When Learning is Working:
the 70:20:10 model in action

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PLEASE CONTACT ME IF YOU WOULD LIKE A 70:20:10 WORKSHOP RUN FOR YOUR ORGANISATION

Charles Jennings
Think about the 2-3 most significant learning experiences you have ever had.

WHERE DID THEY OCCUR?

Type one or two of your most significant learning experiences into the CHAT BOX. What were they and where did they occur?
experience
practice
reflection
learning to ‘know’ or learning to ‘do’?

content-rich, interaction-poor

Duntoon

PERFORMANCE · LEARNING · PRODUCTIVITY
Ebbinghaus’ forgetting curve

Herman Ebbinghaus - 1885

Around 50% forgotten within 1 hour

20 minutes = 58.2%
1 hour = 44.2%
9 hours = 35.8%
1 day = 33.7%
2 days = 27.8%
6 days = 25.4%
31 days = 21.1%
### I learn best when ..... 

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who knows something I don’t, explains and describes it to me</td>
<td>I dialogue, question and discuss with someone who knows something I don’t</td>
</tr>
<tr>
<td>I observe a demonstration</td>
<td>I get involved and try things out</td>
</tr>
<tr>
<td>What is presented to me is organised according to the logic of the content</td>
<td>What is presented to me is organised according to the logic of how I work and learn</td>
</tr>
<tr>
<td>I am told how things work</td>
<td>I experience how things work</td>
</tr>
</tbody>
</table>

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are **most** of your selections from Column A or Column B ? 

Enter ‘Column A’ or ‘Column B’ in the CHAT BOX
real adult learning

“acquiring new ideas from experience and retaining them as memories”

Learning

- Experience
- Practice
- Conversation
- Reflection
the 70 : 20 : 10 model

10% formal learning

20% learning through others (coaching, conversations)

70% workplace learning (experiences, practice)
70:20:10 is a framework for thinking outside classes, courses and curricula
where does the 70:20:10 come from?

Sample of studies

“people learn 70% of what they know about their jobs informally”
* Loewenstein and Spletzer (Formal and Informal Training: Evidence from the NLSY)

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

“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

“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

Source: Jay Cross and others
where does the 70 : 20 : 10 come from?
incorporating the 70:20:10 model into value-based learning strategy

70:20:10 – a lens on learning where it happens
the 70:20:10 model

“Informal learning is generally more effective, less expensive and better received than its formal counterpart”

Jay Cross
how do managers learn?

Source: Peter Casebow & Owen Ferguson: GoodPractice.com survey of leaders and managers, January 2010
practical application of 70:20:10
70% Learning On the Job

- Apply new learning in real situations
- Use feedback to try a new approach to an old problem
- New work within role
- Increased span of control
- Solving problems in role
- 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 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% Learning through Coaching, Feedback, Networks

- 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% Formal Learning

- Courses, workshops, seminars
- eLearning
- Professional qualifications/ accreditation
- Certification
- Formal education, e.g.: University
linking development objectives to 70:20:10
development opportunities in 70:20:10

Job Families

Job Roles

Competency Framework

General Skills

Professional Skills

70:20:10 model applied here
Developing Employees

The 70:20:10 development suggestions below are designed to support you with the following “Developing Employees” skills: Identifying strengths and development needs; prioritising development to support business objectives and career plans; supporting achievement of personal development plans through coaching; identifying development opportunities, especially on the job/projects as well as formal learning; removing obstacles to development; measuring progress against development objectives.

70% Learning On the Job
- Carry out regular development discussions with each member of your team. This involves identifying development priorities, actions to take and then following up on progress.
- Set 1-2 development objectives as part of the annual objective setting process.
- Understand the individual’s goals and aspirations by discussing with these 5 career development questions:
  - What are your career development goals? (This may be within the job,...

20% Learning through Coaching, Feedback and Networks
- Meet With Your Manager to:
  - Discuss your plans to develop your employees and solicit new/additional ideas.
  - Explore how the business area you are in will be changing in the future, what new knowledge, skills and behaviours will be required and how best to develop team members to support these needs.

10% Formal Learning
- eLearning:
  - Managing at Reuters: Employee Development and Talent Management - These modules introduce managers at all levels to the business case for employee development and talent management; Reuters approaches to developing employees generally and approaches for strongest ideas (Section 20...
enrolling managers – why they matter
“workforce development is too important to be left to the HR and Learning & Development departments”
why managers matter

Employees Reporting to Manager A
Manager A is ineffective at developing employees

100

Performance of Employees Reporting to Manager A

Employees Reporting to Manager B
Manager B is very effective at developing employees

25 - 27

Performance Improvement directly attributable to Manager B’s effectiveness at employee development

100

Source: Corporate Leadership Council / Learning and Development Roundtable Employee Development Survey
why managers matter

Employee Retention
- Employees Reporting to Manager A: [Percentage]
- Employees Reporting to Manager B: 39.7%

Employee Retention
Manager B’s direct reports are almost 40 percent more likely to stay with the organisation than Manager A’s direct reports.

Organisational Commitment
- Employees Reporting to Manager A: [Percentage]
- Employees Reporting to Manager B: 29.4%

Employee Adaptability
Manager B’s direct reports are more than 8 percent better at responding to change than Manager A’s direct reports.

Employee Satisfaction
- Employees Reporting to Manager A: [Percentage]
- Employees Reporting to Manager B: 37.2%

Employee Adaptability
- Employees Reporting to Manager A: [Percentage]
- Employees Reporting to Manager B: 8.3%

Source: Corporate Leadership Council / Learning and Development Roundtable Employee Development Survey
is L&D Ready for 70:20:10?
70:20:10 fundamentally changes the role of HR and L&D professionals

<table>
<thead>
<tr>
<th>Traditional HR and L&amp;D Role</th>
<th>70:20:10 HR and L&amp;D Role</th>
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</thead>
<tbody>
<tr>
<td>Build and maintain catalogues – courses, programmes, curricula</td>
<td>Manage Workscapes (work/learning environments)</td>
</tr>
<tr>
<td>Design and develop course materials for formal, structured learning</td>
<td>Focus on supporting learning experiences in the workplace</td>
</tr>
<tr>
<td>Course-centric role (with a little coaching and ancillary activities)</td>
<td>Performance-centric role. Helping people Work Smarter</td>
</tr>
<tr>
<td>Predominately classroom-based with some structured eLearning</td>
<td>Many channels – classroom, eLearning, virtual labs, learning ‘nuggets’, workplace support etc.</td>
</tr>
<tr>
<td>Learning-focused</td>
<td>Performance and productivity-focused</td>
</tr>
</tbody>
</table>
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Internet Time Alliance

**www.internett imealliance.com**

**Blog**: http://internett ime.posterous.com

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