

Will we ever truly see the 70/20/10 model in action, or is it all fantasy?

Andrew Gibbons in conversation with Jacky Leonard

Summary of Podcast content with timings

- 0.30 This model makes sense – it's about learning 'in the flow of work'.
- 0.55 Why are the realities of the model seen so rarely in organisations in particular?
- 1.20 How can you argue with the sense of it...than I go looking for it, and I see it nowhere!
- 1.35 Organisations tend to be training delivery focused, and not to support self-driven learning.
- 2.15 It's time to up-skill, and down-spend – we need to learn faster to meet increased expectations.
- 2.40 There is a better, more effective role for learning practitioners that is true to 70/20/10.
- 3.00 For the model to work everyone must see their and others' role as learning and development.
- 3.45 This model has been around a long time, by now key people in organisations should have 'got it'.
- 4.20 I feel we must shift from cosy, non-needs based world of training delivery to helping people learn.
- 4.45 There is not the pool of practitioners with the skill set to genuinely within the demands of 70/20/10.
- 5.15 For many reasons, learning professionals have not moved far away from group delivery of training.
- 5.55 You can't *make* people learn, a shift is needed from 'I'm training you' to 'I'm supporting your learning'.
- 6.15 We as practitioners have to move from Instructor/Trainers to genuine facilitators of others' learning.
- 7.25 Learning is not knowledge acquisition, it's a key stage in a process that's behavioural.
- 8.00 It's a lot harder space to work with individuals on difficult, frustrating and messy stuff than instructing.
- 8.35 You can't just call yourself a 'Learning Organisation' and hope that's enough, this is hard work.
- 8.50 An individual with the drive and desire to self-develop can do it on their own, but it's hard.
- 9.45 Individuals need organisational support and direction to direct learning efforts and maximise value.
- 10.15 I have been in this space since 1982 - it's hugely frustrating that we don't seem to have moved on.
- 11.00 Organisations should see the value and return from truly supporting an individual's development.
- 11.30 Despite all the talk about 70.20.10 when I look for real changes in practice – frankly I see none.
- 12.15 What does each of the three elements of 70.20.10 truly encompass – what do they mean?
- 12.35 The 70% space focuses on 'experience, experimentation and reflection', and that's a big challenge.
- 12.50 The 70% element is a unique and specific place – no one person's is the same as any others'.
- 13.20 The 20% is learning from working with others, the 10% is formal solutions and planned interventions.

13.30 So, come on, find me organisations that genuinely doesn't in actual practice, reverse these numbers.

14.35 There is a role for 'planned interventions', as the most efficient way to 'process' high numbers.

15.40 The 20% involves critical observation, coaching, shadowing, mentoring and semi-structured events.

17.00 Is the 20% element with the least well defined role for Learning and Development practitioners?

17.45 Whichever element of the model you are in, it's essential that your learning is a conscious process.

19.25 I absolutely agree with the logic and value of this model, I just don't see anything enough application.

19.50 For many people, learning works best as a social process, so the 20% space has real value to them.

20.50 Organisational context is a key factor, I may be willing to fail as I learn - is my organisation forgiving?

21.40 Organisations aren't normally safe havens for experimentation, learning, and when things go wrong.

21.55 Anxious, uncertain, risk averse cultures are not conducive to learning that involves risk of failure.

22.35 It makes business sense to have all your people continually learning and improving performance.

23.05 It saves a lot of money to get people to see the workplace as their primary learning environment.

24.25 Where to start with such a massive shift, well it may be best to work within positive work units.

25.10 Unless the person at the absolute 'top' of the organisation sets the tone, models the way, forget it.

26.25 So often despite the press releases, the very heads of organisations focus on financials not people.

27.20 Unless the lead in 70.20.10 is taken by the single person most influential on culture, this is all talk.

28.20 Line management must prioritise the development of themselves and others to make 70.20.10 work.

29.10 Local, unit culture is determined by line management, and that can be a serious obstacle to all this.

29.40 I have been trying to get interest in a one day event called 'Learning From Work' for decades.

30.05 A major issue for me is that learning is not closely enough associated with success in organisations.

30.35 Until we see a shift towards showing those driving their own learning are valued, what will change?

32.00 If people are performing satisfactorily, and have no desire to develop, focus attention elsewhere.

34.25 This requires the Learning and Development function to move into a more sophisticated space.

35.45 I feel there is an absence of development practitioner skills to effectively exploit the 70% space.

36.10 When I ask people what they've got better at say in a year it's rarely if ever down to training courses.

37.35 Often we who want to support and facilitate individual paths are frustrated by corporate preferences.

38.45 The 'supply side' of learning provision also has a vested interest in not changing existing patterns.

39.00 The shiny brochures with pictures of happy people...which of these expensive courses do you want?

39.50 The 70% can be structured, planned and designed, it's not about saying 'off you go, good luck'.

40.30 The outcomes within 70% may be more individual and focused – the route will be learner driven.

- 41.30 The 10% element does not exclude the possibility of individuals learning and applying this at work.
- 41.45 The 10% space need not be purely about knowledge acquisition and instruction.
- 41.05 To make the 10% worth the time and cost, supportive, workplaces and management are essential.
- 42.45 If an individual has enough desire, they can overcome obstacles – why on earth should we have to?
- 43.25 The 70.20.10 model seems to separate one from the other, in reality they intersect and complement.
- 43.55 Organisations need a holistic strategy to interconnect each element to maximise return from spend.
- 44.35 An issue for me is the ingrained, unconscious view that informal learning has low validity and value.
- 44.50 It's reality that justifying tens of thousands on an MBA must somehow be worth more than the 70%.
- 45.45 Learning is most effective at the point of need, when people need, and must learn, they will.
- 46.30 How can we development practitioners get into a place where people see learning as a real need?
- 47.40 I hope deeply and intensely that the opportunities to drive our own learning are taken.
- 48.00 The only control we have is over what we do, if we care enough we'll find a way to drive our learning.

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