CrossKnowledge

Effective Learning *with 70:20:10*

The new frontier for the extended enterprise

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Contents

Forward

Marc Prensky[1] writes that "too many teachers see education as preparing kids for the past, not the future". In the same way, too many Learning and Development departments are preparing learning content for an environment of the past, not the future.

Workers in the 21st century are less and less likely to want, or need, to leave their working environment to learn. They are increasingly demanding that their development meshes with their work. In fact, many now realise that work is becoming learning and learning is becoming part of work[2].

This document investigates the new territories of learning such as Social, Workplace, Informal or Experiential Learning. It is based on recognized experts' works but also on the projects we had the pleasure to lead these last years with numerous L&D teams.

We hope it will be a source of inspiration for you and an invitation to a fascinating and profitable journey!

1 *Backup Education?* Marc Prensky. Educational Technology, Vol 48 No 1, Jan-Feb 2008

2 Harold Jarche, Oct 2010

Key Strategic Challenges

Four Strategic Challenges

The world that Human Resource Directors and Chief Learning Officers inhabit today was unimaginable even ten years ago. Their roles have evolved from overseeing and leading their teams in executing a suite of predominantly straightforward transactional tasks to managing strategic functions whose importance should not be underestimated as key contributors of value to their organisations.

HRDs and CLOs are still responsible for the essential work of attracting, recruiting, developing and retaining high-quality staff. However most of the transactional elements of these activities have been delegated to computer systems, outsourced, off-shored, or reduced in scope.

The key tasks and challenges HRDs and CLOs face today are in the strategic domain. They must still keep a weather eye on underpinning transactional processes, but the real value of HR and Learning and Development departments lies in their strategic contribution.

David Ulrich and Wayne Brockbank of the University of Michigan reported[3] that 43% of HR's value comes from the strategic contributions made by the function. They also found that companies where HR strategy is aligned with business strategy, and which develop HR professionals who understand their business and make strategic contributions, can show up to a 250 % increase in business performance compared to companies with a more tactical/transactional HR functions.

3 The RLB Group Research, 2006.

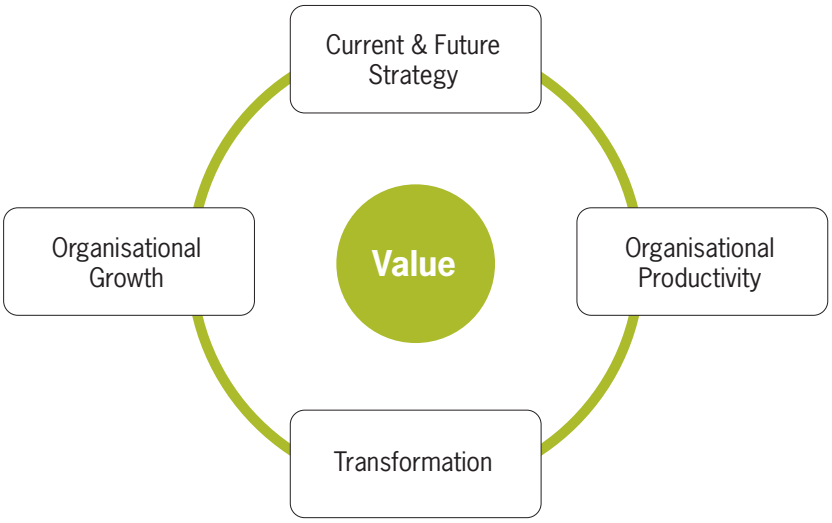
In other words, a significant, even a game-changing, impact on business performance can be achieved when HR has a broader, more strategic view.

Other studies have shown similar results. In the Learning arena, the well-respected Bersin & Associates organisation found[4] that, of all of the tasks executed by a performance-driven Learning function, performance consulting yields the highest business value. However, effective performance consulting only occurs when the Learning and Development function is closely aligned with its key stakeholders and focused on delivering against strategic priorities.

4 *Building a Learning Culture,* Josh Bersin in Chief Learning Officer Magazine, April 2008

Learning and Development's value to an organisation is not a simple profit vs. cost or ROI valuation. It is determined by how well the function helps leaders and employees do their jobs.

The value offered by Learning and Development is delivered in four areas, and these represent the key strategic challenges faced by all organisations.



Strategic Challenge 1

How does Learning and Development best contribute to current and future strategy?

Most HR Directors and Chief Learning Officers focus on supporting their organisation's current strategy. However research[5] has shown that business leaders, the 'C' suite, expect them also to be working and planning how to build workforce capability in support of future organisational strategy. The fact that this rarely happens is due both to HRD's and CLO's lack of focus on strategic objectives, and the 'busy work' required to keep the wheels turning and meet immediate demands.

5 *The C-Level and the Value of Learning*, ASTD and IBM. T&D Magazine, October 2005

Strategic Challenge 2

How does Learning and Development best contribute to organisational growth?

Organisational growth brings with it organisational change. Ideally, both HR and Learning and Development should be firmly embedded and rapidly responsive to growth and change initiatives. Evidence suggests this is not the case for many

organisations. One survey[6] found that 66% of respondents said that HR was not 'responding fast enough to the strategic challenges related to profitable new growth'. With the recent economic downturn and shortage of 'green shoots', we can assume that a similar percentage will agree once global growth restarts. Many of the respondents in this survey were HR professionals themselves. The main reasons given for this lack of response was that senior HR leaders are 'on the sidelines' and in spot-roles such as talent acquisition rather than being deeply involved in supporting the organisational growth process itself.

6 Research findings by the Human Resource Planning Society (HRPS) in partnership with the Institute for Corporate Productivity (i4cp), 2007

Likewise, Learning and Development is very often following rather than being part of, or even leading, organisational growth activities. The challenge for the Learning and Development function is how to build its own capabilities to meet organisational growth requirements. These include strategic-thinking and planning capability, strategic planning, and high-level consultancy capabilities among others.

Strategic Challenge 3

How does Learning and Development best contribute to organisational productivity?

Many Chief Learning Officers and their teams are focused on the details of learning inputs. The majority of a Learning and Development team's time is spent following through a defined process for the development of learning solutions, such as the ADDIE Model[7] or similar models of learning service. However, strategic value is delivered through unerring focus on the outputs of learning in the form of increased individual, team and organisational performance and productivity. Focus on individual and team productivity will impact organisational productivity.

7 ADDIE – Analysis, Design, Development, Implementation, Evaluation

Strategic Challenge 4

How does Learning and Development best contribute to transformation?

There is no greater challenge for the growing knowledge workforce today than that of adapting to survive and thrive in the new post-industrial Internet age. New ways of working also require new ways of learning. Learning and Development departments need to adapt their modus operandi to meet the new challenges of developing the capability of new waves of mobile and distributed workforces and virtual teams with always-on connectivity, and of a new generation of entrants into the world of work that has different expectations and different requirements.

The Changing Demands on Business

The challenges of a world awash with information

No-one working today is unaware of the overwhelming volumes of information that workers need to deal with. Our email inboxes are full and we find ourselves swimming in an ocean of data. The challenge was neatly encapsulated by Eric Schmidt, CEO of Google Inc. when he said[8]:

"Between the birth of the world and 2003, there were five exabytes of information created. We now create five exabytes every two days. See why it's so painful to operate in information markets?"
Eric Schmidt, CEO, Google

8 Eric Schmidt, CEO, Google speaking at the Atmosphere 2010 conference, California April 2010

Of course, Schmidt is actually talking about 'data' rather than information, so much of this volume is, for example, financial data generated as part of transactional processes or as data feeds into the global financial markets.

But, importantly, a significant portion of the data is UGC – user generated content. The impact that UGC is having on our working lives was dramatically described by Andreas Weigend, former Chief Scientist at Amazon.com. Writing in the Harvard Business Review blog in May 2009 Weigend pointed out the following fact[9]:

"In 2009, more data will be generated by individuals than in the entire history of mankind through 2008. Information overload is more serious than ever. What are the implications for marketing?"
Andreas Weingend, Former Chief Scientist, Amazon.com

9 Andreas Weingend, *The Social Data Revolution(s)*

For the Learning and Development function, the key point here is not simply the volume of information. It is the fact that most of the information that workers need to deal with on a daily basis is unstructured and constantly changing. And the half-life of much of the information that we deal with is getting shorter. In today's working environment there is the need both to manage information and to find information when we need it. Information supplied to us in a structured training or development session months ago will often be out-of-date by the time we need to use it.

A world awash with information requires new ways of approaching employee capability. Learning and Development professionals need to understand this and

adopt approaches that best reflect a world where almost any information can be found and retrieved at the touch of a mouse.

The challenge here is for the Learning and Development world to move away from too exclusive a focus on the design, development and delivery of static information and 'knowledge' embedded in courses, and towards a broader focus which includes approaches that work in this dynamic information-rich world.

The challenges of new ways of working

Many workers in business enterprises are adopting totally new ways of working. This change can easily be seen in 'knowledge industry' sectors where people work with their heads rather than with their hands.

The changes are profound. In many cases workers rarely use a single desk in an office any more. Increasing numbers of employees work on the move using mobile devices. More and more people work from hotels and cafés, on trains and aeroplanes, and they increasingly work from home outside of traditional working hours. They expect - and are expected - to be connected all of the time.

At the same time, research[10] is showing that workers are dealing with more complexity and using more tacit knowledge. All of these challenges mean that Learning and Development professionals need to re-evaluate their traditional approaches to building workforce capability. In other words:

10 McKinsey Report: *The Coming Imperative for the Knowledge Economy*

"New ways of working require new ways of learning"

Major Learning Trends

A number of major developments have had a profound impact on learning in organisations over recent years. These have either opened opportunities that simply did not exist before, or have swung the pendulum away from embedded practices and towards the development of new business and operational models. Either way, they have irrevocably altered the way Learning and Development professionals need to approach the job of building workforce capability.

The massive changes in telecommunications over the past 20 years, and the rise of the Internet in particular, have changed forever our approach to Learning and Development. Huge opportunities have been opened up by the breaking of the richness/reach trade-off[11]. No longer are rich learning experiences confined to workers who can attend classes. They can be made available across the world at the click of a mouse.

11 Philip Evans & Thomas S Wurster *Blown to Bits: How the New Economics of Information Transforms Strategy*. Harvard Business School Press. (2000) ISBN 0-87584-877-X

The most significant development to impact organisational learning in the past ten years has undoubtedly been the rise of Web 2.0 and the Social Web. This, in turn, has opened up opportunities to develop innovative approaches to networked and social learning. It has also increased the focus on opportunities for workforce development through informal and workplace learning.

Breaking the Richness/ Reach Trade-off

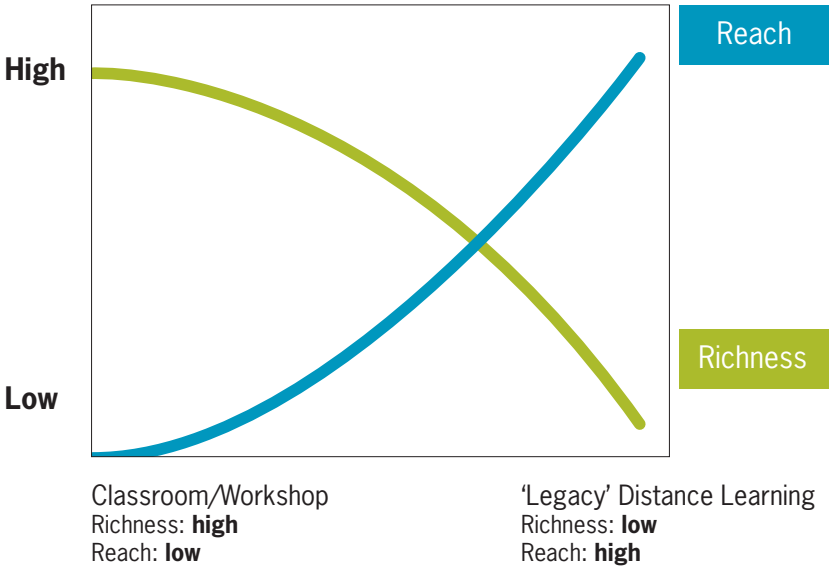
In 2000 Philip Evans and Thomas Wurster of the Boston Consulting Group published their ground-breaking book *Blown to Bits*[12]. In it they explained how the communications revolution and, particularly, the rise of the Internet were making traditional business models redundant. New approaches, they observed, were replacing the traditional at breakneck pace.

12 ibid

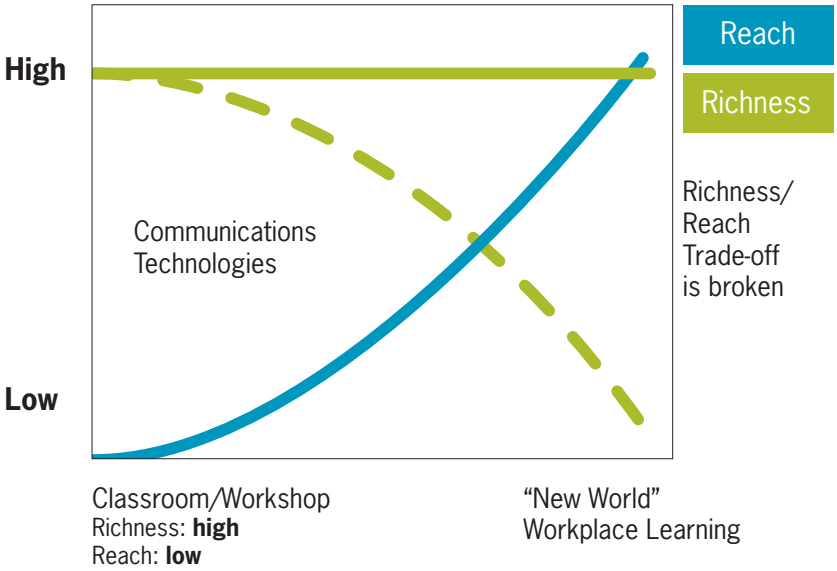
Prior to the communications revolution business models (and workforce development models) were based on a trade-off between richness and reach. Suppliers (and learning professionals) had an alternative – to provide services that were rich and lacked reach or to provide those that had reach but necessarily lacked richness in order to obtain that reach. They offered rich face-to-face experiences or poorer services at a distance. Often the cost of distribution – of knowledge or of product – led to this trade-off having to be made.

In the 10 years since Evans and Wurster's publication, we have seen their prediction come true. The richness/reach trade-off is dissolving in dramatic ways across many sectors, such as the newspaper industry, the travel industry, the auto manufacturing and retailing industries and many parts of the retail industry. We have also witnessed the dramatic emergence of new models, such as the demise of the Encyclopaedia Britannica and its replacement by online services such as Wikipedia, and the rise of Amazon.com with its impact on the book retailing industry.

Disintermediation and deconstruction of supply chains, the ease of interaction, and the lowering of communication barriers has heralded immense change. The world of learning and people development is far from immune to these effects. In fact, the breaking of this richness/reach trade-off is extremely important in the context of learning and development. We now have powerful new ways to deliver learning and, more importantly, to connect and engage with learners without the constraints of time and distance. And this has opened up a range of opportunities for exciting new education and training services.



The traditional richness/reach trade-off is dissolving



Breaking the Richness/Reach Trade-off.
The move from classroom to 'the cloud'

Prior to the communications revolution, rich learning experience could only be offered through classroom-based events or workshops. However this model doesn't scale well. Resource requirements and costs increase arithmetically with scaling. Subsequently, organisations wishing to achieve consistency and scale using face-to-face Learning and Development approaches inevitably incurred high costs. The alternative was to offer traditional distance education with its lower levels of engagement and less rich learning environments.

With the developments over the past decade, this trade-off has now been thoroughly broken. The smart use of technology and networks now allows the provision of rich learning environments free of both time and location.

Extending Within Organisational Walls: The 70:20:10 Model

Empirical research and surveys over many years have produced data indicating that workers learn most of what they need to know to effectively do their jobs in the workplace rather than in the classroom.

"80% or more of corporate learning is found to be informal"
Peter Henchel, Executive Director, Institute for Research on Learning

This fact has significant implications for the approaches we take to learning and to developing workforce capability.

"70% of what people know about their jobs, they learn informally from the people they work with"
Education Development Center, Massachusetts (1997)
2-year study involving Boeing, Ford Electronics, Siemens, Motorola

In his 2006 book Jay Cross[13], an expert on informal learning, listed a number of surveys and research papers that confirmed this fact. Although the figures vary, his overall finding was that approximately 80% of learning within organisations is informal and around 20% is formal. Cross went on to question the overwhelming focus on formal learning in light of this evidence. He argued that there is a need for realignment of resources and focus away from purely formal learning if organisations are to utilise the most effective ways to support learning and employee development.

"Approximately 75% of the skills employees use on the job were learned informally through discussions with co-workers, self-study, mentoring by managers and similar methods. 25% were gained from formal training"
CapitalWorks study

13 Jay Cross *Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance*, Pfeiffer (2006) ISBN: 978-078798 1693

70:20:10

A model similar to Cross' 80:20 rule has emerged from work by other researchers. This is the 70:20:10 rule.

"People learn 70% of what they know about their jobs informally"
US Bureau of Labor Statistics (1996)
Loewenstein and Spletzer (Formal and Informal Training: Evidence from the NLSY)

70:20:10 has become the basis of organisational learning strategy in an increasing number of large corporations over the last few years, including well-known brands such as Sun Microsystems, Goldman Sachs, Nokia, Maersk, Mars, Bank of America, Coca Cola, Microsoft, HP, Wal-Mart, Reuters, American Express, Caterpillar and many others.

70:20:10 has its origins in the work of Morgan McCall, Robert Eichinger and Michael Lombardo at the Center for Creative Leadership in North Carolina in the mid-1990s and even earlier with Alan Tough, now Emeritus Professor at Toronto University. A book by Eichinger and Lombardo[14] published in 1996 laid out the basis for 70:20:10. In it, the authors noted:

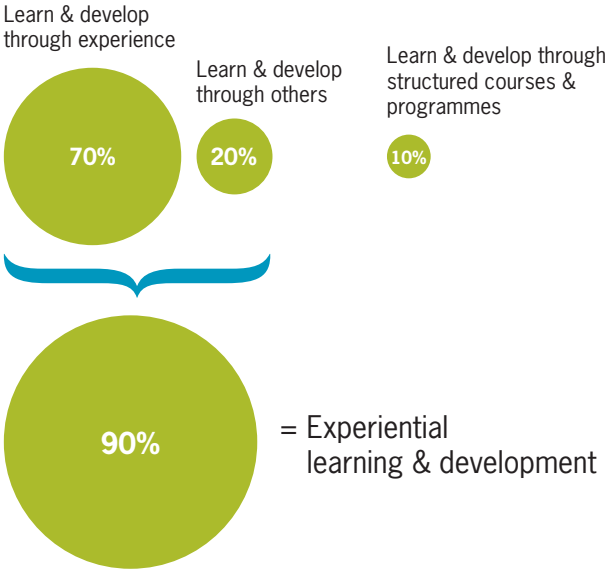
14 The CAREER ARCHITECT Development Planner. Eichinger & Lombardo. Lominger (1996) ISBN: 978-09655 71210

Lessons learned by successful and effective managers are roughly:
- *70% from tough jobs*
- *20% from people (mostly the boss)*
- *10% from courses and reading*

Lombardo & Eichinger. 1996

It is important to be aware that neither the 80:20 approach nor 70:20:10 are intended as rigid models or recipes. There are reference models drawn from empirical data and surveys. They simply validate the fact that not all learning happens in formal learning settings, whether these are classrooms or structured digital environments such as virtual classrooms and eLearning courses.

Learning is no longer an isolated activity that is carried out away from the everyday world of the workplace. Work and learning are becoming intermingled, and the 70:20:10 model provides a framework for thinking outside the classes/courses/curriculum mind-set of learning and focusing on the entire spectrum – workplace, social and formal.



Practical Examples of 70:20:10

Organisations implementing the 70:20:10 model need to adapt it to their own context. However the table below is an example of some development activities that you can undertake in each category:

70 – Learn & Develop Through Experience

- Apply new learning in real situations
- Use feedback to try a new approach to an old problem
- New work and solving problems within role
- Increased span of control
- Increased decision making
- Champion and/or manage changes
- Cover for others on leave
- Exposure to other departments/roles
- Take part in project or working group
- Coordinated role swaps or secondments
- Stretch assignments
- Interaction with senior management, e.g. meetings, presentations
- Day–to-day research, web browsing
- Leadership activities, e.g. lead a team, committee membership, executive directorships
- Cross functional introductions, site/customer visits

- Research and apply best practice
- Apply standards and processes, e.g. Six Sigma
- Work with consultants or internal experts
- Internal/external speaking engagements
- Budgeting
- Interviewing
- Project reviews
- Community activities and volunteering

20 – Learn & Develop Through Others

- Informal feedback and work debriefs
- Seeking advice, asking opinions, sounding out ideas
- Coaching from manager/others
- 360 feedback
- Assessments with feedback
- Structured mentoring and coaching
- Learning through teams/networks
- External networks/contacts
- Professional/Industry association involvement or active membership
- Facilitated group discussion, e.g. Action Learning

10 - Learn & Develop Through Structured Courses

- Courses, workshops, seminars
- eLearning
- Professional qualifications/ accreditation
- Certification
- Formal education, e.g. University, Business School

From content to action

There is an increasing emphasis on learning by 'doing' rather than learning by 'knowing'. This has been driven by:

- The rapidly increasing volumes of information that knowledge workers need to deal with each day.
- The fact that most of this information is unstructured.
- The dynamic nature of much of the information needed - where the average half-life of organisational information is decreasing year-on-year.

"We are moving from STOCKS of knowledge to FLOWS of knowledge"
John Seely Brown, November 2010
Deloitte Center for the Edge (former Chief Scientist, Xerox PARC)

As the pace of change and the 'flows' of information increase, it is becoming less possible to keep up-to-date through content-focused learning. The answer is not to know more, but actually to know less and to be able to find the relevant information when needed.

John Seely Brown and his co-authors describe this challenge in these terms:
"To succeed now, we have to continually refresh our stocks of knowledge by participating in relevant "flows" of knowledge – interactions that create knowledge to transfer it across individuals. These flows occur in any social, fluid environment that allows firms and individuals to get better faster by working with others" [15]

"In an ever-changing world, continuous learning is the only sustainable advantage"

Taking workers away from their workplace and into classrooms to learn content is no longer a feasible solution for most purposes other than preparing them for entry into a new role or organisation, or for change management activities.

Other than for these specific applications, we need to stop thinking of learning as enabling work, or (the dominant model in the past) of learning as separate from work. Instead we need to base our learning solutions on the principle that learning is the work and that working is learning.

To effect these changes, the learning professional's role needs to become one of a facilitator, curator and promoter of informal and social learning.

From 'storing' knowledge to 'finding' knowledge

In information-rich and dynamic working environments we are discovering that it is better to know where to find the information we need than to try and hold it in our heads.

"Today's productivity is in the ACTIONS of people, not the information in their heads"

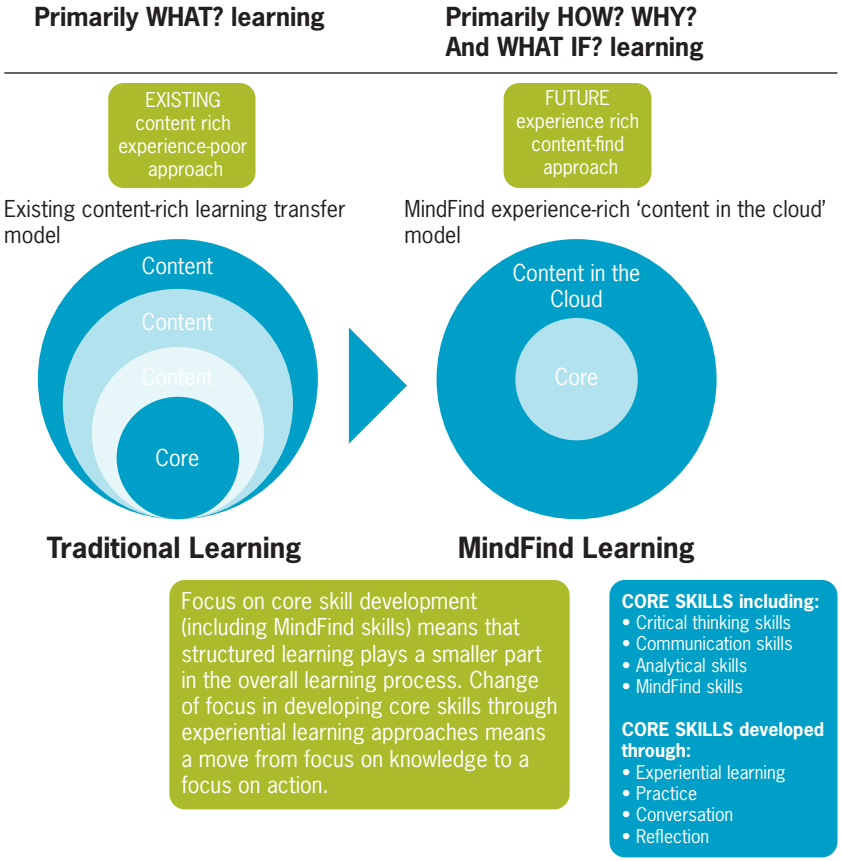
The concept of the 'outboard brain' is emerging. Our work may require that we memorise and store core concepts and strategies in our heads, but we don't need to memorise all of the additional data, information or knowledge necessary to complete every task; we simply need a map of where to locate it.
Professor Robert Kelley who works at the Tepper School of Business at Carnegie Mellon University, carried out a longitudinal study looking at how much information knowledge workers needed to hold in their 'inboard brain' in order to do their job.

15 *The Power of Pull*. By John Seely Brown, John Hagel and Lang Davidson. 2010.

Over a period of 20 years, his team asked knowledge workers the following question: *"What percentage of the knowledge you need to do your job is stored in your own mind?"*

In 1986, when the survey began, subjects responded that they felt they needed to hold in their head at least three-quarters (75%) of the information they needed to do their job. By 1997 this figure had dropped dramatically to between 15% and 20%.

During the intervening time the Web emerged and database technology became much more widespread.



Find-Access Model of Learning – Jennings & Clarke

When Kelley ran the research again in 2006, his subjects felt that they only needed to keep around 8% to 10% of the information/knowledge they needed to do their jobs in their 'inboard brain'. The rest they could get from their 'outboard brain' when they needed it.

Focusing on the ability to find information and knowledge rather than needing to store has profound implications. Traditional approaches to formal learning, which tend to focus on content and knowledge transfer, need to be reviewed. New approaches, such the 'Find-Access' Model[16] describe a changed focus on content and an increased focus on 'find' and other associated skills.

16 *Find Access Model for 21st Century Learning* – Jennings & Clarke, 2009

From Event to Process

All of the developments described so far are part of a larger change taking place, the migration away from learning events as the exclusive tool offered by training and learning departments. Many 21st Century learning professionals are realising that they need to move towards new practices and a culture of continuous learning.

"'Real' learning can only be demonstrated by a change in behaviour. Knowledge acquisition is not a demonstration of learning until it is put into action"

This move to a model of continuous learning is inevitable. It has always been understood that 'real' learning and capability-building occurs not as a series of events, but over time through a series of processes – through experience, through taking the opportunity to practice, through working and conversing with others in new ways, and through having the time to reflect on behavioural changes.

The evolution of learning from being primarily event-based to being primarily process-driven represents one of the most profound changes in the way organisations structure and support the development of their workers.

The Rise of 'Learnscapes'

One emerging approach to learning that incorporates both the 80:20 model and the 70:20:10 model is that of **learnscapes[17]** or learning ecosystems. A learnscape incorporates all the interactions, tools, relationships and elements that make up a holistic learning environment. Learnscapes may include formal, structured learning, but they also include informal and serendipitous learning.

17 Cross, J (2007) and Quinn,C.(2009). *Populating the LearnScape: e-Learning as Strategy*. In M. Allen, Ed. Michael Allen's eLearning Annual 2009. Pfeiffer: San Francisco

"A learnscape is the platform where knowledge workers collaborate, solve problems, converse, share ideas, brainstorm, learn, relate to others, talk, explain, communicate, conceptualize, tell stories, help one another, teach, serve customers, keep up-to-date, meet one another, forge parnerships, build communities, and distribute information. Learnscapes are where and how modern work is performed-including workplace learning."
Cross, J, 'Learnscape Architecture' eLearn Magazine, Aug 2008

18 Cross, J *Learnscaping: Getting Things Done in Organisations* October 2008

Learnscape Architecture[18] and the 80:20 and 70:20:10 models require learning professionals to adopt a new way of thinking as well as different, and often new, skills.

These skills are more closely aligned to facilitation and 'architecting' learning environments than to the traditional design, develop and deliver approach used for traditional formal learning activities.

Traditional L&D Role	Emerging L&D Role
Build and maintain catalogues – courses, programs, curricula	Manage Wokspaces (work/learning/ environments)
Design and develop course materials for formal, structured learning	Focus on supporting learning experiences in the workplace
Course-centric role (with a little coaching and ancillary activities)	Performance-centric role. Helping people Work Smarter
Predominately classroom-based with some structured eLearning	Many channels – classroom, eLearning, virtual labs, learning 'nuggets', workplace support, etc.
Learning-focused	Performance and productivity-focused

Migrating towards new roles

From Learning to Performance

The final trend that is apparent in the changing landscape of organisational learning is the increasing focus on the outcomes of learning rather than the process of learning.

Clearly the process of learning needs continued focus, but the outcomes, results and impact of the process need to be the drivers of the process rather than the converse. Organisations are increasingly aware of the need to evaluate learning impact, and many are moving beyond traditional finance-centric Return on Investment (ROI) models towards more useful metrics for what is undoubtedly

the most important **intangible** asset in any organisation – the performance and potential of its workforce. Return on Expectation (ROE) is now seen as a more useful metric and others are also emerging, such as Return on Investment in Interaction (ROII)[19], a measure of increasing productivity and value based on the principles of Metcalf's Law of networks.

19 *The Working Smarter Fieldbook*. Cross, Hart, Husband, Jarche, Jennings & Quinn (2009)

Advice for a CLO on the 70:20:10 model

At our recent lectures and workshops, we've had more and more practical questions from CLOs regarding the best way to implement the 70:20:10 model within their organisation. We decided to gather our answers in this section and sort them into What, When, How and How Much categories.

Why? questions are directly linked to the CLO challenges we described in the first section of this paper. However, these may be made more complex by the addition of new objectives or constraints such as doing more with less or addressing Gen Y's expectations of innovation.

'What' Questions

What is 70:20:10 and where does it come from?

The 70:20:10 model emerged from empirical research and surveys which showed that working adults learn most of the knowledge and skills they need to do their jobs in the workplace, not in the classroom.

Morgan McCall and his colleagues at the Center for Creative Leadership in North Carolina developed the 70:20:10 model in response to data they obtained that showed successful and effective managers learned 70% of their lessons from tough jobs, 20% from other people (mainly their manager) and 10% from courses and reading. Other individuals and organisations have built on McCall's model to refine the 70:20:10 model.

I know about the '10' but could you help me understand more about the '20'?

Jerome Bruner, the famous educational psychologist, once said 'our world is others'. The '20' refers to the learning we obtain from other people. In recent years, there has been a lot of focus on the '20', especially with the development of Web 2.0 and Social Learning. Social Learning is focused on the way we interact and learn from others, whether through informal coaching, mentoring, having the right personal network to help solve problems at work, or simply knowing the right person to ask. Learning from others can be as simple a process as watching someone show you how to perform a task, or it may be as complex as a full work-shadowing activity.

Would you more precisely define what the '70' part of the model is?

The '70' part of the 70:20:10 model is focused on learning by 'doing'. Most of our learning comes through experience and the opportunity to practice, and practice again. If you think about how you gained mastery in almost any skill, you'll realise that it took time (experience) and practice. Probably it also involved some personal reflection on how you were progressing.

Imagine learning a practical work skill; say touch-typing. You might go to typing classes, and those would help you with technique, but the real learning would take place when you practiced. Any work skill requires time and practice to achieve results and, eventually, excellence.

How is all this related to formal and informal learning?

The 70:20:10 model fits quite nicely with the separation of learning into informal and informal. However, definitions of 'formal' and 'informal' are difficult and prone to variation. For instance, learning to ride a bicycle is mostly an informal process (practice and experience), but it may have some formal aspect. Learning trigonometry is mostly a formal process (theory) but also involves individual practice, which is likely to be informal.

So, don't think that you need to aim to achieve an exact ratio of 70:20:10 in your learning provision. The exact ratio will vary from industry to industry, from organisation to organisation, and from situation to situation. Use it as a reference model, not as a recipe.

The younger generation seems to be more 60:35:05 than 70:20:10. What about them?

There's no doubt that social media and the 'read/write' Internet have predisposed younger people, just now entering the workforce, towards the type of interactions and tools that are used for social learning. It may be that over time the 70:20:10 model moves more that way, too – with a greater emphasis on a 'growing 20' and a 'shrinking 10'. We shouldn't expect things to remain the same, not even our learning models.

'When' Questions

Is there a best time to launch my company's first 70:20:10 project?

Yes. The day when you're convinced that 70:20:10 is the best way to address your company's development needs and reduce your own L&D constraints will be the day to start!

Nevertheless, try to avoid turbulent times, periods of critical internal change, such as mergers, a new CEO or HRD and so on. Any other time will be OK.
You might also choose a favorable 3T mix (topic, target, and training type) to reduce uncertainty and give you the best chance of success.

One final tip; don't rely too much on beginner's luck by targeting the C-Suite with a controversial post-merger team building process!

Are there pre-requisites for implementing a 70:20:10 approach?

Not really. But success factors do exist, such as a strong buy-in from the HRD and ideally from the whole C-Suite, as well as structured communication about the benefits that L&D team members and their stakeholders can expect to see. Because the main changes will occur at their level, not at the learners' level.

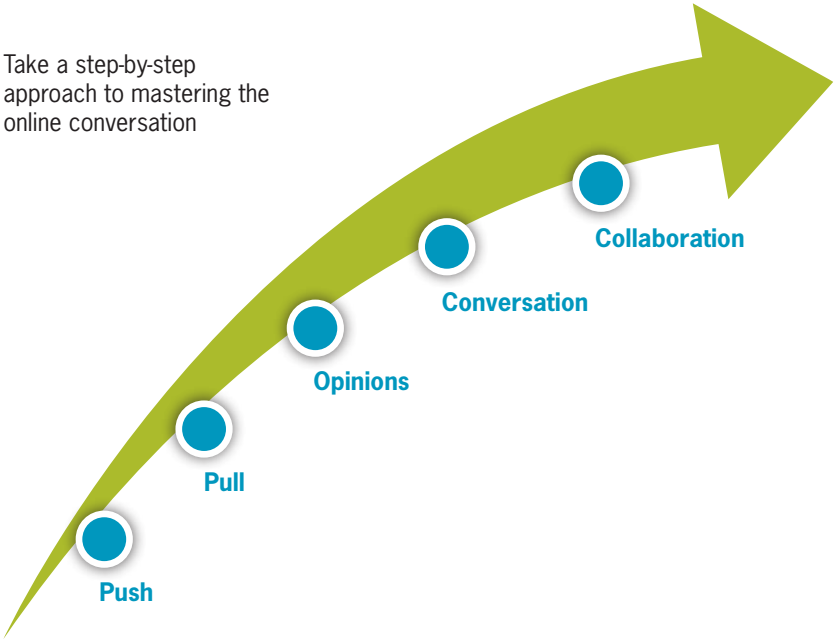
Is changing our learning culture a pre-requisite?

No, not at all. This is the same type of concern that we observed when eLearning and collaborative learning were first introduced as learning solutions. Many organisations have found that their learning culture changes naturally as part of the process, whatever its attributes were before the implementation of 70:20:10. Incidentally, this change of culture is for the best! It leads your organisation to become what HR and L&D people have been dreaming of since Peter Senge first wrote on learning organisations.

Is technology a pre-requisite? How can I know that my HRIS is 70:20:10 compatible?

This is often the first question people ask. In our experience, focusing on technology at the outset is not the best way to proceed. It makes the transition to 70:20:10 a technical challenge instead of strategy for creating L&D value, and can also dramatically delay implementation. Focusing on technology first can shift your strategy from goals to means, and can cause you to lose time, sponsors, opportunities and value. But 70:20:10 can be understood and implemented without technical tools. It can become part of the learning arsenal in the same way as co-coaching and workplace training (like TWI). It could be that the only tools you require are the coffee machine and the communication tools that you already have.

Take a step-by-step approach to mastering the online conversation

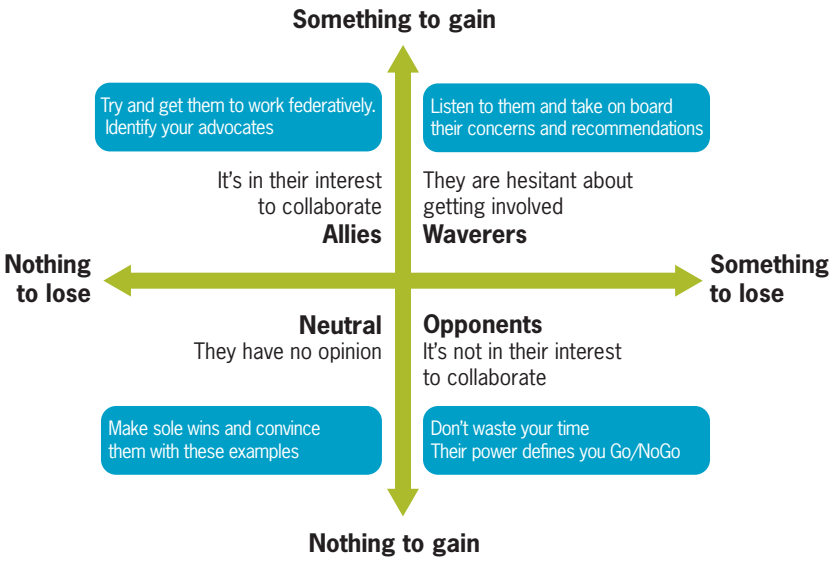


However, tools will help the widespread application of 70:20:10. A vast majority of organisations already have tools in place, such as their intranet, their mail systems and, sometimes, collaborative tools. Our advice is to use the existing tools you have and design the relevant step-by-step approach to implement new features as your audience masters the first set and climbs the maturity curve of online conversation (see graphic).

What possible resistance will I have to deal with? How shall I do?

Make a map of the stakeholders and targets involved in your project (see graphic). Place them in a matrix and define your communication strategy accordingly.

a) Identify and engage your sponsors and champions.
b) Explain the plan, its roles and its responsibilities. Focus first on the people involved (L&D team, managers and others), provide them with relevant information and support, and outline the expected outcomes for all stakeholders.
c) Address skepticism and lack of engagement by demonstrating effectiveness via benchmarks. Build and communicate on any quick wins you achieve within your company.



Map your stakeholders and targets

‘How’ Questions

Do you have an implementation approach for 70:20:10 that has proved successful? Please, say yes!

Sorry, but there isn’t one. Each case is as different as the companies that want to make the 70:20:10 principle part of their learning strategy. Your learning culture, your L&D team, your Industry and its training priorities, to name just a few factors, will have a significant impact on the way you should implement 70:20:10. But there is certainly a set of questions to ask, which, if addressed, will help to optimise your implementation.

What is your advice in terms of 3T for the first 70:20:10 approach?

Regarding the **topic,** pick something actionable (rather than conceptual) in the short-term, so you have an opportunity to demonstrate and communicate the efficiency of the approach.

The topic should also be familiar to managers, so they can be involved in the workplace learning phase – for example, by giving advice, setting and adapting objectives to stimulate transfer, and monitoring how things are put into action.

As with any other kind of training, the ideal **target** is an audience that believes your chosen topic is of clear value to them in their work. If you plan to use new collaborative tools, make sure that your employees understand their use; and anticipate a demand for communication, support, and recognition as your project rolls out.

The training type to build on is the classic classroom-training model. But choose a new one rather than re-engineering an existing course; it will be quicker and you won’t need to measure your first project against anything other than its own Key Performance Indicators.

Combining these three levers will help you achieve a first **quick win.** After that, you’ll need to be ready to respond to many more requests from enthusiastic internal customers.

What do we have to change in terms of instructional design?

The major change is the fact that you can't design a 70:20:10 approach as a three-step plan, starting with 10% structured learning, moving on to 20% learner-to-learner feedback, and ending with 70% learning in workplace. You may need to mix these elements up a little.

As with any training model, it's best to start by clarifying the results you want to see, and then listing the different ways you might achieve your instructional objectives. This is the point at which to consider collaboration and workplace learning as helpful levers. Then, traditional design will follow – including story-telling, manager involvement, and the learning activities that best engage the target audience.

How does this impact project management?

As soon as you step away from a structured curriculum, your classical linear planning techniques will lose part of their power and will have to be combined with a more agile approach.

The main deliverables and milestones can be planned as usual, but you should forecast an extra workload of between 10% and 20% to allow you to remain flexible and available for communication and support. This ratio will decrease quickly with your second and subsequent projects, as you become more familiar with the process.

What new competences are required to deploy such a project?

The classical competences of an effective L&D team should work for you, but may require an additional pinch of consultancy, communication and performance measurement.

Of course, to make the most of new tools, and to support learners, L&D practitioners need to lead by example, priming the conversations and supporting people in using them.

What if I lose control of the project?

The good news is that you were never supposed to keep it! As soon as learning migrates from the classroom to the 'workscape', you'll find that your role begins changing; from trainer to learning enabler. The development of the program will be supervised by managers and, believe us, auto-regulation is very strong when you have engaged learners and managers who believe in what you've set out to achieve. Observe and listen. Stimulate when necessary and celebrate every success. You may have dreamt of an organisational culture of learning, so don't panic when it becomes a reality!

How will I know that I have achieved my implementation?

70:20:10 is more a mind-set and a set of processes than a 'reachable' goal. As such, it is a never-ending story. However, it's an exciting journey to accompany the development of individuals, teams and organisations. So, we wish you a safe and enjoyable journey!

'How much' Questions

What type of an investment is this?

If you don't use technology beyond that already available in your organisation, budget will not be much of a concern. Simply anticipate extra workload for instructional design, communication (with sponsors, managers, the L&D team and learners) and learner support.

If you wish to expand the project by adding online tools, make sure to select and implement them appropriately and at the right time. Having an open discussion with your IT department will pay high dividends, as will benchmarking and, possibly, external consulting.

What kind of results can I expect from a 70:20:10 project? And how will I demonstrate value creation to the stakeholders?

As mentioned earlier, you need to start the process by defining the results you aim to achieve; let's call that business-driven learning. Such a process, will certainly generate classical results consistent with the Kirkpatrick model: satisfaction, acquisition and retention of knowledge, change of behavior, and (mainly) business impact. Consulting closely with operations will help you focus on business impact.

Besides, as soon as you are dealing with community, a new set of KPIs will emerge; site traffic, quality of critical thinking and discussion, level of contribution (comments, posts, best practices and so on).
To close the loop, if the objectives and KPIs have been set with managers, and if you engage them in the deployment process, you will be united when the time to measure value comes. There should be nothing to 'demonstrate', just a success (or failure) to share.

Last but not least, what's in it for me?

The vast majority of L&D practitioners dream of changing their organisation into a learning organisation. Introducing 70:20:10 is one path to achieving this outcome by building a culture of autonomous learning, setting up new rules for development, and ensuring managers play a role in people development.

You will also be helping people to find greater fulfillment in their work. They will be able to perform their jobs in a more effective and balanced way, while contributing to the wider performance of the organisation.

On top of personal achievements, such a project may also open doors to many other professional opportunities.

Cross-Knowledge Value Proposition

When Charles and I first met two years ago (the equivalent of decades in the pre-Internet world), CrossKnowledge had just achieved an alchemic blend of classroom training and eLearning. At that time we were pursuing our explorative journey into the vast world of Web 2.0 and launching our first collaborative solutions.

Just as we published a white paper on communities[20], Charles told us: "Gentlemen, you're certainly doing great with this 10% of the learning potential (referring to the 70:20:10 model) and what you're designing for the rest is quite promising!" Something of a cold shower… perhaps not surprisingly, as it was November in London.

20 CrossKnowledge Whitepaper: *The Company as Community*

With Charles' help, we realised that there was another frontier beyond the one between classroom learning and eLearning. Our new challenge was to combine the formal and informal approaches. The aim of this description of the CrossKnowledge value proposition on Experiential Learning is to share what we discovered in the process.

Where is the change?

As we implemented the first Web 2.0 features in learning solutions with our clients and partners, we observed that what we were doing represented no great change for employees. A vast majority of them, even those who used to say they would never connect with an eLearning curriculum, had a profile on Facebook or LinkedIn and were shopping on internet. At work, they were already sharing information via email or internal project management tools, using CRM, and visiting blogs and wikis. Some of them were even contributing to newsletters or collaborating in networks. Employees were already embracing Web 2.0!

In fact the real change was for the L&D practitioners who had to rethink their practices, and become familiar with new tools, new approaches, and even new counterparts in their organisation (namely the IT Department). We became a ferryman between the Push and Pull shores of training. In line with both our interests we supported not only the growth of distance learning solutions, but also facilitated L&D's migration from the role of training provider to that of learning enabler.

Asking "Should we make this journey?" is an outdated question. We've seen in the previous sections of this paper the tremendous benefits of a more comprehensive training approach, and of embedding collaboration and workplace learning. The

21 Jay CROSS in *Informal Learning*, 2005

important question is "How can we, the L&D experts, lead the way in these new learnscapes[21]?"

First we need a plan. Then, we'll define and list the new competences, tools, content and protocols we need to achieve our goals. CrossKnowledge has never claimed to have all the answers… but we are more than happy to share with you the practices we have formalised with our customers, and the features we have developed to serve them.

Taking the best out of the '10'

As a pure learning and training provider for more than 10 years and the current European leader in the distance learning industry, CrossKnowledge has experienced all possible instructional formats. Now that blended learning has become the touchstone, you might assume that instructional designers have mastered this approach. Far from it.

Let's step back. Initially, there was only classroom training with one-to-many courses and, perhaps, one-to-one coaching. Then technology gave us eLearning. Mixing approaches we obtained the first blended learning solutions which were really very poor indeed. They mainly involved putting online resources before and after existing classroom courses (a 'sandwich' approach). The main 'more' we obtained was more expensive.

We simply had the wrong recipe!

Fortunately, we have made tremendous progresses since those dark ages of eLearning. We now know that designing an integrated learning solution takes real skills and a structured approach.
This is a four-step process that involves:

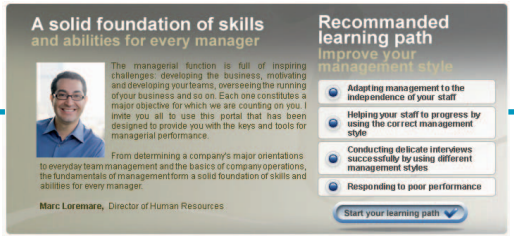
- Instructional design with top quality learning activities/resources.
- Clever learner marketing to develop buy-in and loyalty.
- An engaged network of stakeholders, namely C-Suite sponsors, HR, L&D team and managers.
- Good steerage of the project until you can demonstrate value creation.

Joining the dots with 70:20:10 is a very simple thing if you don't think of the blended learning element as the '10' of the whole. In fact, it has to include the '20' and '70' in its DNA. You can't just decree that a group is a community and that it will share, collaborate, and carry on learning in the workplace. Collaboration must begin as soon as we create the group, with introductions prior to the structured part of the training, online icebreakers, common activities, workshops and so on. Likewise, the classroom training must consolidate the sense of belonging and cultivate collaborative behaviors.

Deployment must remain simple, even if the equation gets a bit more complex. The Russian Dolls gives you a first indication of the path to be followed. You can start out by developing courses split into 70:20:10 parts for greater effectiveness. Then move on to richer workplace-based 'Learnscapes'.

What you get at the end of this process is a comprehensive and effective learning experience, a 'journey' that leads to measurable performance improvement[22].

Below is an illustration of what a **Sales Performance** curriculum might look like online.



The "Call for Action" Editorial written by a Charismatic Sponsor

The structured Blended Curriculum with 70 & 20 Steps like:
- Set your Priorities (meeting with manager)
- Improve & Share (workshop)
- Define your Action Plan

To fill the remaining blanks we must look to the **'20'** part of the 70:20:10 model.

22 More information and actionable practices will be available in the coming soon Post "The New Frontier" that will be dedicated to this double blend of ILT/ Distance and Formal/Informal.

‘20’: the Art of Building Learning Communities

Not so long ago we tried turning a two-day seminar into a two-month integrated learning experience. The results, in terms of knowledge gained and retained and of observed behavioral change, were between 20% and 40% higher than those achieved using classroom training alone.

Students got to know each other and had a great experience, they worked together and shared real-life action plans… and then the curriculum ended. Everyone agreed to keep in touch and carry on sharing; a taste of holidays ending. And what happened after these two months? The participants went back to their workplaces, their assignments, and their objectives. The fabulous power of the group quickly evaporated in the face of the pressure of operations! It was frustrating for sure, but above all it was a dramatic waste of energy, and of potential for collaboration and improved performance.

Being optimistic, we assume that most of the time when a worker needs information she asks her work neighbour in the office, ‘Googles’ the question, or calls a colleague. Most of the time, she gets the information she needs. But with more sensitive topics, such as leaderships or lean management, employees need to be able to draw on local expertise, shared experiences and relevant best practice.

Clearly we need to give groups more power when we build learning communities.

To achieve this CrossKnowledge has worked with practitioners and learners to observe the way people learn and share informally, and to gather a wish list of features for a relevant and effective community solution. Here are some typical requests:

- I need training on, or at least an explanation of, these new collaborative tools.
- I want to build my personal library and development plan by tagging content and to be advised by fellow students of relevant reading, activities or courses.
- I’d like to share questions and experiences with colleagues in a mutual coaching spirit.
- I need to find actionable solutions to my day-to-day concerns, and I need experts who can support me with problems that are more complex.

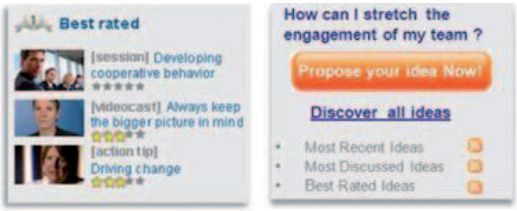
Addressing these needs can't just be a matter of widget-plugging on a collaborative portal. So, CrossKnowledge's services include:

- Helping communities learn to use new collaborative features.
- Organising and supervising group activities, such as icebreakers and peer assignments, before bringing groups together.
- Organising reflective activities after a workshop.
- Posting ideas and running 'minute surveys' to liven up the collaborative space with recurrent activities.
- Supporting and celebrating the first, and the following collaborations, and broadcasting contributions across global networks.
- Helping group experts and mentors to get out of a passive push-mode, and to encourage more active, and more exciting, contribution from their group.

On top of coaching and services, here are a few examples of the features we can provide to help develop a sharing culture.

Ask a question... and get an answer (peers, coach or expert)

Rate, share and contribute



Of course, measuring ROI gets less easy as we move further away from the well-known paradigms of structured learning. In this new approach, we continue to monitor satisfaction, as online conversation feeds on positive feelings and relationships. But measuring the knowledge gain is less straightforward. However, we can follow the number of transactions: posts, best practices formalised and shared, questions asked, expert interventions made and so on, which gives us a powerful set of metrics with which to measure engagement and knowledge sharing.

'70': Creating Learn-scapes for everyday learning

Is it possible to optimise learning transfer to the workplace and turn the workplace into a learning environment? In our attempts to answer this critical question we set out to discover what our clients' employees most needed, which turned out to be:

- Relevant and useful information linked directly with their learning topics.
- Material and support that lets them find solutions to real problems in the workplace.
- Support during the implementation phase to help them turn learning into performance.

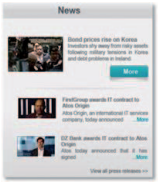
There is much work to do in order to address these needs, and the principal issues are not actually those of content and technology. We also have to deal with issues of change management, communication, L&D practices and manager involvement.

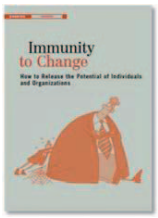
Information

To describe how CrossKnowledge addresses the information domain, let's take the example of a skilled and promising manager, Elliot, who has just attended a course on The Fundamentals of Finance, and enjoyed it. The Budget period is in October, four months from now, with the summer break before it. If we don't want him to feel lost when the CFO eventually knocks on his door, we need to keep him posted and to encourage him to delve into the topic frequently over the next four months.

The CrossKnowledge proposition involves collaboration with the L&D, Communications and Finance departments to design and run a communication plan that feeds

Elliot with the latest company news and industry trends, newsletters, suggested reading and business digests, to make sure that he still feels part of the process, and to keep him up-to-date on any changes and developments.



Solutions

Employees often face challenging situations that need immediate solutions, for example conflict within the team, or making a tough customer call. If a fire starts in your wastepaper basket you don't wait for the fireman to put it out; you grab an extinguisher and you use it straight away! With a problem-solving 'fire' features like Search Engine and Tag Cloud provide quick and easy access to solutions and best practice. In addition a corporate Toolbox that gathers together forms, processes and best practices is always helpful. There is no doubt that we learn better when facing a problem than in any other circumstances; and providing this kind of help is a powerful lever to replace Just-In-Case training with Just-in-Time Training.

Implementation

Ultimately the only thing that really matters here is whether changes in behavior generate a positive impact on business. The old carrots-and-sticks approach is no longer efficient in a world inhabited by purpose-seeking employees. The only way to change the learning paradigm – to migrate it towards the workplace – is to find allies and overcome resistance.

There are undoubtedly champions among the fast-trackers and you can use their testimonies to demonstrate the power of workplace learning. Some companies even call for volunteers to act as role models and to mentor to the following cohort of learners. Such individuals often do great work supporting learners through the first stages of collaboration and supervising them as they put what they have learned into action.

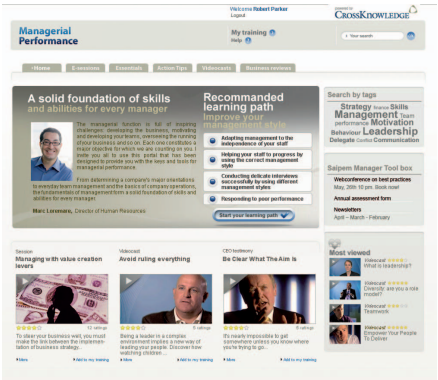
But our strongest and most reliable allies will be recruited from the ranks of line managers. This is partly because setting objectives, coaching, leading by example, appraising and recognising achievement is part of their job, and can't be done

better by anyone else. But it is mainly because developing people has always been a tremendous source of achievement and satisfaction for every genuine manager. Nevertheless, good intentions need to be supported by the right set of skills, such as coaching, communication, running workshops, appraising people, giving feedback, and setting Individual Development Plans and so on.

CrossKnowledge makes all the best practices gathered over the last decade available to L&D Teams; for example, identifying champions, communicating success stories and coaching employees. We also provide stakeholders with the necessary tools to take on their mission: including trainer support toolsets, manager guides, mentoring kits, action tips, checklists, IDPs and the training courses on the CrossKnowledge Academy.

What does it look like at the end of the process?

We have listed a lot of features and material in presenting the portal the way it would look like if we only were addressing the structured learning part of the 70:20:10 model – the '10'. Are you ready now for a guided tour with some possible add-ons?



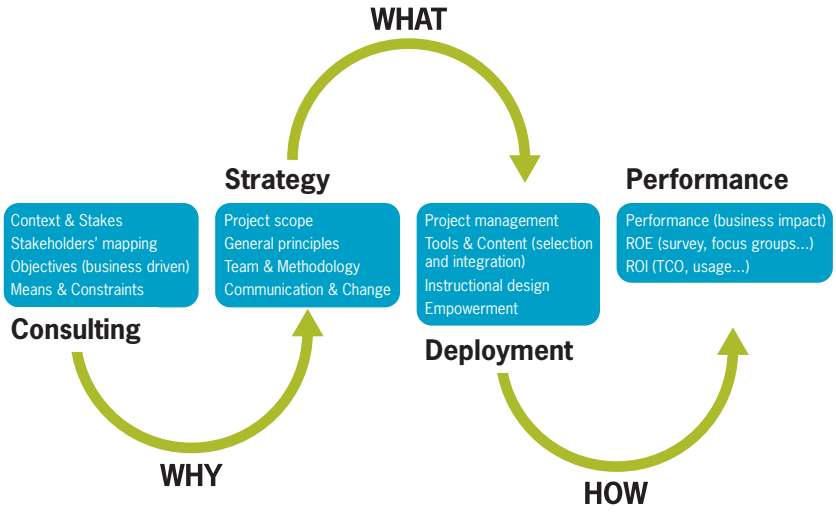
The CrossKnowledge Methodology

More and more of our clients are asking what CrossKnowledge offers in terms of Experiential Learning. Mostly these enquiries come in the form of what? and how? questions and the expectation is that we will offer up a selection of client case studies, demonstrate some useful technical features, and highlight a few potential pitfalls and obstacles on the path.

We do our best to respond to these requests, but it is also important to look at the issues of why? and what for?, which is why we always begin our case studies with a description of the project, its wider business context and the stakes involved.

Unfortunately, there is no fixed recipe for Experiential Learning, but there is a sequence that is more efficient than others. The graphic opposite shows this sequential approach, and we've found this progression to be very effective.

We always begin by defining the business-driven objectives and end by measuring the value created at the operational level. As we are no longer moving in the world of structured learning it is frequently necessary to reassess sub-goals and means. So an agile approach to project management is usually helpful, iterating contingently revisiting steps in the sequence depending on the audience reaction, the tools and activities used and the involvement of stakeholders. Meanwhile, collaboration has emerged as the most – if not the only – effective approach, with 'workscapes' proving especially productive.



Engaging Managers in Training

When a child falls sick his parents take him to the doctor. The doctor examines and diagnoses the child and writes a prescription. The parents buy the drugs and make sure the child takes them until he recovers. Few parents would challenge the doctor's diagnosis or prescription or stop the child taking the drugs, or interrupt the treatment part-way through the course of treatment.

But when it comes to skills development, this is commonly what happens. The recommendations made by the L&D manager are often questioned and the programs followed loosely. However, this does not stop everyone from holding the CLO accountable for the effectiveness of the training intervention!

This situation is counter-productive and uncomfortable for both the CLO and his or her key stakeholders. But it often occurs in organisations with a negative attitude towards training – a result either of issues with lines of command or with perceptions of the role and expertise of the training function. The most powerful lever to address both these barriers to effective training is to involve management throughout the process, from design to value measurement.

When it comes to experiential learning, what chance is there of successfully delivering the 70:20:10 approach, in particular the workplace learning element, if managers do not play their part?

We would like to share some of the keys to successful manager engagement that we have discovered and formalised with our customers over the years.

Principles

Building a project collectively

It is important to determine the overall level of manager involvement required for the success of a training program before the program proper gets under way. This should happen up-front, while you are defining and agreeing objectives, establishing the rules of the game, and clarifying individual responsibilities.

If this step is overlooked the L&D function can be cast in a 'supplier' role, which puts L&D managers into a weak position when dealing their 'internal customers'. But if you are clear about the time commitment you need from managers you will be in a

stronger position when you call on those resources during the different phases of the training program.

Success in this early scoping phase may depend as much on the assertiveness of L&D managers as on their expertise.

There are three reasons why securing manager buy-in is so important:

- In addition to identifying specific skill requirements, managers are the ideal – if not the only – people to describe the behavioral changes and operational impacts that should be the outcome of the training. If managers help to set SMART objectives, they are more likely to see the potential operational benefits for their own teams. And if their input is sought on which key performance indicators to monitor, they are more likely to share ownership of training delivery.

- When managers give input on requirements, objectives and KPIs it becomes natural for them also to define the rules of the game – and the consequences of breaking the rules. This puts managers in charge of those aspects of a training program that naturally belong within the organisational hierarchy.

- Finally, managers' intimate knowledge of their teams is an invaluable source of information. And L&D manager can use information about levels of expertise observed on the job, or about employees' availability, resistance or motivation (perhaps gathered through individual pre-course interviews) better to calibrate and define the training.

So, sharing common goals is an important way to involve managers in the early stages of the process. Let us now look at how you can keep them involved throughout the training program.

Drawing people into the planning phase

With SMART objectives and full brief now defined, an L&D manager will benefit greatly from continuing to collaborate with managers during the planning phase of the program. A manager's contributions will include helping to develop the case studies, illustrative examples and exercises that employees will need to be able to draw conceptual conclusions from concrete workplace situations. An L&D manager cannot build these without the assistance of line managers. To be credible and engaging such materials must use the right vocabulary and present trainees with realistic, relevant scenarios.

Of course a manager's contribution does not preclude further analysis by the L&D manager through questionnaires, interviews, or on the job observations. Yet involving managers in this aspect of planning is all too often sidelined due to lack of time and/or resources, but at a cost as it add significant credibility to the training program.

Inviting managers to participate in the definition of the deliverables is another excellent way to collect their feedback at the outset and then to make the adjustments necessary to head off potential criticisms further down the line.

What you've created at the end of the planning process should be the result of a collective effort and everyone should be engaged, be contributing and be rooting for success. If you've done this job well managers will also be willing to get actively involved throughout the deployment – provided they have the information and tools required.

Involving the entire management line

The next step is to involve the entire management line and to turn individual managers into active supporters and 'relays'. You can achieve this through a combination of information and motivation initiatives.

- First, provide managers with a clear **description** of the training program and its objectives. Don't underestimate the importance of marketing. Your goal should be to 'sell' the project by making the managers and their teams a **promise** that is relevant to their own objectives and concerns. This information can be circulated through a number of channels – internal memos, postings on the corporate intranet, seminars, or statement by an opinion leader delivered through the company's internal media.

- Next, communicate to managers what **contributions are expected of them** – for example, attending meetings, active participation as trainers or tutors, or helping to measure performance. Explain and 'sell' each contribution requirement individually to minimise problems and issues during the deployment phase.

- Lastly, and this may be a stretch, add the incentive of financial accountability by tying part of managers' variable compensation to the delivery of training objectives. Quite a number of companies set objectives for managers tied directly to the development of team members, and recognise and honour the results achieved, but not many corporations back this up with a financial incentive as well.

An example: when the L&D manager of a large international communications agency took over his new position he wondered why participation and subsequent deployment of training sessions were so desperately low… until he uncovered the fact that no reference was made to staff development either in the job descriptions or the objectives of the managers. The indicators changed drastically in less than six months after Senior Management made clarifications and set clear objectives for this.

Equipping managers to be efficient coaches

Simply having the will to develop staff is not enough; many managers feel uncomfortable when asked to prepare their teams for training, or to coach them afterwards. For managers to be able to coach effectively you need **management practices** that promote team sharing (Learning through others) and that encourage employees to apply what they learn to daily tasks (Workplace Learning). These processes are not particularly intuitive so specific ad hoc training may be necessary to achieve effective outcomes. This is a sound investment and will help to ensure the ROI of the rest of the training effort because it opens the path for optimal and sustainable development of individual staff members.

Our experiences with our customers in this area have shown that it helps if L&D managers communicate with managers early on:

- Set up **manager training** on topics that staff are about to be trained on, even if only an abridged version. Clients who do this find that it prevents breakdowns in communication and wins the active and immediate support of management. Don't assume that managers understand a topic – check beforehand. Otherwise you run the risk of putting managers in an embarrassing position, diminishing their credibility, and making them resistant to the change effort.

- Deliver **formal briefings** to managers to present the potential benefits of the curriculum and to set expectations. This ensures that the training development plan is reflected in the personal objectives set during annual appraisals. Look upon this briefing as a blueprint against which trainees can later plot their progress and share it with their managers.

You should also give managers early warning of what they will be expected to do:

- Managers must be able to conduct **debriefing and monitoring interviews** – both at the end of each step of the training and on a regular basis throughout the less formal phase of putting learning into action. Coaching intuitively is not

enough, so training managers in the fundamentals of coaching will help to prevent mistakes in communication or objective setting.

- Finally, following through the coaching logic. Managers must be able to bring closure to the training. The trainee needs the opportunity to reflect on key learnings, to assess progresses, and to draw the right lessons for the future. **A closing interview** is a particularly important management moment and one that contributes considerably to building up sustainable skills and motivation. It is also an important opportunity for a manager to provide positive **feedback** by acknowledging accomplishments and paying tribute to the efforts made throughout the process.

As the training is rolled out the L&D manager must give managers tools that will empower them to step into the coaching role:

- Provide a **presentation kit** for communicating with teams and formally request that managers hold a kick-off meeting with their staff. This is a popular way to ensure that standardised information is circulated efficiently. It also has the beneficial effect of reducing the number of trainees who attend with no expectations.

- Produce and circulate **good practice guides** to managers. This applies the same principles as above to the management roles involved.

- As soon as the training starts make **log books** available for monitoring and measuring performance. These might contain observation matrices, scorecards linking programs implemented, and operational indicators etc. Share these with all your stakeholders.

When managers become trainers

Asking managers to take part in the different phases of training is common practice. Their involvement demonstrates the importance of the program and its relevance to the company's overall strategy.

In the case of Structured Learning such contribution may range from **opening** sessions to **presenting** case studies or **moderating** seminars and workshops.
When it comes to Learning Through Others a manager can contribute by adding the discussion of potential difficulties, achievements or best practices as an agenda item for their **team meetings.**

Finally, as far as workplace learning is concerned the most common strategy for **turning work into training** is to define operational targets for each staff member and link them directly with their development objectives – for example, through problem solving or a special assignment.

In summary, get managers using their *People Development skills* – it will help to create opportunities for all staff members to make progress every day.

Towards engagement 2.0

As we mentioned earlier, applying new technologies to training is a powerful way to equip and reinforce the strategies of Learning Through Others and Workplace Learning. Collaborative tools and search engines make it possible to share and search for solutions and teaching content at the speed of the mouse click. However technology changes fast. Once again, if you expect you managers to step enthusiastically into unfamiliar territory it helps if you inform them about what is expected of them and about the approaches they can follow.

First, let us point out that while the majority of companies talk about Web 2.0 only a minority have migrated to Learning 2.0. Amongst clients who have taken this step we have observed managers making powerful contributions by:

- Setting a clear, strong example through contribution to discussion forums and content production. Several of our clients now consider the rate of contribution, and the ability to share through internal networks, as key leadership qualities.
- Setting up blogs, feeding wikis and **moderating** forums on topics of importance to them. Such activities are usually met with initial suspicion, but later encouraged as they demonstrate their ability to create value.
- Identifying **good practices** within their teams and then formalising and **publish** these for use by others.
- Recognising and rewarding staff who contribute to the learning of others and to team performance. Sharing is the basis of Learning Through Others, but it only proves durable when the contributors get something from their efforts – *a quid pro quo*. An individual's level of sharing should be one of their performance indicators.

Closing the loop

In their book *The Value of Learning*, dedicated to evaluating the performance of training, Patricia and Jack Phillips identified the lack of management engagement, and lack of management support of trainees, as the primary causes of failure.

Given the enormous annual sums companies invest in developing the skill sets of their staff it would be very unwise to neglect such an effective lever for improving training performance. So, managers need to get much more engaged in (as opposed to concerned by) the training of their teams.

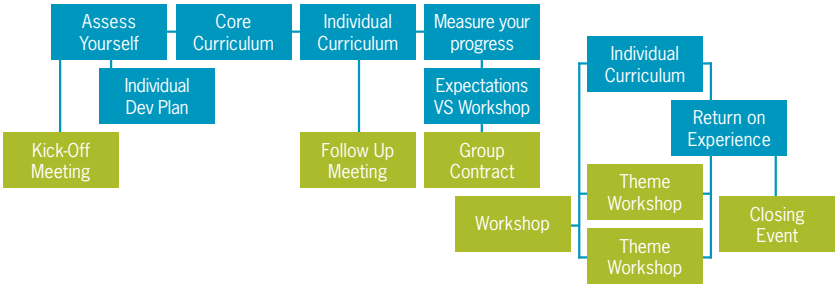
And while we're aiming to engage management let us also target those at the top of the organisation. Forward-thinking C-Suite executives already regard skills development as a major strategic lever and differentiator for their organisation. Getting them engaged in training can make a significant contribution to its effectiveness.

Manager's Involvement

Now let's play with all the available bricks and build a solid 'experiential curriculum'. To start we need a genuine blended learning path. Not the kind that just combines e-before, classroom training, and then e-after. The results of that approach are disappointing uptake, unsatisfied learners, confused trainers, and higher costs.

Mix Learning

Happily, instructional designers have been smart and inventive enough not to stay trapped in this depressing set-up. They have formulated new rules and sourced new tools to enhance the performance of the blend; offering a more valuable and pleasant learning experience, decreasing downtime and unnecessary expense, extending reach and gaining agility. The *real blend* has demonstrated its value and become the training industry standard.



Real Blended Learning

While marketing and communication techniques are essential for delivering a solution like the one shown above, we will focus instead on the manager's role. Managers have a vital contribution to make in both the '20' and the '70' parts of the 70:20:10 approach. We'll explore these contributions in the following categories:

- Preparation
- Coaching
- Supervision

Preparation

In the previous section we stressed that L&D practitioners should get managers involved as soon as project scoping begins. Managers can help them to define the requirements more clearly. But even though common sense tells us to define a problem before proposing a solution, L&D departments all too often accept training requests from operations with little more than a topic outline, a target and delivery date. However a manager can easily describe the issues and day-to-day difficulties that employees face and identify related practices and competences. And the more concrete this description (think facts and figures) is, the clearer the project scope will be.

Managers can also help to define the expected training outcomes and to determine KPIs in terms of business impact and observable behavioral change. At the same time the L&D practitioner can work with the manager to make an inventory of the management contribution required and tools and support needed to deliver it. At the end of the preparation stage you should have common objectives and a shared action plan.

In our view, managers shouldn't be making any decisions during the design phase. A manager is not an instructional expert and should not be expected to think like one. So the L&D manager must be assertive enough to present and defend a solution and to handle comments and input while still keeping an eye on what's at stake for the business.

Once the curriculum is ready for launch, another type of preparation is required. The vast majority of managers are not adequately prepared to support either formal training or training at the workplace. L&D practitioners need to provide managers with the right information, the right tools and even training to make sure they provide effective support.

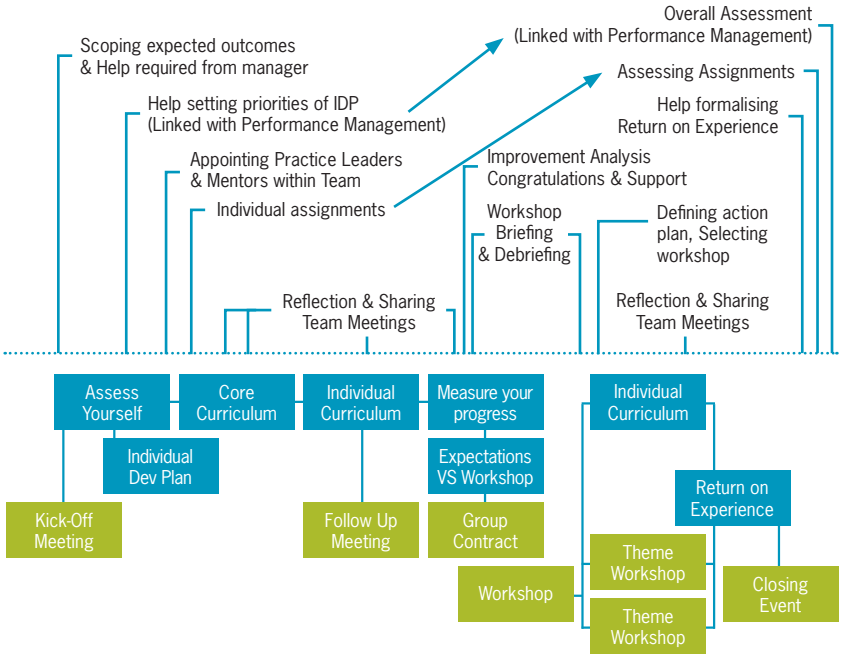
Coaching

Even managers who consider the HR aspect of their jobs important find increasing operational pressures make it difficult to follow through with coaching. L&D practitioners need to be aware of this and invest in the development of managers' coaching skills. Asking more of a manager's time can be tricky but it's essential given the workplace learning cannot be delivered effectively without them. So, the more you can equip and support them for the mission, the better chance you have of keeping them engaged. And this will enhance the performance of the whole curriculum.

Providing managers with a set of tools they can use and share with their team can be very powerful. Some examples are:

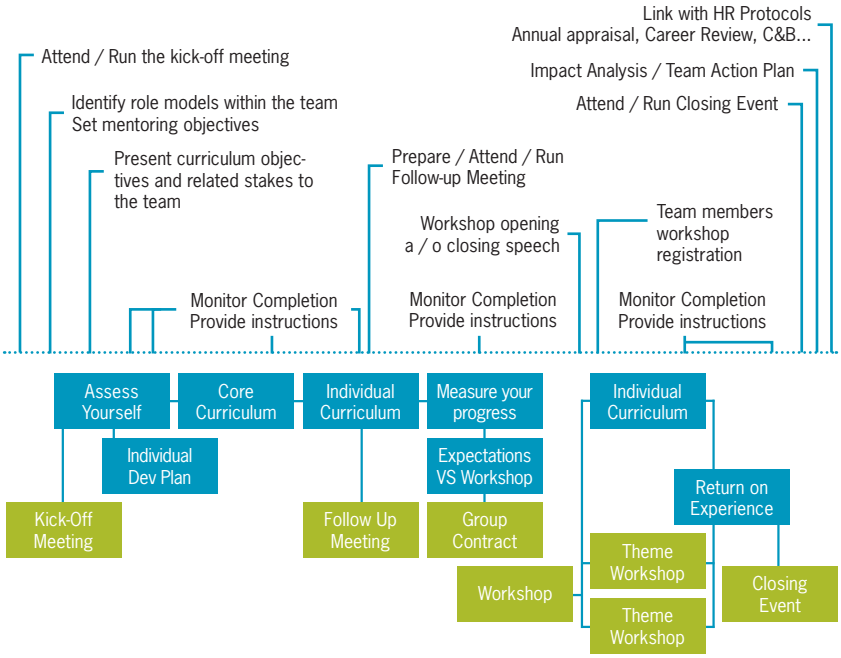
- Curriculum presentations (e.g. handbooks, kits and concept cards)
- Calendars (e.g. posters for meeting rooms and reminder mails)
- Meeting materials (e.g. quizzes and debriefing questions)
- Observation grids to build comprehensive feedback.
- Examples of workplace activities and assignments related to the topic.
- Dashboards with general and team-selected KPIs.
- Specific sections in the annual appraisal form.

The image below shows some examples of a manager's contribution to the *real blend* we looked at earlier. The potential value of that contribution should be self evident!



Supervision

Supervision represents the *minimum level* of involvement you should expected from managers to guarantee a payback on their investment (of budget, downtime etc). The image below shows an ideal scheme including a long list of supervision activities.



Winning the enthusiastic and unreserved involvement of managers in our training courses is a cherished dream for many L&D practitioners. However most of our colleagues in L&D agree that manager engagement remains one of the most challenging parts of the job. Nevertheless, we regularly see organisations make major breakthroughs in this area, and we plan to share some of these examples in future articles. Until then, we hope that you have found some useful insights in this white paper and that these help you partner more effectively with managers, and that together you can develop and deploy ever more effective learning solutions for your organisation.

Research

In their 1992 research paper titled *Transfer of Training*, **Mary Broad** and **John Newstrom** demonstrated that the role of the manager is vital if training is to be effective and result in real behavioural change and performance improvement in the workplace.

Broad and Newstrom developed a matrix from their research which indicates that the action of the manager is the single most important factor influencing the outcome of a training event.

They looked at the actions of the three key influencers in the training process:
- The **learner**
- The **trainer**
- The learner's **manager**

They then examined the impact of each of these influencers during three key time intervals:
- **Before** training
- **During** training
- **After** training

The matrix can be represented on a grid as follows:

	Before Training	During Training	After Training
Learner's manager	1	8	3
Trainer	2	4	9
Learner	7	5	6

The **results** showed that the top three influencers for 'making learning stick' are the actions of:
- The **manager** prior to training
- The **trainer** prior to training
- The **manager** after training

These results are almost counter-intuitive on first view. Why, you might ask, does the role of the learner not feature in the top three factors?

The answer is that without **full manager engagement both before and following a training event,** and without the trainer liaising with the manager to ensure that the objectives, structure and content of the training are aligned with the needs and expectations of the manger, the training will not be effective – no matter how the learner engages with the training.

Takeaways

Now, at the end of this whitepaper, we'd like you to take away a few thoughts that will hopefully make the development of experiential learning in your organisation an effective and pleasant experience for everyone involved.

Stick to the stakes

A simple truth is that you have to focus on where you are going and not how you get there.

You've stuck with us this far through 60 pages of methodologies, case studies and examples. If you take only one thing out of this – it is that you should focus on the business results you want to achieve and not on the methodology you use to achieve them.

Involve

The sponsorship of your HRD, CEO, COO, Any-C-You-Like, shows that the project is linked with your corporate strategy and gets everyone involved from the start. Your managers must also keep up the pressure and fuel the enthusiasm of your audience from take off until landing.

Remember who you are talking to

If you understand your audience clearly, you will be able to offer them the most relevant and engaging learning journey possible.

Who are they? Where are they? How do they work? What challenges do they face every day?

How do they learn? How to they talk to each other? How do they solve problems? Answer these and you will be well on your way.

Demonstrate value

It's easier to scale a success than a methodology.

What are the three KPIs that will prove beyond doubt that this effort was worthwhile? If you are successful in demonstrating value here – no one will want to return to 'traditional' learning.

Be convinced – be convincing

As Ghandi said: *Be the change you want to see in the world*

No one else's job will change as much as yours – for the good, and for the better. It's *your* job – you are the only one who *can* change it. Believe in the potential and may the 70:20:10 be with you…

Enjoy

Everyone who has moved from traditional to experiential learning has realised that this opens up great opportunities for everyone involved.
Learning architect, content curator, community manager and many more: these are all jobs that never existed before and are now offering L&D experts real career opportunities.

You've ventured into the new frontier: we wish you a pleasant journey.

Charles & Jérôme

Charles Jennings

Charles Jennings is the Managing Director of Duntroon Associates, a UK-based Learning, Performance and Productivity consultancy company.

From 2002 until the end of 2008 he was the Chief Learning Officer for Reuters and Thomson Reuters where he had responsibility for developing learning and performance strategy and leading the learning organisation for the firm's 55,000 workforce. He is a leading thinker and practitioner in human capital development, change management, performance improvement and learning.

Charles has deep experience in both the business and learning practitioner sides of learning and performance. He also knows 'what works' in the world of strategic talent and effective performance and productivity approaches.

His career includes roles as head of the UK national centre for networked learning, as a Professor at Southampton Business School, in senior business roles for global companies, and as an evaluator for the European Commission's learning, performance and eCommerce research initiatives. He also sits on steering groups and advisory boards for national and international training and learning bodies.

Charles has an impeccable record of developing and implementing leading-edge performance solutions spanning more than 25 years. In 2008 he was honoured with the UK World of Learning 'Outstanding Contribution to the Learning Industry' award in recognition of his work on performance improvement, and 'just-in-time' and informal learning.

In 2006 Charles was one of six experts invited to be members of the UK Department of Trade & Industry's Global Watch delegation to the USA on the "Beyond eLearning" mission.

Jérôme Wargnier

An expert in the fields of strategic alignment and skills development, Jérôme Wargnier who studied at the University of Dauphine, Paris, has authored numerous articles on leadership and management skills and is a regular guest speaker at international conferences and lecturer at the top French business school ESSEC.

Jérôme Wargnier joined CrossKnowledge (European leader in the development of leadership and management skills through new technologies), in 2005 as Director of Customer Business Development. Jerome's vast experience in HR consultancy work allowed him to understand the needs of today's clients and to rapidly grow the business both in France and internationally. In 2009 he was appointed Director of Business Consulting, the position that he currently holds. Jérôme, along with his colleagues at CrossKnowledge (including a 'Faculty' of experts on a wide variety of leadership and management issues), work with clients to develop modern Learning solutions, which are both flexible and engaging, helping HR teams to deliver development programs with immediate and practical applications in today's busy workplace.

Prior to this, Jérôme was Managing Director of DOit Group, (Management and HR consultancy), advising clients on training, leadership coaching and recruitment issues - delivering bespoke solutions as well as running seminars and conferences on these topics.

Jérôme's previous role was that of Associate Director at consultancy where he oversaw the design and implementation of a broad range of consulting solutions (projects included areas such as management, leadership, personal effectiveness, sales negotiation and commercial strategy).

His natural talent for understanding team dynamics and individual motivation enabled him to successfully manage large country-wide teams. In these roles, Jérôme demonstrated an aptitude for leadership and clear interest in the challenges of Human Resources and Training which continue to motivate him in his work today.

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