

The logo for 70:20:10 Institute is a diamond shape divided into four quadrants. The top-left quadrant is black with the number '70' in white. The top-right quadrant is black with the number '20' in white. The bottom-left quadrant is black with the number '10' in white. The bottom-right quadrant is black with the word 'INSTITUTE' in white. The diamond has a yellow-to-orange gradient background.

70

20

10

INSTITUTE

# 70:20:10 into action

**Jos Arets, Charles Jennings, Vivian Heijnen**



## Index

**1**

**A 70:20:10 Framework Primer**

**2**

**Start with the 70. Plan for the 100**

**3**

**The 70:20:10 Performance Support Storm**

**4**

**The Book: 702010 towards 100% performance**

**5**

**70:20:10 Expert Programme**

**6**

**The 70:20:10 Institute**

**7**

**References**

## A 70:20:10 Framework Primer

### What is 70:20:10?

70:20:10 is a reference model that helps organisations extend their focus on learning and development beyond the classroom and course-based eLearning to build more resilient workforces and create cultures of continuous learning.

- 70:20:10 isn't a 'rule'. The 70:20:10 model simply describes learning as it naturally happens and then offers a means to accelerate and support that learning:
- as part of the daily workflow;
- through working and talking with colleagues and experts;
- through structured development activities.

### Why the Numbers?

Although the 70:20:10 model is primarily a **change agent**, the numbers serve as a useful reminder that most learning occurs in the workplace rather than in formal learning situations. It also stresses that learning is highly context dependent. However, don't make the mistake of quoting the numbers as a mantra or as fixed percentages. Research over the past 40 years has shown that informal and workplace learning is increasingly pervasive and central to learning in organisations. Studies have produced varying figures of the amount learned in these ways but the power of informal and social learning has been demonstrated. Each organisational culture will display its own profile of workplace, social and structured development opportunities.

It is important not to put the three elements in the 70:20:10 model into separate 'boxes' in practice. They are interdependent. For instance, coaching, mentoring and courses work best when they support on-the-job development.

### Re-thinking Learning

With its emphasis on learning through experience and with others, the 70:20:10 model helps push the understanding of what learning means. It also moves us from 'know-what' learning towards more effective 'know-how' learning.

In summary, 70:20:10 helps change mindsets and learning practices.

## Start with the 70. Plan for the 100



### Extending Learning into the Workflow

Many Learning & Development leaders are using the 70:20:10 model to help them re-position their focus for building and supporting performance across their organisations. They are finding it helps them extend the focus on learning out into the workflow.

The 70, 20 and 10 categories refer to different ways people learn and acquire the habits of high performance. '70' activities are centred on experiential learning and learning through support in the workplace; '20' solutions are centred on social learning and learning through others; and '10' solutions are centred on structured or formal learning.

- 10 solutions include training and development courses and programmes, eLearning modules and reading.
- 20 solutions include sharing and collaboration, co-operation, feedback, coaching and mentoring.
- 70 solutions include near real-time support, information sources, challenges and situational learning.

Traditionally, L&D has been responsible for services in the '10', and sometimes for more structured elements in the '20' (such as coaching and mentoring programmes).

The '10' has primarily involved designing, developing and implementing structured training and development interventions. When done well, these '10' interventions can successfully help to build performance. However, learning which occurs closer to the time and place where it is to be used has a greater chance of being turned into action and result in performance improvement. The closer learning is to work, usually the better.

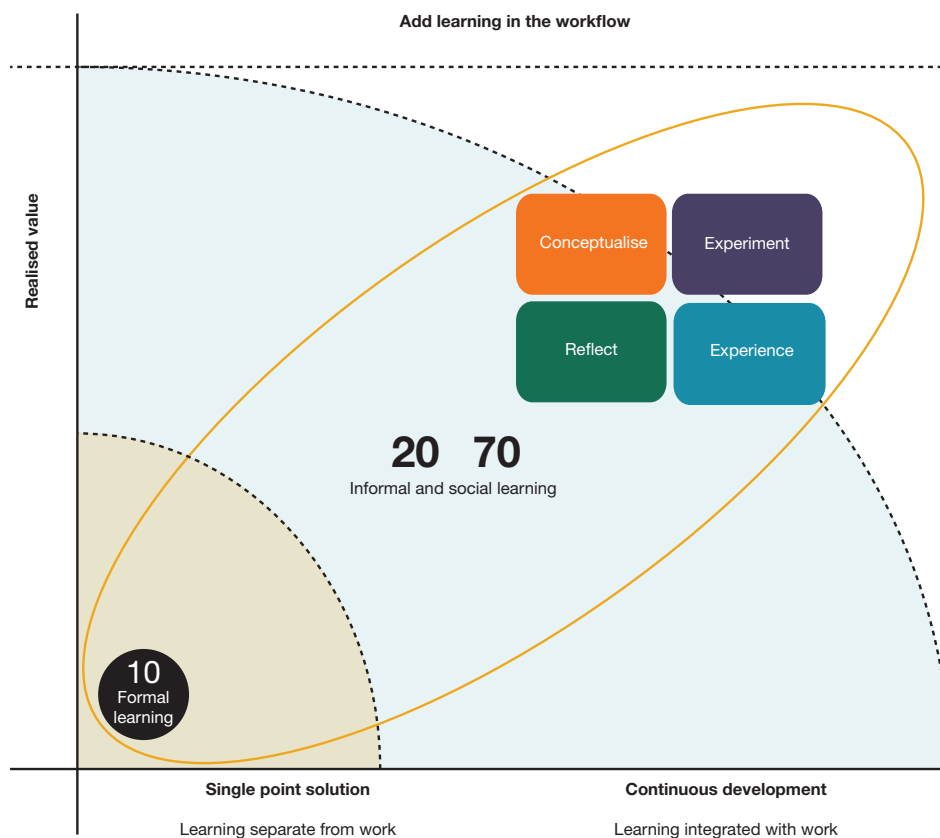
In other words, 10 solutions are likely to have less business impact and provide less value than the 70 and 20 solutions in the long run.

## Start with the 70. Plan for the 100

### Increasing the Value of Learning

That’s an important point worth repeating. As learning is highly contextual, and improved performance is the critical desired outcome, the closer learning occurs to the point of use then the greater is its likely impact.

This point is illustrated in the diagram below. This is taken from the 702010 towards 100% performance book. As you move from the 10 and closer to the workflow (where most of the 20 and 70 happen) the potential for impact and realised value increases.



De Grip (2015), along with a number of other academic researchers, have also observed that informal learning – mostly 20 and 70 activities – is much more important than formal training when it comes to developing people in organisations.

## Start with the 70. Plan for the 100

### Start with the 70

As learning is likely to be most effective when it occurs nearest the time and place of use, then it is best to always start with the 70 when developing solutions to address performance problems. This may seem counter-intuitive to many L&D professionals. In the past we've usually started with the '10'. We identified a performance challenge (often presented as a 'training problem') and then decided whether the solution should be face-to-face or digital. In other words, do we develop class/workshop or eLearning. This simple binary option approach will not deliver optimum value. Selection of the 'channel' is made only from '10' options. '70' and '20' options tend to be ignored.

The 70:20:10 approach recommends that solution design should **start with options that are most likely to produce fast and efficient results**, and those that are most likely to realise the greatest value. These are the solutions that are integrated into the workflow – the 70 and 20 solutions. This recommendation is supported by a number of findings including those recently reported in a paper titled *'The Secret Learning Life of UK Managers'* (Ferguson & Anderson 2015).

This report found that, for managers at least, the two key factors that most influence how people in work choose to learn are:

- A. ease of access, and;
- B. speed of result.

The research for this report was based on 500 interviews with managers carried out by Comres, a specialist polling and data gathering/analysis organisation. The principal finding of this study was:

*'How effective a learning option is perceived to be is much less important than how accessible it is and how quickly it produces a result. This applies across all approaches, whether online or offline.'*

### Plan for the 100

The key for effective 70:20:10 design is to plan for the 100.

What this means is that any solution is likely to comprise a variety of parts; some 70, some 20, and some 10. It is important to avoid solutioneering within the 10 at the outset. As such, it is important to design with both the result in mind and with the '100' in mind. This immediately extends both thinking and practice beyond the 10. In other words, it is critical to maintain a clear focus on the desired performance outputs and, at the same time, use the principle of designing a total solution – incorporating 70, 20, and 10 elements as needed (and in this order).

Starting with the 70 and designing for the 100 is a good mantra to adopt if we are looking to deliver effective learning solutions.

## The 70:20:10 performance support storm

### How to support 70:20:10 with performance support?

Without performance support people are less effective in their professional and personal lives. Who still carries out complex calculations in his head? Who still organizes his life without an electronic agenda? Performance support is everywhere and always present. Combined with smart technology, performance support is the new trend in (mobile) learning. Performance support: a short-cut for training with a positive business case.

### What is performance support?

Allison Rossett is right. A classic job aid, for example a shopping list, is and always will be a convenient memory aid, though this pales when compared to the opportunities of modern electronic performance support, such as the many convenient apps which offer intelligent support when shopping.

Rossett and Schafer (2007) define performance support as follows:

- 'A helper in life and work, performance support is a repository for information, processes, and perspectives that inform and guide planning and action.'
- A helper in life and work means tailored information for individuals whenever they need it (professionally and personally).
- The repository offers 24/7/365 access to useful and relevant information and knowledge.
- Certain situations require specific end-user reactions and behavior without any form of failure.
- Performance support can be used as preparative (planner) or supportive during the execution of a task (sidekick).

### Domains of performance support

Gloria Gery (1991), widely considered as the founder of performance support, identifies three domains of performance support. The least effective form, external performance support, requires users to break away from work to refer to the resource. In addition, *extrinsic performance support* is available within the system, but there is a break in the action to get the necessary information. *Intrinsic or embedded performance support*, finally, is fully integrated into the work environment and therefore able to support task execution.

## The 70:20:10 Performance Support Storm

### Performance support: support for '70'

Training is usually only available before or after the execution of a task. However, when it is necessary to put the lessons learned into practice (at the moment of need), training is not usually accessible. This is the exact moment where performance support can add value since it is accessible in the work environment and during the job. In figure 1 the effects of training with and without support are shown.

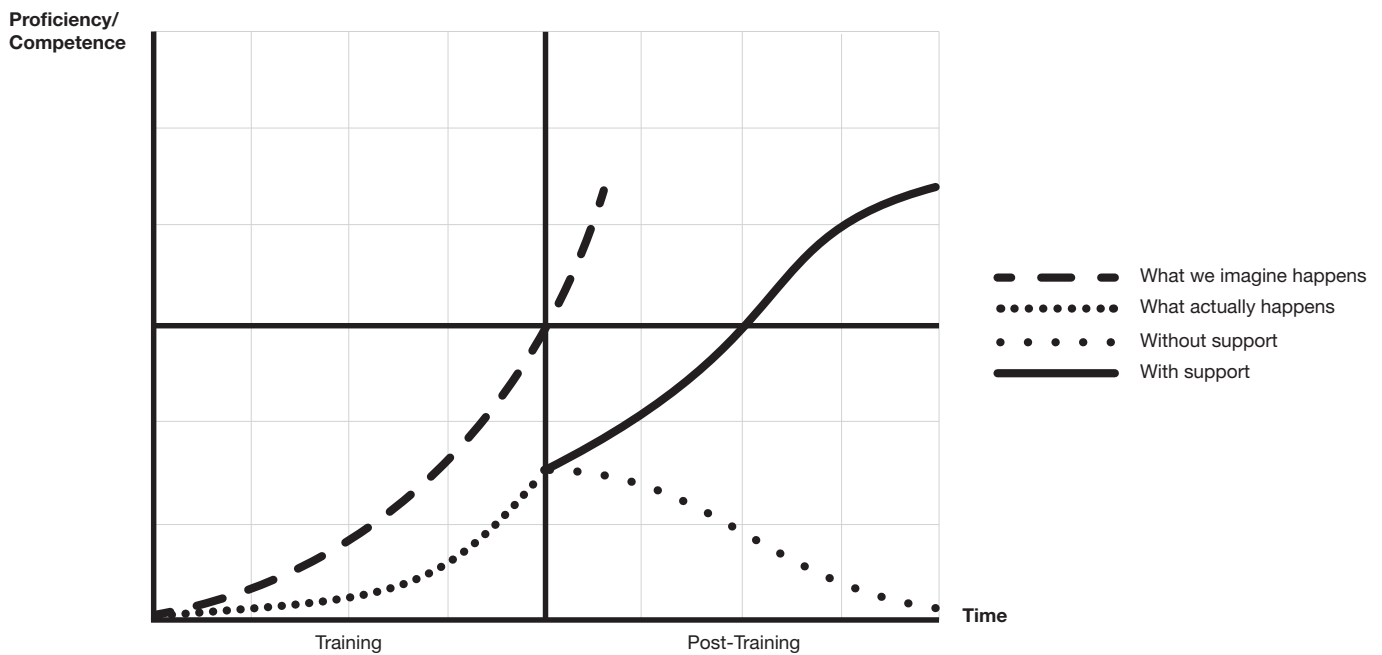


Figure 1. The role of performance support (Rosenberg, 2013)

People want to be able to improve the way they accomplish their tasks. This requires performance support within their work environment (embedded). Therefore, the need for informal learning approaches (both the '70' and '20') aided by performance support will, no doubt, increase in the near future.



## The 70:20:10 Performance Support Storm

Checklist to help identify when performance support is needed (Rossett, 2007, Mosher, 2010, Rosenberg, 2013).

		Yes*
1	Tasks which appear occasionally and demand extensive knowledge and information in order to be performed	
2	Complex tasks require many steps and demand extensive knowledge and information in order to achieve desired results	
3	Execution errors are intolerable	
4	The performance of tasks depends on the amount of knowledge and information	
5	The professional depends on his knowledge of fast changing procedures and protocols	
6	Insufficient time and opportunities to train	
7	Onboarding	
8	A task is clear and repetitive	
9	A task requires the application of a process	
10	When work monitoring or record keeping is required	
* If 'yes': performance support is an opportunity		

### The value of performance support

Performance support has value when it is able to support employees before or during their work, often with minimal training. This not only benefits organisations; end-users will feel more competent and therefore work with more confidence. You can compare this to the use of a navigation system: people can reach their destination (perform), without extensive knowledge or training.

Gery (1991) Gottfredson and Mosher (2011) express the value of performance support distinctively:

- Performance support helps L&D professionals to add measurable value by offering support on the job at the moment of need. This results in coherence between performance support and tasks performed by professionals on the job. With a shift of L&D to its core business as a result.
- Positive transfer of training
  - o A large part of what professionals learn during training is forgotten by the time they return to their job. Performance support on the job helps solve this problem.
  - o Performance support offers just-in-time, just-for-you and just-enough knowledge and information.
- Additional repository capacity for knowledge and information.

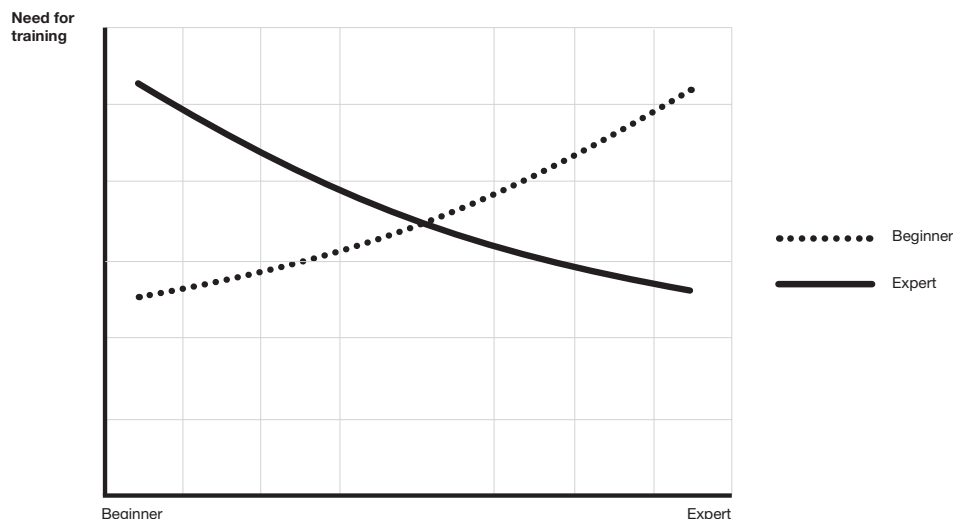
## The 70:20:10 Performance Support Storm

### Performance support: a business case

Lower costs for training and an increasing ROI for organisations create a positive business case for performance support.

#### Less training

The implementation of performance support can lead to a significant reduction of training efforts. Think of 50% - 70% reduction! Research confirms current practice – experts require more support on the job and less training (Kalyuga, Chandler, Sweller, 2000).



### Reduced costs

Tulser implemented a digital work and learning environment within the field of customer orientation in a large company. A training reduction of 50% proved a positive business case; a return of investment within one year and structural savings of 250,000 euro the following years. Further positive effects on productivity are currently being analysed, but look promising. Think of fewer mistakes, a decreasing use of the help desk, fewer documents, fewer customer complaints, fewer unnecessary meetings concerning unclear tasks, an increase of quality and a better availability of new professionals. The accelerated productivity of new employees, without them having to undertake training is, itself, a positive business case for almost every large organisation.

### Conclusion

It is hard to imagine that the role of L&D will not shift from delivering formal training to supporting 70:20:10. A performance support storm is especially expected in supporting the '70', resulting in new opportunities for L&D and a shift to its core business. Compared to traditional formal training this approach will deliver a positive business case. The L&D dream comes true!

## The Book: 702010 towards 100% performance

The articles here draw on ideas and supporting material from our book.



### **702010 towards 100% performance**

by Jos Arets, Charles Jennings & Vivian Heijnen Copyright: Sutler Media

Language: available in Dutch, English and Korean Pages: 313

Size: 30.5 cm x 23.5 cm (12 x 9.25 inches)

The book provides the first comprehensive and practical guidance for supporting the 70:20:10 model. The book is divided into 100 numbered sections across 313 pages in 'coffee table' format. Just eight of these sections are devoted to the problems. The other 92 provide solutions.

- Full explanations of how the 70:20:10 approach can be used to help overcome the 'training bubble'
- Descriptions of five new performance-focused roles to support the use of 70:20:10
- The detailed tasks that need to be executed in each of these roles. Task lists, models, guidelines.
- Checklists to rate your own organisation's ability to deliver the critical tasks supporting 70:20:10
- Nine 'cameos' written by leading thinkers and practitioners including Dennis Mankin (Platinum Performance), Nigel Harrison (Performance Consulting), Clark Quinn (Quinnovation), Jane Hart (Centre for Learning & Performance Technologies), Bob Mosher (APPLY Synergies), Jack Tabak (Chief Learning Officer, Royal Dutch Shell), Jane Bozarth (US Government) and others.
- 12 page bibliography with a wealth of references to supporting papers, books, articles, casestudies and other material.

BUY THE BOOK: [www.702010institute.com](http://www.702010institute.com)

## 70:20:10 Expert Programme

### THE 70:20:10 INSTITUTE LOOKS TO WORK COLLABORATIVELY WITH ORGANISATIONS ACROSS THE WORLD

Many L&D professionals are already using 70:20:10 and the Expert Programme reflects this fact. You'll be expected to work on a case study of your own to develop the services you provide and to prepare for the future of L&D by:

- Working in a group and drawing directly on the body of 70:20:10 knowledge developed or explained by Charles Jennings, Jos Arets and Vivian Heijnen.
- Actively using the book on which the programme is based - 702010 towards 100% performance.
- Exploring 70:20:10 by using a case study from your own workplace.
- Using online 70 and 20 tools and solutions to implement the five new roles.
- Helping your L&D department to continue developing its services and transforming to exploit, and align with, 70:20:10.

### The benefits of the 70:20:10 Expert programme

- + Become a 70:20:10 expert across all five roles through this 6-month professional development programme.
- + Earn an immediate return on your investment in the programme by making a positive business case for 70:20:10 compared to traditional training.
- + Contribute to your organisation's success and increase the profile of your L&D department.
- + Gain unique insights into the experience of working and learning with 70:20:10.
- + Keep your skills as an L&D professional relevant and up-to-date.
- + Receive certification after submitting your project.
- + Minimise work disruption whilst completing the programme by working on projects from your own L&D agenda.

### THE 70:20:10 PROGRAMME STRUCTURE

- Introductory live online session facilitated by Charles Jennings.
- Work on your own projects with online support (performance support, micro-learning, community, consulting).
- Workshop 1: 21/2 days including interactive session based on experiences in practice, providing the opportunity to experiment and receive feedback/tips from experts and peers.
- Main topics: Performance Detective, Performance Tracker, Game Changer.
- Practice: continue work on your own project with online support.
- Workshop 2: 21/2 days including interactive session based on experiences in practice, providing the opportunity to experiment and receive feedback/tips from experts and peers.
- Main topics: Performance Architect, Performance Master, Builder, Game Changer (part 2).
- Practice: continue work on your own project with online support.

Each participant will receive a copy of the book '70:20:10 towards 100% performance' and access to the online community at the start of the programme. Participant Costs: UK£3,000 ; EURO3,900 ; US\$4,250.

In-company or open access programmes.

## The 70:20:10 Institute

Charles Jennings, Vivian Heijnen and Jos Arets each have many years experience with 70:20:10, including its theory, practice and vision, the services it provides, and ways of sharing knowledge internationally to bring about structural reinforcement of the L&D profession. They founded the 70:20:10 Institute in response to widespread international demand from organisations for information about how 70:20:10 works, and how it can be used.

They began by writing a book intended to provide renewed impetus for organisational learning by expanding it to the 70 and 20 and linking it to performance paradigms. This ensures that organisational learning remains connected with, and relevant to, senior management.

### The founders



**Jos Arets**



**Charles Jennings**



**Vivian Heijnen**

Visit our website: [www.702010institute.com](http://www.702010institute.com)

## References

Arets, J. , Jennings, C. & V. Heijnen. (2015). *702010 towards 100% performance*. Maastricht: Sutler Media B.V.

Cross, J. Hart, J., Jarche, H., Jennings, C. & Quinn, C (2010). *The working smarter fieldbook*. Berkeley: Internet Time Alliance.

Ferguson, O., Anderson, J. (2015). *The Secret Learning Life of UK Managers*. Good Practice & Comres report. On: *Goodpractice.com* (downloaded december 1 2015)

Gery, G., J. (1991). *Electronic performance support systems. How and why to remake the workplace through the strategic application of technology*. Tolland: Gery Performance Press.

Gottfredson, C. & Mosher B. (2011) *Innovative performance support. Strategies and practices for learning in the workflow*. New York: McGraw-hill.

Grip, A. (2015). The importance of informal learning at work. On: <http://wol.iza.org/articles/importance-of-informal-learning-at-work-1.pdf>. Viewed July 2015

Kalyga, S., Chandler, P., Sweller, J. (2000). *Incorporating learner experience into the design of multimedia instruction*. *Journal of Educational Psychology*, 92, 1-11.

Rosenberg, M, (2013). *White Paper At the moment of need. The case for performance support*. Santa Rosa. The elearning Guild.

Rossett, A & Schafer, L. (2007). *Job aids and performance support. Moving knowledge in the classroom to knowledge everywhere*. San Francisco: Pfeiffer.

### Websites

<http://www.comres.co.uk/>