That led to better engagement of learners with elearning and workshops, as people were turning up with clearer objectives and motivation. Next, the introduction of managers support guides helped managers have better conversations with people about application of learning on-the-job. At the same time, everyone was encouraged to think of learning as an everyday continuous improvement mind-set, rather than a thing you do separate to your job.

In another example, a professional services firm wanted to move from a learning brochure to performance consulting. The focus was shifted from providing workshops and elearning the L&D team thought was important – to partnering with the business, finding gaps in delivering strategy. This meant both managers and the L&D team were focused on results – working together to help people perform. Because everyone could see this was about “helping me do my job” rather than “learning some interesting stuff” – engagement was higher and people applied learning more quickly where it was needed.

What these examples show is that we see companies taking aspects of the framework on page 4 and doing a few things well. That's a great foundation to build on. Yes of course ideally we should all be doing all six things in all areas – but we have to start somewhere.





Is it really 70:20:10 - does it matter?

On a separate note, perhaps particularly interesting to highlight is that the initial study that led to the development of the 70:20:10 model was based on a sample of predominantly male executives. When repeated with a female leader population, the ratio came out as 55:45:5. The study has since been repeated with a variety of diverse populations and again the numbers vary from 70:20:10.

However, we don't feel this is in itself a reason to disregard the principles behind the model. Indeed, what this means in practice is that whilst the actual split may vary between populations, the main message that most learning takes place through on the job experience and development through others via social interaction rather than through more formal courses is still just as strong. The challenge for L&D to take on different ways of thinking about workplace learning is therefore ever relevant.

So too is the wider organisational challenge of establishing informal and social learning as key foundations of workplace culture.

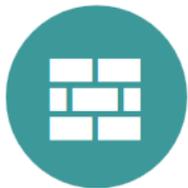
about Totem

People at their Best

build:

We support you in uncovering your vision, mapping talent and developing end to end processes to manage talent within your organisation.

Focusing on profits through people



engage:

We help you to engage individuals and teams—supporting change, gaining commitment to your vision and retaining your highest performers.

Making sure you get the best from your people



assess:

We provide you with tools, techniques and assessors to help you map the talent and potential of individuals in your organisation and/or in selecting new talent.

Helping you recruit people who fit and deliver results



develop:

We design and deliver exceptional, focused and blended development, allowing each individual to grow in their role, capability and motivation.

Maximising potential and personal contribution



What our clients say about us:

We're nimble

"What sets Totem apart? It is their ability to be very thorough in their approach whilst at the same time willing to offer innovative suggestions that can be implemented in a time and cost effective way. Would I recommend them to others? Without question!"

HR Manager, Pulse

We get them

"I'd definitely recommend working in partnership with Totem – I say partnership, as this is exactly how they operate. They seize every opportunity to learn more about your business and by doing so are able to support projects with this insight, often going above and beyond the original scope."

Resourcing Manager Carphone Warehouse

We inspire confidence

"Always engaging conversations with plenty of coloured pens, we found the insights from every meeting invaluable, and asked Totem to run various workshops for our L&D team."

Totem have taken the time to understand our business and deliver learning that really sticks and challenges people's thinking.

Global Head of Talent, World Duty Free Group.