

# Blended Learning 2.0 – Tomorrow's solution, today

*Flexible, Dynamic, and Effective Learning for the 2020s workplace, now*

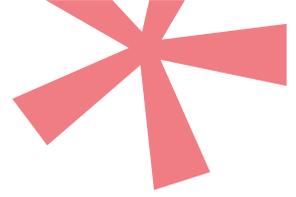
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# Blended Learning – Where are we now?

Two years ago we published a paper on Blended Learning. It was primarily focused on the seamless blend of relevant content, delivered in multiple formats, usually enabled with certain technologies (i.e. eLearning). We provided tips, traps and examples of how some organisations have made it work for them and their people. This is Blended 1.0 and has been embraced far and wide. It is flexible to learner requirements, extends the learning process, personalises the learning to far greater degrees and helps to more accurately measure the impact of training using qualitative and quantitative metrics. That said it was almost exclusively a blend of content and delivery method for the formalised learning activities like training, self-paced eLearning and perhaps some level of assessment. Some companies proved that more could be done within the Blend of activities and others felt this more traditional approach suited where the organisation was at that point. The potential for Blended Learning is so much greater than this and perhaps the timing is right to reconsider what Blended Learning 2.0 looks like, as we head towards the next decade.



## Why is Blended 2.0 critical now?

With a major workplace shift coming in the 2020s there is a need to find the next evolution of Blended Learning. Not a revolution, an evolution. There are clearly elements within the way we blend learning now which are having a deeper impact and benefitting the learners and the organisation, but this may not be enough as we head into the uncharted territory of the 2020s – consider:

- \* GenZ coming into the workplace
- \* GenY / Millennials – increased numbers being promoted up the line and taking management and leadership roles
- \* Traditionalist and Baby Boomers being a greater proportion of organisations as the aging working populations manifest themselves more visibly in some countries, as retirement ages increase and better healthcare means more able and willing experienced professionals will be happy to work on
- \* GenX – the Leaders-in-waiting – many stepping up to head up and lead organisations in their next phases of growth and strategy. The glue in between the multiple generations working side by side
- \* Technology continuing to impact the way we work, live and learn
- \* New working practices that may impact the office as we know it now and drive more robust remote working practices
- \* Globalisation and potentially working across cultures will be the norm
- \* and more...





Undoubtedly how we learn in this brave new world will be impacted and many of the developments above could be to the advantage of learners and organisations, if executed correctly. Enter Blended learning 2.0 – a way to recognise the above macro trends and evolve the way we learn, making it even more flexible, powerful and personalised, while leveraging the wider potential within the workplace community to implement actionable and measurable workplace learning for the next decade – now. For everyone.

In order to do this effectively, organisations needs to think through these strategies now and define what Blended 2.0 looks like for them and how the learning paradigm can shift in their organisations.

This paper will explain what Blended Learning 2.0 is all about, how it can be executed, what benefits can be derived and what to do to get started.

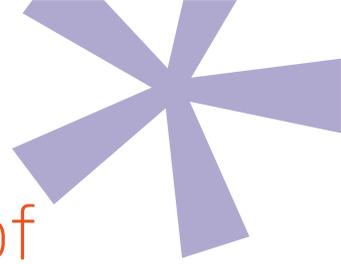
## What does Blended 2.0 look like?

The evolution of blended learning 1.0 > 2.0 can be summarised in Figure 1 below – the way we do it now to a more aspirational & optimised journey.

Blended Learning 1.0 Paradigm	Blended Learning 2.0 Shift
Blend Content and Delivery	Blend the entire Learning Journey
Mix and Match	Seamless Blend
General technologies	Appropriate technologies and tools
Anchored around formal training sessions	Anchored around a holistic 70:20:10 approach
Knowledge build and skills practice	Action Learning focused
Individual learner involvement	Learning community engagement
Owned by HR / L&OD	Owned by the Learners & Community
Informal stakeholder communication	Formalised stakeholder action
Over a period of days	Continuous work applied learning
Measure effectiveness at end of training	Measure effectiveness from day 1
Inconsistent ROI	Normalised Level 3-4 ROI proofing
The way we want more people to learn	The way we learn as an organisation

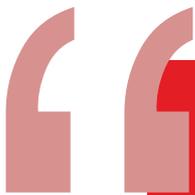
In order to get to a Blended Learning 2.0 state, let us consider the key component parts and how they can be brought together seamlessly, capturing every part of the learning opportunity and journey, to truly take workplace learning to the next level – **a 2020s solution, now.**





# 70:20:10 as the foundation stone of 'Blended Learning 2.0'

70:20:10 is starting to set the benchmark for workplace learning programmes because it is seen as an effective model to create sustained learning and real change in the workplace. A Google search returns nearly 0.5m results alone and LinkedIn is full of groups, training providers, pages and forums devoted to 70:20:10. As part of a Blended Learning 2.0 approach we will look at what this model of learning means and how it is being used by organisations today. We will also look at how this approach becomes the lynchpin of Blended 2.0 success as it is so much more than just about content and delivery mechanism.



## What is 70:20:10?

The first thing to note is that this is not a new concept; since the 1960's researchers have been interested in which methods determine success or failure in adult learning. The research asks the two questions that we all, as leaders and learners, have spent a lifetime trying to answer: Which kinds of learning stick? And what kinds of learning delivers greatest impact?

In 1996, a study based on the work of McCall, Lombardo and Eichinger was published by the Center for Creative Leadership (CCL). The study revealed that the highest performing managers learnt successful lessons more often outside the classroom:

70%

### DO

Experiential self-driven learning through applying formal learning to real, everyday situations at work and using creative problem solving to introduce innovation to their work and demonstrate skills growth with business impact.

20%

### SHARE

Under the supervision of or as part of a learning community or project group, for example a line manager and/or coach or mentor, or a peer colleague or project team members etc. – face to face or through appropriate technologies such as online workspaces

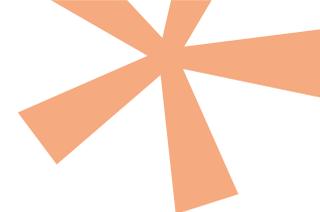
10%

### LEARN

Formal, structured learning such as instructor led workshops, courses and external qualifications, as well as organizational driven eLearning & other technology enabled tools

Subsequent studies re-affirmed this simple principle; the majority of learning takes place as part of work, not when we are taken away from it. The answer to the question 'which kinds of learning stick?' seems to have been answered.





It's important not to think of this model as a recipe. Rather, the value is in helping us rethink traditional methods and assumptions about organizing learning, and helps us to deploy a much wider range of resources (technology, social media, coaching) than we find in the normal training/learning paradigm – see Figure 2 below for some examples.

In short it helps us Blend so much more than just content and delivery method, as we consider a more holistic learning journey, over an extended period of time.

In essence this represents a shift from a more ad hoc approach to a more holistic, continuous learning mentality and action orientation.

Figure 2: Learning activities we can categorise under 70:20:10 (not exhaustive)

70% DO (Results)	20% SHARE (Skills)	10% LEARN (Knowledge)
<ul style="list-style-type: none"> <li>* Post course projects and tasks</li> <li>* Action learning projects</li> <li>* Work applied learning</li> <li>* Communities of practice / Scrums</li> <li>* Yammer working communities</li> <li>* Informal learning to support ongoing action</li> <li>* Ongoing informal learning</li> <li>* Online forums &amp; Blogs, webinars and discussion boards</li> <li>* Post programme assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Manager coaching behind identified skills gaps</li> <li>* Peer coaching</li> <li>* Performance management</li> <li>* Action learning coaching</li> <li>* Seeking advice from colleagues</li> <li>* Networking</li> <li>* Sharing experience, learning &amp; best practice</li> <li>* Learner Communities</li> <li>* Training Group Cadre</li> <li>* LinkedIn, Twitter, Facebook, Flipboard</li> </ul>	<ul style="list-style-type: none"> <li>* Current state assessment</li> <li>* Classroom training courses</li> <li>* Other formal learning interventions (face to face or online) i.e.:</li> <li>* Scheduled eLearning</li> <li>* Video based learning</li> <li>* Mobile learning</li> <li>* Attaining formal qualifications</li> </ul>

## \* Blended Learning 2.0

It is so blindingly obvious that it is easy to miss that the 70:20:10 approach is an effective way to re-invent how we blend learning in order to create real and sustainable change. The first iterations of Blended Learning in the recent past were more micro-focused on the content & delivery mechanism alone, not on the content + stages of activity as a fuller blend. It was more about tagging live learning (usually classroom) with some eLearning and maybe some online assessment on the whole. In essence, 'traditional' Blended Learning still operated within the 10% category of organized learning. That said, the 70:20:10 approach on its own is not the full picture of optimising Blended Learning 2.0 – it is crucial to ensure the component parts have their own focus per the points below, including more usually informalised elements, like engagement strategies and actions for the Learning Stakeholder group, active Line manager involvement and measurables as part of their commitment etc.





- \* The learning group itself – ie the training part itself
- \* The network & stakeholder engagement internally and externally as we move from the classroom to the workplace and share ideas / actions.
- \* The application of the learning to specific measurable tasks and how this is delivered, reported on and linked back to and with the first two stages.

We have seen some of this starting to happen over the past few years as Blended Learning in some organisations has become enriched with both appropriate content and types of activity, ensuring the learning is work-applied and that measurement of the effectiveness of learning is made easier. A key factor of success has been strong stakeholder involvement and support of the wider learning goals, through specific focus on all these key components of the Blend. So having this in mind at high-level design stage can help easily guide the Learning development and execution.

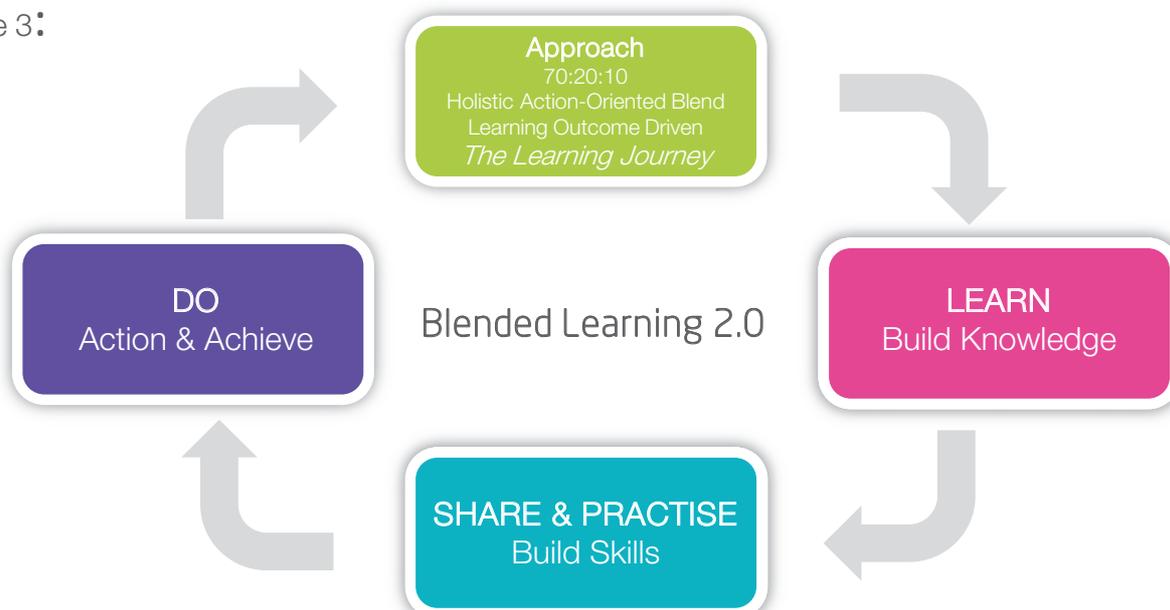
## \* The Blended Learning 2.0 high level design map

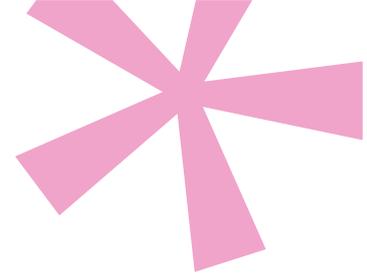
**70:20:10 becomes a foundation of an** enhanced Blended Learning 2.0 – (it’s evolution not revolution) – and yet can have a profound and noticeable impact on the growth of individuals, teams and ultimately the business, commercially and operationally. Furthermore, 70:20:10 seems to be a better fit in today’s reality and tomorrow’s challenges, due to its incorporation and focus on formalised informal & collaborative self-owned learning. This is turbo-charged learning for the 21st century.

A blended approach can also help us better recognise that people learn in different ways. Therefore the approach can further leverage this by introducing different delivery methods into traditional training courses, including eLearning, peer and manager coaching, learner-led action learning, on the job learning, learning from social networks, and the internet. It mixes this approach with appropriate content and interventions, spaced out over an extended period of time to extend the learning and help personalise it to a far greater degree than has been done in the past. Always with greater levels of sharing and close Line Manager support.

Blended Learning 2.0 is stronger through the sum of its parts as seen in Figure 3 below, not just one component in isolation.

Figure 3:

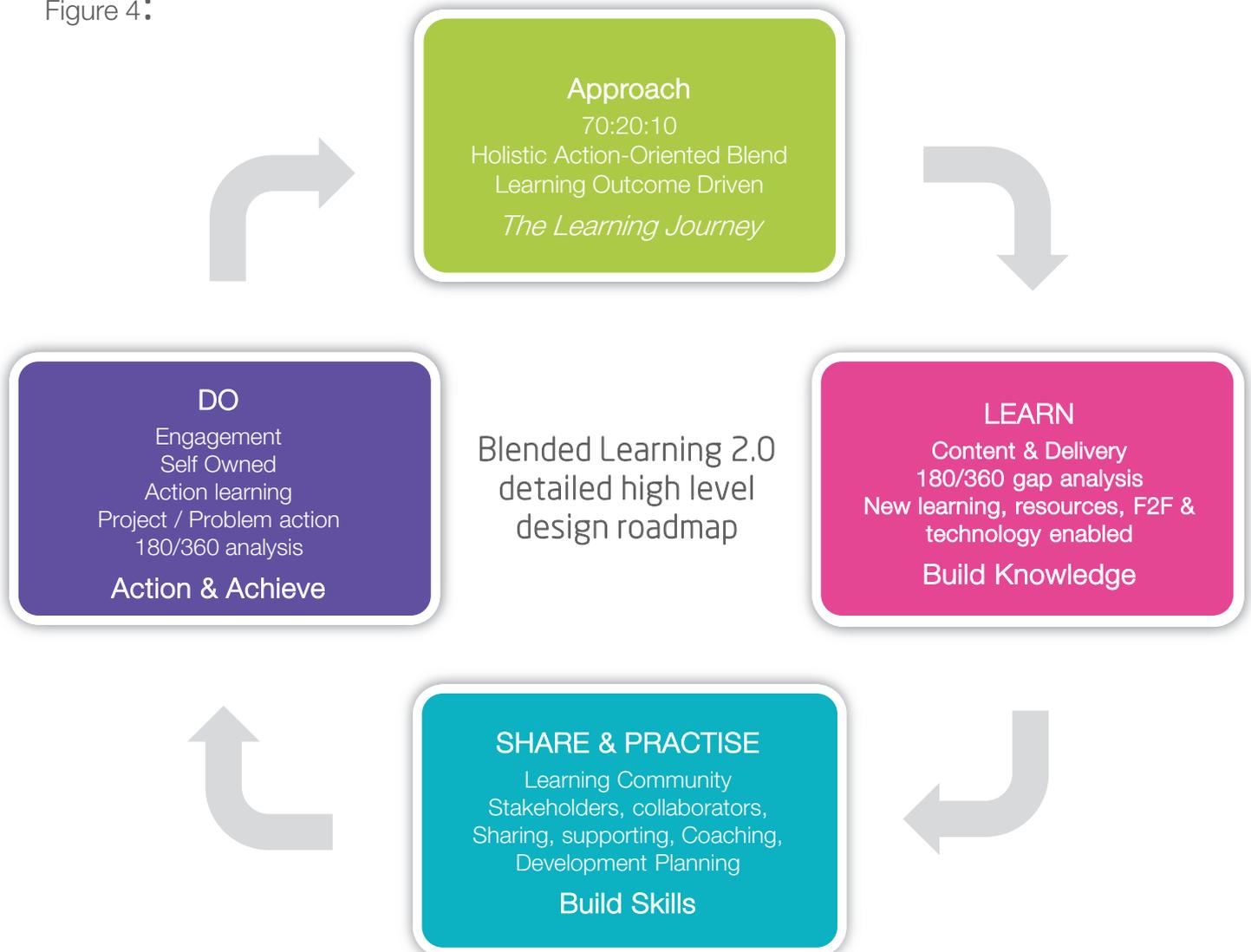


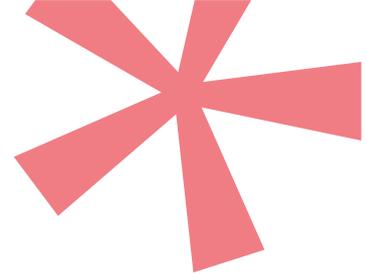


Therefore, pulling these component parts together as part of our high level learning design approach as seen in the more detailed Figure 4, below, means we create a platform to build the learning with meaningful and measurable content, a variety of interventions both formal and informal, a number of different stakeholder inputs (to gather wider sharing as part of the learning path) and finally, a specific project plan / action to execute in the workplace applying the learning, sharing / advice, practicing new skills and, ultimately, finding a new, evolved way to work moving forward.

Using the 70:20:10 framework gives us a structure to populate the most appropriate interventions (formal, informal and learner / stakeholder driven) for each component part, with measures for success at each stage and with a clear aim to put the learning path in the hands of the learners themselves with actionable results in mind.

Figure 4:





# Blended 2.0 Return on Investment: Actionable learning to deliver results

One of the emerging learning methodologies to rapidly gain worldwide adoption is Action Learning, which is an approach aimed at solving real problems by learners taking direct action and reflecting on the results achieved. First developed by Reg Revans in 1982, this learning methodology also refines and improves the problem solving process as well as the solutions that any intact team of learners develop. With reference to the work that Action Learning ambassador Michael J Marquardt published in 1999 and 2000, Action Learning supports the building of key attributes of the 21st Century Leader in disciplines such as systems thinking based problem solving. Marquardt asserts that systems thinking is a critical component in enhancing organization development: learners need to be skilled in framing structural relationships and connections between issues, events and data points that result in dynamic networks. This in turn places emphasis on the roles of the action learning facilitator & coach and the action learner to embrace principles espoused by the newly evolved Blended Learning 2.0. Full immersion into solving problems through Action Learning methodology puts the onus on learners to take ownership and address issues on the job (70% category). When all this comes together it can provide demonstrable returns – truly measurable.

## \* Who is using Blended Learning 2.0?

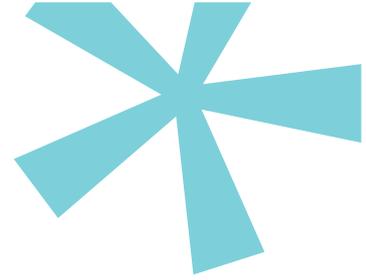
Blended Learning 2.0, using 70:20:10 as the foundation, has been embraced by many of the leading firms on the planet including SAP, Ernst & Young, KPMG, PwC, Nike, Nokia, Microsoft, Dell, Oracle, HP, Sony Ericsson, Morgan Stanley, Standard Chartered, Philips, Avery, Coca Cola, American Express, Bank of America, Goldman Sachs, ANZ Bank, Caterpillar, L'Oréal, BT, Maersk, GlaxoSmithKline, Nestle, and the Australian Federal Government (Jennings, 2013).

Given the wide adoption above it may not come as a surprise that L&OD professionals are shifting focus too, both on their own roles and the skills that they require to meet the challenges of 21st century learning. In a CIPD report this year, 600 L&OD leaders across a range of companies were surveyed about their roles now and in the future. The results give us a very specific picture of where L&OD professionals think they should be developing:

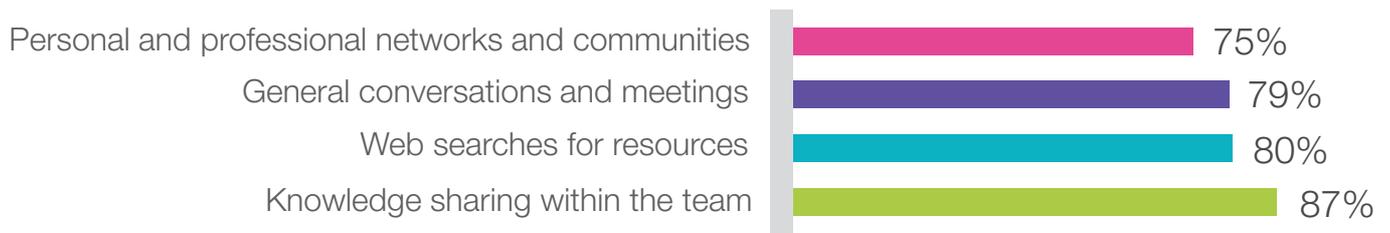
- \* 3% of current L&OD teams are in roles that look at social learning and collaborative learning but 53% plan to increase the number of L&OD staff involved in this area
- \* 6% are involved in delivering online learning but 51% plan to increase this
- \* 6% are involved in coaching /mentoring but 43% plan to increase this
- \* 4% are involved in performance consulting but 28% are planning an increase
- \* 46% of L&OD professionals agree with the statement 'our L&OD role is shifting from that of learning delivery to consultancy'

1. [www.towardsmaturity.org/article/2015/04/14/ld-evolving-roles-and-enhancing-skills/](http://www.towardsmaturity.org/article/2015/04/14/ld-evolving-roles-and-enhancing-skills/)
2. <http://c4lpt.co.uk/litw-results/>





So we have evidence of adoption at organizational level by leading global companies and also a mind shift in how learning professionals see their roles in the future. But what about the learners themselves? It seems that employees are embracing new ways of learning even when these have not been formally adopted by the organization. A 2014 survey of 4,000 employees spread across geographies, job roles and levels, and industries asked participants to rank ten ways of learning from not important to essential. The top 4 responses are listed below with shortened, group learning sessions a close 5th on the list.



## Two examples of where and how Blended 2.0 is being used:

### 1. A large, Swiss based, global multinational Food and Beverage Company with over 340,000 employees worldwide.

The challenges this company faces are how to roll out management training across the whole organisation that will be sustainable for future generations, embedding its core values and business philosophy in the current and next cadre of leaders. The company decided to completely redesign its training offer for its home market by incorporating 70:20:10 into every training module – in effect modifying the learning approach into a turbo-charged blend aimed at creating significant impact. A catalogue of 60 courses has been created and published in Switzerland, describing the learning path for every single course as 10% classroom learning, 20% learning from others during work, and 70% experiential learning by applying formal learning to real, everyday situations at work. In its home market, the company supports and encourages learning beyond the classroom with a range of tools available to Employees and Managers from eLearning to virtual coaching, social networks, pre and post course work. The objective is simple but also ambitious; to retain and grow lifelong talent for the company by creating a culture of lifelong learning. The 70:20:10 approach is being tried, tested and rolled out elsewhere in the world and will drive higher levels of global consistency over the next few years.

How the courses are communicated in the catalogue and on their portals helps each learner assess the component parts (the blend) for each part of the 70:20:10 approach and importantly, how they glue together in a coherent learning path, with specific measures from day 1 in place to ensure ongoing ROI and ROE at each stage of the blended learning journey. Truly Blended Learning 2.0



## 2. An International airline with 1,000 employees in six countries.

The airline wanted to put in place a company-wide learning solution that would create a culture of learning in line with company values and also empower employees to take control of their own learning. To achieve this the company built a virtual Learning Academy. But the Learning Academy is far more than an online course catalogue; employees are encouraged to try blended versions of courses and access a wide range of resources including blogs, discussion forums, quizzes, videos and pocket books.

These are developed into formalized learning paths with specific actions to implement back in the workplace – with an added feedback loop to assess the impact of the learning and activities on the ultimate result targeted. In other words, a 70:20:10 approach, seamlessly blended into a “learner friendly” development path. A third of the workforce are already benefitting from this new approach and feedback is positive from both the Learners and the Business – impact is indeed measureable and success is down to a Blended Learning 2.0 approach and a can-do attitude!

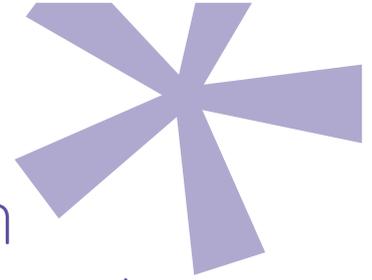
## Mainstreaming Blended Learning 2.0

We have a lot of work to do to enable effective Blended 2.0 execution in many organisations. But time is short. We are heading for the next major workplace shift in just a few years and the way we work, live and learn will need to evolve. A Blended Learning 2.0 approach, executed well, can very well be a fast-track way of getting started and instilling c21st learning disciplines into the way our employees learn and work. Traditional models of classroom training and knowledge transfer are not coping with this picture. 70:20:10 is a better fit in today’s reality and tomorrow’s challenges, due to its incorporation and focus on formalised informal & collaborative self-owned learning.

There are obvious cost advantages too, when so much of an organisation’s learning programme is the responsibility of the employees themselves. More than the cost of sourcing training vendors, rooms and materials, there is the cost saving in not taking employees away from their actual work for days at a time. The impact on productivity should be seen as a key win. A Blended Learning 2.0 learning path executed well, should motivate our learners in new ways as the payoff back in the workplace becomes far more personalised as they implement learning, actions and ideas directly to their stated key challenges, opportunities and innovations. Measureable personalised results. Motivating and engaging if done correctly!

This more self-directed nature within Blended Learning 2.0 is proving the most attractive component to both Learners and to Organisations. After all, a self-directed learner is more likely to be a self-directed employee, and this is crucial in today’s workplace of virtual teams and increasing employee autonomy. 70:20:10 in particular is proving to be more than just a learning framework; it can be a model for how we do work.





# How to go about building your own Blended Learning 2.0 learning path and engagement strategy

Figure 5:



<b>Content</b>	2 days training – management essentials Prescribed eLearning	Sharing learning experience, practice new tools / techniques through sharing with others / line manager coaching Build awareness of content	180 / 360 assessment to understand strengths and gaps Project work – defined action / commitment to implement and report back on following the 2 day training session Additional learning as part of formal training path (i.e. eLearning, Webinar)
<b>Community</b>	Peer – Line Manager – Team interactions to share outputs and learnings from formal training elements Planning to implement next steps	<ul style="list-style-type: none"> <li>- Post-course assessment review with Line Manager with output of prioritised personal development and project task actions following workshop</li> <li>- Course group webinar as follow up</li> <li>- Line Manager coaching based on course outputs and 360</li> <li>- Output focused peer sharing and ongoing learning</li> </ul>	<p><b>Formal:</b> Application of specific learning and personal development plan – practice / observed practice Web sessions post project work to share results / experience Tutored or self-driven eLearning to reinforce and build formal learning on new tools / techniques Feedback loops and formalised coaching to support and help promote successful application of the post-course action plan</p> <p><b>Informal:</b> Yammer Community Informal sharing – specific topic, related, general, social Important area to continue relationships and informal network from the course and post-course sharing</p>
<b>Engagement</b>		Self-owned / driven community and support network Action learning using peer / management / project groups behind – 100% owned by learner and stakeholder group	Self-driven action orientation based on learning and specific organisational outcomes committed to Formalised observation and feedback during / following execution Own the Return on Investment > self-measured success (qual and quant) with Line Manager input Webinar with Learning cadre to share, measure success and build “next practice” 180/360 assessment +6months to review real progress (skills, behaviours, knowledge)

As obvious as this approach may seem, the execution can be difficult. There are many more touch-points to involve, much more to think through for each element of the approach and many more stakeholders to engage fully in the process. Figure 5 proposes some of the key elements that could be considered when looking at the high level design for a basic manager development programme. In essence a road-map to guide the development of the Blended programme itself, with an indication of the key activities we may want to include. Each part of the 70:20:10 considered with specific actions around content, community and engagement. It helps cover all the bases in one road-map, leading to the development itself and finalisation of the core components within the entire Blended Learning programme.



## \* Mobilise and engage the supporting community – a key role for L&OD professionals within Blended 2.0

Putting together a solid Blended Learning 2.0 learning path can succeed or fail based on how engaged and motivated the Learner and their supporting learning stakeholders are. A key role for Learning Professionals in all organisations will be to facilitate and consult with the stakeholder group from day 1, to ensure each component part of the learning path is managed (and measured), in line with the learning solution goal. This may enable an evolution in itself of the internal role for HR / L&OD, as strategic and operational internal consultants, moderators & learning organisational growth champions.

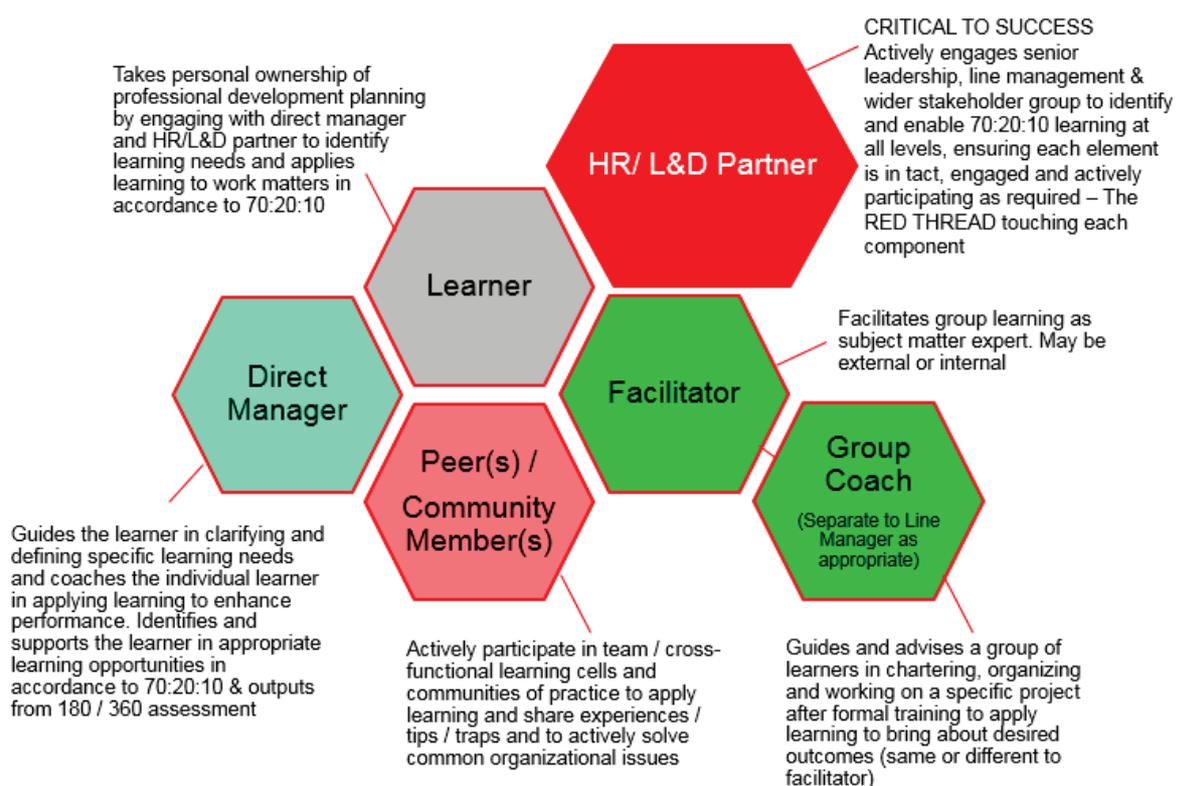
Ultimately, however, it will be a question of how solid the glue can be in pulling all the different stakeholders together as one coherent supporting cadre for key Blended Learning 2.0 roll outs. How each Partner in the learning path owns their part of it; how the formal can sit alongside the informal but within the structure of the blended learning journey and how each core stakeholder (including the learner) communicates to ensure 100% alignment of approach and consistency of messaging throughout.

While the Learners need to concentrate on leading their own learning journey, it is the HR / Learning Professional community who can sit front and centre as the overseers of success; stepping in where needed, engaging all those involved, maintaining high levels of community motivation behind the learning journey and leading the learning to its measurable conclusions. With this kind of focus, it is easy to see how HR / L&OD can become central to organisational growth – with numbers to back up their activities and with clear evidence of the benefit of the L&OD strategy to the organisational bottom line.

Figure 6 illustrates the key players and demonstrates the importance of the HR / L&OD as enablers of success.

Figure 6:

### Learning Community to Support & Facilitate a Blended Learning 2.0 approach





## Challenges and Questions

What are some of the challenges for implementing a Blended Learning 2.0 approach into practice, and what questions do we still need to ask about this model?

The 70% majority of the framework focuses on largely informal, self-directed learning, so how do we capture this? Even if learning is self-directed we still need to know how and whether it's going on. This will call for a different approach by the traditional L&OD department; away from organisers and gate-keepers of learning, and towards investigators and researchers of learning. A more consultative and collaborative approach with the learner community will be required, and with company executives too, in order to truly identify the critical learning to implement and report back more accurately on measures of success. Other stakeholders like Line Managers and peer colleagues also become key to the success of this new approach. For example, having them involved from day one at high level design, enables a more active engagement and helps to establish measures for THEIR associated interventions as much as the Learners themselves. L&OD must collaborate more strongly with managers in order to define what is expected, what will happen and provide relevant tools for this community as much as the learners themselves.

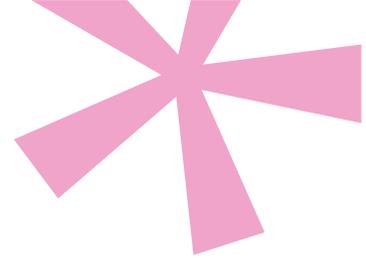
If L&OD departments are going to encourage 70%+ informal learning and application of that learning to real projects and challenges, then the organisation has to provide the right resources and culture where employees can actively learn and, in some cases, take risks at work in order to grow. Real learning on the job involves taking these calculated risks, being creative, and spending time on problems & opportunities. While this sounds good in theory, in reality most employees just don't have the time to incorporate this with their current workload. So organisations will have to adjust their expectations of what their people, especially their managers, can and should be doing, if they want to establish a genuine learning culture.

This is going to be an even bigger challenge as organisations get ever leaner and flatter in order to drive competitiveness, with employees expected to take on more autonomy and be more creative with the sparse resources they have. It will take a mind-set change, a necessary lead from the top. And L&OD departments and external providers need to be brave enough to front this issue with senior management at the beginning, because the chances of failure by ignoring this issue are even greater in a 70:20:10 model.

A different challenge is that if 20% of successful learning is facilitated by individual supervision and teaching, there will need to be plenty of peer and manager coaches in the organisation. But this is quite a challenge in itself. Many companies today struggle with embedding effective coaching into line management, or have no coaching programme at all. We may all have experiences where, as learning professionals, we wanted to follow up a face to face training course with ongoing coaching and mentoring or other actions back in the workplace. When it came to actually doing it – i.e. assigning coaches to course participants, establishing formalised line manager actions and follow up, it just seemed a step too far! Either from a workload perspective or from a lack of skilled managers with the know-how and experience to drive meaningful follow up or Coaching. For some organisations this may mean a need for parallel Line Manager programmes to ensure meaningful and measurable follow up – giving them the tools and skills to do the job, rather seeing the investment on the originally targeted learners wasted.

To put 70:20:10 into practice, we need to know how to create coaches internally from today's managers & Talent. We also need those coaches to coach new coaches!





Finally, in a Blended Learning 2.0 environment we still expect to organise and deliver formal, structured classroom sessions. But when this component is shrunk to only 10% of the learning, we have to think carefully what those sessions will look like and what they are supposed to achieve. 70:20:10 asserts that learning does not happen in the classroom, so what do we use the classroom for? In fact, the classroom still has a vital place where we can:

- \* Talk about learning itself (meta cognition) and how to effectively use Blended Learning 2.0
- \* Build knowledge through other methods such as eLearning, webinars or more
- \* Introduce and consider theories and models to be later tested outside
- \* Make a more skills oriented session so we can practice and apply in a safe environment, prior to implementing learning back in the workplace
- \* Introduce relevant technologies, activities and tools as appropriate to make the training more engaging
- \* Discover and form relationships with other learners (research shows that online learning communities that are initiated with face to face contact are much stronger)
- \* Have some fun, relax away from work during work time (which employees value greatly!) and in doing so build enthusiasm and engagement for the learning programme



## Final Words

A successful Blended Learning 2.0 approach is not just about extending the learning experience out from the traditional classroom, but focusing the classroom experience too, so that it adds true value to the other parts of 70:20:10.

70:20:10 provides both opportunities and challenges. The biggest challenge for the organisation is to provide structure and the right resources to support informal, on the job learning. Of course learners need to step up and take more responsibility for their own learning, and to direct it. But this doesn't mean that organisations are absolved of responsibility for 70 - 90% of learning. Both need to meet half way, and collaborate as they have never done before. There is potential for a win-win situation that will take us away once and for all from the traditional dichotomy of time spent training vs time spent working, and all of the tensions that arise from that approach. Perhaps we are getting closer to the day when employees see learning as integral to, not in competition to, their everyday work, and where organisations and L&OD departments can show business results as the return on investment.

This is Blended Learning 2.0.





# About Cegos Group & Cegos Asia Pacific

The Cegos Group was founded in 1926 in France, and is one of the world leaders in soft skills professional training for managers and their teams. In 2014, the Cegos Group achieved a turnover of over \$220 Million USD and trained more than 250,000 managers and team members internationally.

Cegos is one of the major award-winning International players across the Asia Pacific region, based at its Regional HQ in Singapore, and with operations in China and Hong Kong. A network of region-wide Most Valued Partners, and Collaborators, ensures Cegos can support Client training and development anywhere, in any language, consistently and with a truly “Think Global, Learn Local” approach – meaning Cegos is experienced at driving training in the Asian context, not just in the context of the origin country / company.

Cegos provides a multi-mode approach to training and development through delivery mechanisms ranging from all forms of Face-to-Face development, eLearning and with Blended Learning as its core focus. The content for all delivery methods comes off the shelf (ready-made) across a range of professional and personal development topics for Managers and their teams, can be customised to suit a Client’s environment or can be 100% tailor-made – built to exact client specifications.

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## About the Authors



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Prior to this, Jeremy was responsible for Cegos' strategy for international expansion through a value adding Global Distribution Partners Network and before that as Managing Director of Cegos U.K.

A commercially minded L&OD entrepreneur responsible for growing Cegos' business worldwide through his various roles within the company, Jeremy has 14 years' experience in the industry as a managing director, partner, trainer, coach and program author. In previous roles at Procter and Gamble, PepsiCo and as Managing Partner of his own point-of-sale software business. Jeremy's background includes marketing, sales, operations and general management.

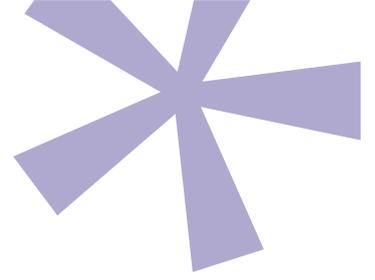
As one of Cegos' senior executives, Jeremy is a frequent international conference speaker and media commentator on topics related to the global L&OD market. Themes include: the integration of emerging and informal learning technologies; the importance of performance measurement and proving ROI; developing 'core' leadership, management and commercial skills to achieve competitive business advantages we approach the 2020s workplace shift; and more.

For more details, debate or discussion, you can find Jeremy on LinkedIn <http://sg.linkedin.com/in/jeremyblain> and also on Twitter at <http://twitter.com/learntheplanet>

Jeremy has also **published a series of white papers on issues relevant to L&OD**. These are still current and available and can be viewed on Jeremy's SlideShare portal <http://www.slideshare.net/JeremyBlain> and include:

- \* *APAC workplace Learning Trends Survey, March 2015*
- \* *Learning beyond the workplace – the rise of Informal Learning, August 2014*  
*APAC Workplace Learning Trends Survey, March 2014*
- \* *Skills Shortages in the Asian Workplace, December 2013,*
- \* *Technology Enhanced Learning in Asia Today – Benefits & Challenges, September 2013,*
- \* *Leading & Managing in the 2020 Multi-Dimensional Workplace, August 2013 (a joint report with Temasek Polytechnic TP-THT Centre for TransCultural Studies & STADA Singapore)*
- \* *Blended Learning – Truths, Mistakes and Vast Potential of Multi-Modal Learning, May 2013 (a joint paper with TP3 Australia)*
- \* *Getting the Best out of Your Talent – Whatever the Generation, March 2013*
- \* *Major Learning Trends & Indicators towards 2013 within the Asia Pacific Region, September 2012*
- \* *Communities of Practice – A Guide to the Business Benefits for Asian Companies, May 2012*
- \* *Blended Learning and its Applications for Asian Companies Today, March 2012*
- \* *Developing Multicultural Leadership and Management Skills in Today's Increasingly Globalised Workplace, November 2011*
- \* *Global Themes & Trends – European, US and Brazilian Comparisons on the Key Drivers and Issues in L&OD Today, October 2011*
- \* *Learning in the Cloud – Opportunities & Threats, September 2011*
- \* *Cegos global learning trends research: A comparison between what is happening among learners today and the perceptions of learning professionals, July 2011*
- \* *'Training Today, Training Tomorrow - An Analysis of Learning Trends Across Europe and Global Comparisons', May 2011.*
- \* *'Corporate Philanthropy: How Strategies are Changing and How Cegos is Helping to Make an Impact', May 2011*
- \* *'The Rise of Virtual Learning', April 2011*
- \* *'What has L&OD Learned from the Economic Slowdown', March 2011*
- \* *'Informal Networks – How They Are Changing the World of Work', December 2010*
- \* *'Exploring and Interpreting the Most Important Learning Trends across the Globe', May 2010*





**Stephen Jenner** is Business Development Director at Cegos Asia Pacific. He has had a twenty year career in teaching, training and L&D in a wide range of roles in both public and private sectors, in the UK, Czech Republic, Spain, Denmark, Italy, Egypt, India and Singapore.

Stephen has a special interest in technology-enabled learning and he has a Masters Degree in Online and Distance Education from the UK Open University. He has also presented at many international conferences over the years and he has written articles for the HR press in Singapore. In 2012 he delivered a consultancy on call centre training on behalf of the British

Council for the Colombian Ministry of Education. Stephen worked in India from 2006-2011, leading highly successful training consultancy projects for global companies with outsourced operations in India. In 2011 he moved to Singapore to direct the British Council's flagship Professional Development Centre. Two years later he went to work at Singapore Post, heading up regional sales recruitment and training for the e-Commerce business stream. He has been with Cegos Asia Pacific since July 2015.

Stephen has worked with many companies and organisations over the years, including:

Barclays, Infosys, HCL, British Telecom, Orange, RBS, Tata Sky, Starwood Hotels, Singapore Post, DIFD, British High Commission, British Council and Ministries of Education in Egypt, India, Colombia, and Singapore.

Stephen has professional competencies in a range of areas:

Intercultural working, team effectiveness, sales transformation, performance management, change management, blended and e-learning design and delivery, instructional design, recruitment and selection, materials & course design, communication skills, managing and building teams, profiling tools (DISC, SDI, TMS, Emergenetics), customer service (call centre specialisation), trainer training, e-tutoring, coaching.

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**James Siew** is the Regional Consulting Director at Cegos Asia Pacific. He has held various corporate and consulting roles in Learning & Organization Development over the span of twenty three years in industries such as IT, logistics, finance, electronics manufacturing, distribution and management consulting. James has a special interest in leadership development and culture transformation, and has led consulting projects in strategic leadership development, culture change, sales transformation, talent management, performance management and human capital development best practices. He has also facilitated training workshops in areas

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James began his career in human resource consulting, and over the next 20 years, has developed a career in strategic human resource development and consulting within Singapore and across the Asia-Pacific region. Based in Singapore, he has worked with leadership teams and organizations spanning several countries and cultures; Singapore, Malaysia, Thailand, Indonesia, Vietnam, Philippines, Taiwan, Hong Kong, China, India, South Korea, Japan, Australia, United Kingdom, USA, & Switzerland. James graduated with a Bachelors in Economics and a Post-Graduate Diploma from the University of Melbourne. He has been with Cegos Asia Pacific since February 2015.



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