LEADING LIGHTS

Leading-edge thinking from the brightest minds in learning.
Curated to save you time.

Learning & Performance Institute

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We’ve scoured the web to bring you the latest and best blog articles from the most inspired thinkers in the learning community.

Curated into this handy e-magazine - these 5 short articles reveal a fascinating insight into the thoughts, aspirations and ideas of the learning world’s most astute commentators.

In this issue:

Author and founder of BurnhamL&D, Rachel Burham, discusses how working with people with disabilities has made her question how to make the learning experience better.

Organisational Learning and Talent Manager at London Borough of Lewisham, Andrew Jacobs, shares his Top 10 learning tools of 2016.

Freelance consultant and blogger, Donna Hewitson, tells us how we can find inspiration, encouragement, happiness and personal development in our working lives.

Donald Clarke gives us his honest (and sometimes controversial) opinion on the things that make e-learning “suck”. Do you recognise anything familiar here?

Finally, Charles Jennings muses on the continued dependence on structured courses and programmes, and why this mindset must change if we are to deliver learning closer to the point of need.
The value of asking - my learning from working with people with disabilities

A couple of weeks ago the #LDInsight twitterchat explored how we work with people with disabilities on learning. Many of the participants identified that this was not something that they had experienced very often within their professional careers. My experience is rather different and looking back I realise that I have fairly regularly worked with colleagues and clients with disabilities. These have included people with visual and hearing impairments, people with mobility problems and people with dyslexia, which takes many forms. Actually, the disability comes from the environment, a failure to adapt the learning programme and our attitudes, rather than the condition itself.

I thought it might be useful to share two key learning points from my experience. I make no claims to expertise and I am definitely still learning about how to more effectively make learning accessible to all.

My first learning point, came from very early in my time in training – it definitely was training then! I think it was only about the third or fourth programme that I had been involved in delivering and I’ve never forgotten it. We were working with an external client on a two day programme. To our surprise one of the participants in the programme was blind and we hadn’t known that until we turned up. I remember feeling so embarrassed that we hadn’t known in advance and also feeling that we had been dropped in it by the client.

When we reflected afterwards, myself and my co-trainer, realised that actually we had never asked about whether any of the participants had any particular needs. We had just assumed that they wouldn’t. So we changed our practice and from then on always asked as part of the commissioning and identification of learning needs.
Rachel Burnham

The value of asking - my learning from working with people with disabilities

I think it is worth building this kind of prompt into our processes and practices – so I ask this when I am talking with stakeholders or I might build it into an application form or discussion with individual learners. I think this sits alongside asking about dietary requirements and in an ideal world shouldn’t really be any more difficult to ask and answer than that. I know that not everyone wants to share this information – I think by including it in, we start to build an environment in which it is OK to be open and explicit about our individual needs.

I know I am influenced in this by my personal experiences of disability – for example since I became diabetic, dietary requirements and specific needs go hand in hand. As a child measles damaged my hearing, which in turn affected my schooling for a short while, until I was able to have some treatment. I am comfortable with being open about this – but then I work for myself. And I know that there are many disabilities that are perceived far more negatively than diabetes.

So my first piece of learning is to ask the question.

My second piece of learning is that when it comes to making adaptations to enable an individual with a disability to participate in a learning experience, it is always worth speaking with that person and asking for their advice. Don’t make assumptions or work from generalisations. Many disabilities impact on people very differently. In my experience, it is always worth talking to the individual directly - they are an expert on their needs and have usually discovered what works for them best.

I was once tasked with organising an induction/initial training programme for an individual joining one of our regional teams, in an office at some distance from where I was based. Normally, their manager would have had this responsibility, but they had just moved onto to a new role outside of the organisation themselves. The challenge was that we had severe budget restrictions at the time, so I had no money to travel in person to the location and this was so long ago that there was no online way of communicating in our organisation (hard to imagine now!) and so I needed to mostly work with her over the phone. And she was deaf. So, I contacted her before she formally started and asked her advice.
Rachel Burnham
The value of asking - my learning from working with people with disabilities

So, I contacted her before she formally started and asked her advice. She was able to suggest the type of modified phone that would best suit her, where to order in from and how to get funding to do this! I asked her what else would help her induction and she made a number of other practical suggestions including on office layout, as she used lip-reading and so it was important that she could easily see her work colleagues when they were speaking together. I was so glad I asked her advice!!

So, my second piece of learning is to ask the individual concerned for their advice.

In fact, I find I increasingly ask the question of all the people I work with ‘What can I do to make this learning experience work better for you?’

Most L&D professionals I come into contact with are keen for learning to be accessible for all. I suspect as a profession that we have not done as much as we could to make this a reality. Time for a change.

Rachel helps L&D professionals become even more effective. She is particularly interested in blended learning, the uses of social media for learning, evaluation and anything that improves the impact of learning on performance.
If you haven’t seen Jane Hart’s top 100 tools for learning, where have you been for the last 9 years? Now in its tenth year, Jane asks people to add their top 10 tools for learning and list the software, tools, and services that people use for learning for themselves and others. The vote is open now until 30th September so you have plenty of time to submit your choices.

I looked through my previous blog posts and found that I’d written this up in 2012 and in 2014 so it seems appropriate that I write my list up for 2016! There is a further classification this year to understand how these tools are being used in different contexts and three sub-lists will also be generated:

1. Top 100 Tools for Education – for use in schools, colleges, universities
2. Top 100 Tools for Workplace Learning – for use in training, for performance support, social collaboration, etc
3. Top 100 Tools for Personal & Professional Learning – for self-organised learning

My current list is as follows:

**Twitter – Personal and Professional**
How could I not include Twitter? I was a little shocked but honoured to be nominated as one of the People Management Power List earlier in the year and that has come about through my use of Twitter. In addition to the simple way to connect with people across the world, the chats, the improved DM system, and ease of use across all devices makes it my go to place to check what is happening. It’s the first thing I look at in the morning to check news, ahead of the radio or TV.
Evernote – Personal and Professional
In 2014 I described Evernote as my second brain and it’s still, for me, the best place to file those snippets of information. I had to learn how to use notebooks and stacks to get the best from it but it is definitely something that improves the more you use it. I’m keen to see if it’ll still be on the list in 2 years time; it doesn’t seem to have the fanbase it used to attract.

Feedly – Personal and Professional
After Twitter, Feedly is the second place I go to in the morning. It aggregates 200+ feeds into 9 collections which I check each day. It is simple, ease to share from and I’d be lost without it.

Podcast – Personal and Professional
Since I started running I found that I sometimes needed to hear something other than the sound of my feet on the pavement. I don’t like running to music too often as I find it makes me speed up so looked around at audiobooks and spoken word content. I discovered a great podcast app (Pocket Casts) and have a menu of 20+ podcasts which I listen to regularly. These include the TED radio hour, Malcolm Gladwell’s Revisionist History, the Tim Ferriss Show, RadioLab and This American Life. There is enough variety that I can find content which I can use in work and it’s all available for nil/neutral cost.

YouTube – Personal and Professional
I know other video platforms are available and that you should never read the comments but YouTube still remains the best place to go for video content. Its sheer size is a benefit and an issue; there is most likely the content you need but to sort the wheat from the chaff takes time and focus. A tool which requires some care in its use.
TED – Workplace Learning
This parody of a TED talk is brilliant but there is still a lot of value to be had from the videos. I appreciate that the style is tired to some but TED talks are quick (18 minutes) and used as part of wider support can be excellent ways to headline or summarise additional content.

Chrome – Personal and Professional
I’d be lost without Chrome as my browser. My Chromebook died a couple of months ago and ordered a new one. Within 10 minutes I was back online, set up with the same extensions, tweaks, and tools that I’d had on the previous device. The extensions available from the Chrome web store work effortlessly. Need to identify the colour on a webpage? Use the Colorzilla extension. Want to delete cookies from a single site from within the browser? EditThisCookie will do that. Clip whole or partial pages to Evernote? There’s an extension for that. Simples.

Futurelearn – Workplace Learning
This is the first time I’ve added a MOOC site to the list. Since their introduction in 2008 and development from 2012 as a mode of learning I’ve always thought they needed to be included but never felt that they had the traction required. This was partly because, for some, the jury was still out on them but to me, more importantly, they had a firm US bias. When Futurelearn launched as a UK based MOOC provider I was always hopeful that it would be able to provide the quality that the other MOOC providers offered but with a more UK centric approach. After a slow start, I think they’ve found their space and the content offer is currently used by over 4m people. I’d class that as established now.

Pixabay – Workplace Learning
All the images that I now use on the blog and in my presentations come from Pixabay. It’s a photo sharing community similar to Flickr but the image quality is, in my opinion, much higher. It is a tiny site when compared to Flickr (690,000 images compared to 6 billion) but the quality is excellent and all images and videos on Pixabay are released free of copyrights under Creative Commons CC0. People may download, modify, distribute, and use them royalty free for anything they like, even in commercial applications. I always attribute them to Pixabay although attribution is not required.
Pocket – Personal and Professional
I still use Pocket as I haven't found a better aggregation tool. You know what happens, someone says look at this site, you do but don’t save it, note it, or record it. I go to a page and rather than bookmark it, I simply add it to Pocket to review at a time when I’m ready. The great thing about Pocket is that it’s not device specific and has both Chrome and Firefox add-ins making it simple to use on any system I’m working with. So, that's my top 10 tools. In 2012 I said it might be an idea to try some new tools out on the list with a testing group. I never got to start that idea and think now would be a good time to try it again. I've decided to resurrect that idea and so when Jane's list is published, I want to create a focus group to test some of the tools. We'll create a space where the group can test tools and review them. They might be workplace or personal/professional – are you game for trying out a new tool?

Let me know in the comments if you’d like to join this focus group and also your thoughts on my choices.

Andrew's blog

Andrew Jacobs is an experienced Learning and Development professional (FLPI) who is determined that L&D should be an integral part of business activity. He believes that, too often, managers ask for training as an afterthought, and, since L&D haven't been involved in the design, it fails.

His mission is to get L&D included as an intrinsic part of business practice, to demonstrate its value, successes, and how it adds to the business performance.
Come Together, Get Inspired, Be Remarkable

*“Trust not what inspires other members of society to choose a career. Trust what inspires you.”* – The Lazy Person’s Guide to Success

What makes for a good working life?

A well defined / designed job role?

A boss who shows genuine care for your interests and well-being?

Awareness of, and confidence in, your own skill set, ability and potential?

Empowering and involving people?

What about Fun, Enjoyment, Happiness, Challenge, Trust? How big a part do these play in our working lives? How big a part should they play?

I have been a direct employee for the vast majority of my working life and I have worked for some exceptional businesses who provided all of the above, in abundance. I now work in the freelance world. A world where a better working life is an output of my own stimulus and choices.

I have been incredibly fortunate, some would say lucky, with my choices. The overriding factor in my own success was my decision to join the Hospitality sector. I blogged back in 2013 on Challenging the Perception of this great industry.

To give you a flavour, there are over 70,000 restaurants, 12,500 hotels, 52,000 pubs, bars and nightclubs and when you add these to food service management, gaming, events, visitor attractions, tourist centres and self-catering holiday parks and hostels, you can see how varied this industry really is. I also don’t know too many industries where, within 3-5 years you could be leading a business turning over a million pounds.
You don’t need qualifications or experience to get started. To progress careers, and be successful at all levels from bar to board, I’ve observed people who, in no particular order:

- Have bags of passion, the ability to learn, apply it, succeed, fail, learn from mistakes, get up, go again, listen, learn, develop, respect, admit when they are wrong, question, do, absorb, think, challenge, be interested, be interesting, adapt, influence, reflect, change, be themselves, lead, manage, show they care, support, take ownership and responsibility, coach, be curious, do awesome work consistently, stop, make time for themselves.

Doesn’t require much, eh?

My working life began in a working mens club. I didn’t take it too seriously back then. Unbeknown to me, my career began in 2001 when I joined a pub as a team member. Quickly, I was invested in and developed through the traditional pathway; Team Coach, Assistant Manager, Relief / General Manager. These role were fun, enjoyable, challenging, empowered and trusted. I had bosses who cared and were genuinely interested in my well-being. Did this make a difference? You can bet your life it did.

Did I have an awareness of, and confidence in, my own skill set, ability and potential? Upon reflection, to an extent, yes. But at the time, I didn’t have a clue. Confidence is so important in realising your potential and there wasn’t a training course for that.

So, what did I do?

I said yes. Even if I didn’t know if could do something, I accepted the challenge. This approach enabled me to succeed in a variety of people roles: Operations, Training Officer, Training Manager, Recruitment & Training Manager, Business Partner, Learning & Development Lead, People & Training Manager, Group People Manager, Brand Business Partner, People Director, Owner of People Stuff Matters.

Learning and Development is different now. It is less about formal classroom training but more about experiential learning, reflective practise, social learning through communities and networks supported with some structured learning. It is utterly brilliant. I am blessed with a stand-out Personal Learning Network (PLN).
I now work in different sectors and I’m learning new stuff all the time. The big questions and, if I am honest, challenges to myself have not changed much over the years:

- How will my role contribute positively to the businesses I work with?
- How can I continue to encourage others to try something new, something which perhaps is thought of as being beyond their ability?
- What can I do to deliver what clients need vs what they want? Granted, they may be the same.
- Who challenges my work and my thinking?
- Where do I seek counsel, inspiration and guidance?
- How will I continue to grow and develop myself?
- Why do I do what I do?

How do I give back? This one, I am working on [here](#).

When I consider my prospects when I first started work, never in my wildest dreams did I believe that I could achieve what I have during my career. Moreover, I now do great work and have the most amazing working life. And I’m not finished yet. Proud face right here.

**Donna’s blog**

*Donna helps organisations to develop their culture, she also facilitates learning and development, manages employee relations. A fun and non-fluffy International People Consultant.*

*A Donna has a vast experience in resourcing, reward, recognition, Learning & Development, social interaction, communication, culture, employee relations, organisational development, change management, generalist business solutions and integration projects within multi-site organisations.*
20 ways to make your e-learning totally suck

A lot of e-learning sucks. It’s like wearing a suit or coat that’s two sizes too small – all a bit cramped and makes you feel uncomfortable. Here’s a selection of 20 things that drive me CRAZY when doing e-learning.

1. Learning objectives – don’t bore me with your teacher and trainer-speak up front. I’m bored already and we haven’t even started. More here.

2. Long introductions – history of,...background to... here’s your tutor... No, give it to me straight, stop padding things out. More here.

3. Cartoons – cartoon style imagery is for kids. I don’t watch cartoons on TV, so don’t give me them when I’m learning - they’re so damn condescending.

4. Perfect people – I know this is about management but I don’t need stock pictures of perfect people in perfect suits with perfect teeth and hair – believe me, real offices don’t look like that.


6. Text and audio at same time – stop – I can’t do both at the same time. Give me images with narration or text only – not narration and text at the same time – it makes my head hurt.

7. Too much text – I don’t want all of this legal stuff, detail, overlong stories. I’m never going to remember all of this, so cut it until it bleeds, then cut it some more.

8. Over-engineered effects – too much distracting movement, effects and buzz makes my head spin – when I learn, less is more.
Donald Clarke

20 ways to make your e-learning totally suck

9. Long video sequences – OK you’ve hired a video guy and the academic wants to prattle on a bit but I’m bored after 5 minutes and learning precisely nothing. Keep it short. Less is more. More here.

10. Tinny audio – you sound as though you’ve recorded this in a tin shed. Get a proper mike and record in a proper environment. More here.

11. Sound effects – you may think it’s fun but those beeps for correct answers and bongs for wrong answers are doing my head in! More here.


13. Multiple choice questions that simply take a noun from the text and ask me to select it from a list. In real life I never select answers from lists. It’s a test of recognition, not knowing. More here.

14. Stupid options in multiple-choice questions – don’t do it, I’m not a dumb-ass, treat me like an adult.

15. False buttons – don’t make me click on something that looks like it’s interactive when it’s not. That annoys the hell out of me. More here.

16. Opaque icons – your graphic artist may think he/she is an ‘artist’ but I haven’t a clue what that icon means. More here.

17. Gamification – I’m not one of Pavlov’s dogs, so don’t make me collect coins, chase rubies or do silly gamey things in order to learn – I’m not 12. (Note that I’m all for deep gamification.) More DOs & DON’Ts here.
18. Learning styles – what are you talking about - they don’t exist. Let me repeat – they don’t exist.

19. Mindful – let’s stop and be mindful – no that’s a mindless fad and I have a mind that wants to learn– move on.

20. Chat – so you’ve got a chat box for ‘social’ learning, as you believe in social constructivism. Forget that Vygotsky shit – chat is usually boring, long winded and irrelevant.

**Conclusion**

Note that I’m not against all of these things, especially gamification and collaboration. I’m just against simplistic implementations that learners don’t like. I could have gone on with another 400 DOs and DON’Ts but they’re all listed, explained and categorised here if you want to check out more.

Donald’s blog

Donald Clark was CEO and one of the original founders of Epic Group plc, which established itself as the leading company in the UK online learning market, floated on the Stock Market in 1996 and sold in 2005.

Describing himself as ‘free from the tyranny of employment’, he is a board member of the University for Industry, City & Guilds (Council), Cogbooks Ltd, LearningPool Ltd and Deputy Chair of Brighton Dome & Arts Festival Ltd.

Donald has 30 years experience in online learning, games, simulations, social media and mobile learning projects and designed, delivered and advised on online learning for many global, public and private organisations. He is an evangelist for the use of technology in learning and has won many design awards, including the first ‘Outstanding Achievement in E-learning Award’.

An award winning speaker at national and international conferences...... also a regular (and controversial) blogger on technology!
The centenary of the US National Parks Service was marked recently, the natural beauty of these places across the North American continent is unquestionable. They are amongst some of the greatest treasures the USA and the world possess.

But they haven’t always been seen that way.

The father of today’s National Parks was John Muir. Born in Dunbar on the south east coast of Scotland, Muir was the son of a Calvinist who believed anything that distracted from Bible studies was frivolous and punishable. Muir’s father, it’s said, emigrated to the United States because he found the Church of Scotland ‘insufficiently strict in faith and practice’.

John Muir’s response to his father’s view of the world was to turn the Calvinist work ethic he’d grown up with towards his own ‘redwood cathedrals’ with an unsurpassed enthusiasm. His life’s work was to protect the beauty that has become the National Parks. His writings convinced the US Government to protect first Yosemite, Sequoia, Grand Canyon and Mount Ranier and later all the other 55 national parks across the USA and its associated territories.

Muir left as his legacy an incredibly pristine natural beauty that everyone can share. Without John Muir much of the beauty that exists in the National Parks would have become utilitarian resources.

What’s the Link with Learning & Development?

Today the world of L&D is a little like the world the young John Muir confronted. This is a world where some good work was taking place to open eyes to new and exciting environments, but where the dominant mindset was constraining even better things from happening.

In Muir’s case the dominant mindset he challenged was the desire to conquer nature and make it useful for man. The view was that if some preservation efforts could be made along the way, then all well-and-good. But the principal mindset and focus of the day was management and control of nature in the service of humans.
The course and programme mindset

We’re in a similar predicament in the L&D world today. Most of L&D’s work is done within the ‘course and programme’ mindset. It’s the natural fit for management and control.

This is understandable because many of today’s learning and development practices emerged during the second half of the 20th century. Following the Second World War the drivers were industrialisation and mass production. The need was perceived for a solid skill base to ‘feed’ the factories and enterprises on the back of building strong economies. The solutions that were developed to help build workforce capability in this context were invariably built on the idea that learning and working were best carried out separately. It was believed that if we removed people from their day-to-day work they could ‘focus on learning’ better. So structured learning interventions became the standard approach. Training became a huge industry.

Structured learning is a relatively easy process to manage and control. It fits with the industrial mindset. Fred Taylor (‘Principles of Scientific Management’) had told us that developing good management practices was simply a process of applying science to management. So developing good L&D practices for developing managers and others should be the same.

But they’re not.

We now understand that the closer to the point of use that learning occurs, then the more effective and lasting it’s likely to be. Context is critical for effective learning. Knowledge and skills are not enough. We need to have the understanding to apply knowledge and skills in context to deliver high performance.

McKinsey’s report on ‘why leadership development programs fail’ clarifies this point very well. The McKinsey study found that four common mistakes, made over and over again, are leading to the waste of a large percentage of the $14 billion spent annually by US organisations alone on improving the capabilities of managers and nurturing new leaders.
The four common mistakes the McKinsey researchers identified are:

1. Overlooking context
2. Decoupling reflection from real work
3. Underestimating mindsets
4. Failing to measure results

Each of these could be contributed in part to the ‘course and programme’ mindset. If we separate learning from the work, and thus remove most of the context, we are likely to produce sub-optimal solutions. If we don’t adopt new mindsets we will never be able to meet the changing needs for rapid and continuous learning. If we spend our time inventing ‘learning metrics’, rather than simply working with our clients and stakeholders to measure what matters to them, we will never understand whether our solutions are making a difference.

If we’re going to be bold and make Muir-like differences we clearly need to step beyond the course and programme mindset.

It won’t be easy.

Moving the dial

Most of the standard models still used by learning and development professionals, and still taught by many organisation across the world as they prepare people for careers in learning and development, were developed with structured learning away from work in mind. We have refined the planning and structure of the ‘perfect programme’ to the ‘nth degree’ but the question is whether we are aiming our efforts at the right target.

To an extent, I think we are still ‘perfecting the irrelevant’ in a world that has moved on unimaginably over the past 25 years.

Of course all structured development isn’t irrelevant. Sometimes it is vital and the best way to help people improve. But a good deal of structured development has little effect on the participants’ ability to do their jobs better and our continued focus on it to the exclusion of other approaches is leading to many L&D teams being unable to effectively support their organisations. In other words, the course and programme mindset is limiting other opportunities.
Typical offerings to prepare our future professionals reflect the dominance of the course as virtually the only the mechanism to get any attention. As such, they are constraining our ability to deliver real impact by supporting learning in the daily flow of work. These ‘learning separate from work’ models are the antithesis of what my Internet Time Alliance colleague Jane Hart calls Modern Workplace Learning and what my 70:20:10 Institute colleagues and I call ‘70:20:10 practices’.

The inertia is strong - effective L&D professional development is critical

The formal training industry is huge and is well embedded in HR practices. The annual performance review and development objective setting process is witnessing some changes, but it is still widespread. Development objectives still predominantly materialise as the need to attend courses or programmes. Of course this is evolving, but the inertia is strong and change is slow.

When we look at the way professionals in this field are themselves developed we can get an idea of the vortex that’s helping to hold fast the course and programme mindset.

HR, L&D and OD development is still predominantly based around training to deliver ‘faster horses’. Even if Henry Ford didn’t utter the famous words when asked what he thought his customers wanted (and there’s no evidence he did), history suggests he thought along those lines. Ford’s genius was to develop a new mindset about production and delivery. One of L&D’s challenges is that its profession must do the same.

Although a few professional bodies are making some progress, when we look at the majority of development opportunities for professionals in the learning and development sphere we see preparation for a world that is in the past.

Today’s world requires L&D professionals to be agile and support their ‘customers’ in their workflow. L&D needs to focus on the ‘70’ and ‘20’ – supporting learning as part of work and learning from (and with) others.
However, most professional development offered by commercial companies for L&D practitioners is still rooted in the training paradigm. Even though L&D leadership development is couched in different words (and possibly held in more up-market locations) it is still predominantly structured in the training paradigm. Command and control – even if some role-play and simulations are included.

This type of L&D professional development is typified by the description below of a train-the-trainer course (taken today from a publicly available brochure):

“This lively and interactive course will help delegates develop and hone their skills so they are able to plan and deliver effective training. Delegates will learn:

- How to define objectives that meet both business and trainee needs.
- How to plan and design training to gain the trainee's commitment and enthusiasm - even reluctant trainees!
- How to recognise the different psychological and sensory learning styles of trainees.
- How to adapt training to meet ALL of these styles
- How to deal with challenging trainees and resistance to training.
- How to deal with trainee concerns about training.
- The pro's and con's of different training methods.
- How to ensure training is interactive and participative and not simply a presentation.
- How, why and when to adopt a facilitative or directive training style.
- How to ensure and check that training:
  - Is really effective
  - That objectives have been met
  - That real learning has occurred
  - What to do before and after training to ensure the best outcome for the business and trainee”

This could have appeared in a 1990s brochure – and may have looked dated even then. It’s rooted in the idea of training being something that needs to be presented in a particular way to make it palatable. And it is typical of thousands upon thousands of ‘course and programme mindset’ offerings still being promoted to develop L&D professionals (and others who want to develop up-to-date L&D skills) around the world.
‘Imagining the different’

If we are going to ‘imagine the different’ there is a requirement to be both bold and focused. We need a galvanising vision to do things differently and better.

We have to take a lesson from John Muir and find a way to break our reliance on the dominant mindset of the day. We must re-think the options we have to both support our stakeholders and clients with solutions that provide learning in the flow of work and, at the same time, think about ways we can help our own profession develop beyond refining training processes. If we don’t step beyond the course and programme mindset we will forever under-deliver on the promise to support high performance in the best ways possible.

“Only by going alone in silence, without baggage, can one truly get into the heart of the wilderness. All other travel is mere dust and hotels and baggage and chatter.” John Muir in a letter to his wife in July 1888

John Muir, American conservationist. Photograph by Professor Francis M. Fritz in 1907
Public Domain

Charles’ Blog

Charles is one of the world's leading experts on building and implementing 70:20:10 learning strategies. The 70:20:10 model is based on observations that high performing individuals and organisations develop most of their capability through learning within the workflow. Also called the ‘3Es approach’ (Experience: Exposure: Education).
Charles has led learning and performance improvement projects for multinational corporations, government agencies, not-for-profits, and other organisations for more than 35 years. He has been a keynote and invited speaker at many international events around the world, including three Gulf Economic Forum conferences attended by high-level government and business officials, many Heads of State, Presidents and Prime Ministers. Key Areas of Expertise: ‘Working Smarter’, 70:20:10 Strategies and Implementation, Workplace Learning, Human Performance & Productivity, Learning & Development Strategy and Operations, ‘Informal’ Learning, Learning Technologies, Social Learning, Performance Support (ePSS) and Business Process Guidance.
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