



70:20:10 Framework

The 70:20:10 framework describes how best to structure professional and career development to maximise learning. Research suggests that 70% of learning takes place through experiences “on the job”, 20% is social or relationship based learning, and 10% is through formal learning such as courses, programs or study.

70

EXPERIENTIAL LEARNING (THE 70)

Learning and developing through day-to-day tasks, challenges and practices e.g. workplace projects, higher duties opportunities, secondments

20

SOCIAL LEARNING (THE 20)

Learning and developing with and through others e.g. coaching, mentoring, conference attendance

10

FORMAL LEARNING (THE 10)

Learning and developing through structured modules, courses and programs e.g. further study, formal workshops, seminars or online learning

Development Methodologies

Development Methodology	Description	Target Development	Success Factors	Benefits
The 70: Experiential Learning				
Job Enrichment or Higher Duty Opportunity/ Acting Position Opportunity	The practice of assigning a staff member a job responsibility that is not typically associated with his/her current role. Provides an opportunity to work on 'next-level' job responsibilities. Usually undertaken within current work department or team but can go beyond this.	<ul style="list-style-type: none"> • Specific functional or role-specific capabilities/skills • Career development/ progression • Increases flexibility within department/team 	<ul style="list-style-type: none"> • Identifying talented early career staff • Determining with staff the on the job opportunities that would be of interest/ aligned to their learning style • Establishing with staff members the developmental goals of a stretch assignment or higher duty opportunity • Providing logistical coaching support 	<ul style="list-style-type: none"> • Develops talent with broader experience • Supports organisational succession planning, including retention of talented staff • Improves performance • Boosts staff motivation within current role
Workplace projects/ Participation in Task Forces or Committees	Being involved in a specific project or being a member of a committee or taskforce.	<ul style="list-style-type: none"> • Broader workplace knowledge • Networking/exposure • Specific skills development e.g. project management or cross-functional collaboration 	<ul style="list-style-type: none"> • Management support • Opportunities to put learning into practice after project finished. 	<ul style="list-style-type: none"> • Provides development without taking staff out of their role • Increased exposure in the University or Sector
Secondment or Sabbatical (Special Studies Program)	Where an individual makes a temporary move to another area or into another level or type of role in the University, or visits/attends another University /campus of a collaborative partner to learn about their approach or practice in an area.	<ul style="list-style-type: none"> • Gain cross-functional / organisational knowledge and strengthen collaboration • Further research, scholarship, professional practice • Career development • New work skills and building transferable skills 	<ul style="list-style-type: none"> • Being clear about the goals and duration of the secondment/sabbatical • Management support 	<ul style="list-style-type: none"> • Structured, hands on experience • Increased exposure • Increased self confidence in ability to learn new capabilities • New knowledge and ideas
Action Learning / Participation in Multi-disciplinary projects	Where individuals work on real problems and issues that have the possibility of having action taken on them in the workplace.	<ul style="list-style-type: none"> • Problem solving • Cross-functional knowledge and increasing understanding of the 'whole' organisation 	<ul style="list-style-type: none"> • Needs top level management support and monitoring. 	<ul style="list-style-type: none"> • Helping to develop solutions/solve real problems • Networking /exposure • Can make a major contribution to freeing up inflexible or traditional thinking.
Job Rotation or Job Exchange	Where two or more staff members exchange job roles and responsibilities. Typically this can be from 3 months to a 1 year timeframe and occur within the same department or team.	<ul style="list-style-type: none"> • Cross-functional knowledge • Career development opportunity • Succession planning • Lateral thinking/problem solving • Enhancing collaboration 	<ul style="list-style-type: none"> • Identifying staff at similar levels • Being clear about the goals and duration of the rotation/exchange • Providing adequate support, particularly during shorter timeframes 	<ul style="list-style-type: none"> • Facilitates cross-functional knowledge sharing and best practice
Work Shadowing or Observation	A temporary work experience opportunity where staff learn about a particular aspect of work (typically in a field of interest) by 'walking through' the work day with another staff and observing another person 'in action'. Often occurs within the same department or team	<p>For person shadowing:</p> <ul style="list-style-type: none"> • Experience of new role • Career development • Networking <p>For person who is the host:</p> <ul style="list-style-type: none"> • Coaching skills • Analysis of style and practice • Self-reflection 	<ul style="list-style-type: none"> • Matching shadows and hosts carefully • Creating clear goals and objectives 	<ul style="list-style-type: none"> • Facilitates cross-functional knowledge sharing and best practice • Facilitates development of future leaders • Facilitates team flexibility and knowledge sharing.

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The 20: Social Learning				
Coaching	A collaborative relationship between a staff member and a supervisor, or a staff member and an external professional, which enables learning and development to occur, usually to enhance capability, confidence and performance in the current role. Can also facilitate career development. Generally structured over a defined period (1 month to 1 year) and linked to specific goals.	<ul style="list-style-type: none"> • Technical or interpersonal skills • Management or leadership development • Increased ability to problem solve and find creative solutions to new problems • Build professional know-how and confidence 	<ul style="list-style-type: none"> • Matching the right people as coaches • Selecting an internal or external coach • Deciding if the coaching is formal with specified learning outcomes or more informal 	<ul style="list-style-type: none"> • Accelerates 'on the job' development • Potentially provides an opportunity to work with someone outside of the University • Provides an opportunity for reflection and creative problem solving
Mentoring (being mentored or being a mentor)	Provision of support between two people, normally by one with knowledge/experience of a subject area and sector in which the other person wants to 'grow'. It can be a formal or informal, structured or unstructured arrangement, but generally covers 'whole of life' and enhances career, personal and professional growth and development.	<p>For person being mentored:</p> <ul style="list-style-type: none"> • Personal effectiveness • Organisational/sector knowledge • Career development <p>For person mentoring:</p> <ul style="list-style-type: none"> • Leadership skill development • Time to reflect on and evaluate own knowledge and practice • Feedback/communication skill development 	<ul style="list-style-type: none"> • Deciding if the mentoring is formal with specified learning outcomes or more informal • Method of matching mentor and staff member. • Creating a genuine partnership based on mutual respect and trust 	<ul style="list-style-type: none"> • Development and retention of talented staff • Knowledge management • Clarification of future career directions
Conference Leave	Attendance at relevant conferences.	<ul style="list-style-type: none"> • Functional or role specific knowledge • Keeping up to date with thinking and gaining new ideas • Getting exposure for own research / practice 	<ul style="list-style-type: none"> • Management support and funding • Opportunity to apply new thinking and learning soon afterwards 	<ul style="list-style-type: none"> • Provides an opportunity to reflect on current practice and identify innovation opportunities • Broadening/strengthening networks • Can help with getting published.
Community of Practice	Where individuals meet to share know-how and learning around current workplace issues and practices.	<ul style="list-style-type: none"> • Workplace problem solving • Build know how and confidence 	<ul style="list-style-type: none"> • Ensuring focus so that leads to practical learning. • Co-ordination to monitor effectiveness of Community of Practice and to keep focused. 	<ul style="list-style-type: none"> • Helping to solve real problems • Networking with colleagues • Building a learning culture
Membership of and Active Involvement in Professional Organisations and Networking Groups	Participation in relevant external professional bodies and/or networks such as relevant Australian Societies e.g. Australian Society for Medical Research, ATEM. Includes access to professional activities organised by the Associations and often access to resources on the Internet, publications, databases, and current research materials.	<ul style="list-style-type: none"> • Broader industry / professional knowledge • Keeping up to date with current thinking and practice 	<ul style="list-style-type: none"> • Allowing time to engage in related activities e.g. attendance at conferences or networking functions 	<ul style="list-style-type: none"> • Strengthening and broadening networks • Increased professional exposure • Keeps knowledge current • May open up career opportunities.

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The 10: Formal Learning				
Further Study	An arrangement whereby a staff member can apply to take time off with or without pay for a specified duration of time to pursue an educational course, including tertiary studies.	<ul style="list-style-type: none"> • In-depth education / research • Up to date/best practice knowledge • Networking • Usually accredited courses that add to a person's credentials 	<ul style="list-style-type: none"> • Clear and rigorous application and selection / approval processes • Ensuring management support • Relevance of educational course to learning and development needs 	<ul style="list-style-type: none"> • Increases staff engagement • Encourages cutting-edge organisational knowledge through strong links with industry or academia
Formal Workshop or Seminar (face to face)	Classroom based workshops or seminars often targeted toward specific staff groups or development areas. Can be delivered by internal or external presenters. Includes attendance at the University's staff development programs.	<ul style="list-style-type: none"> • Functional or role-specific knowledge • Management and leadership capability development • 'Soft' skill development e.g. specific communication skills, conflict management skills 	<ul style="list-style-type: none"> • Identifying the appropriate staff capability gap and clarity about what is to be developed • Matching to appropriate course • Ensuring full course attendance and completion of course activities • Opportunities to put learning into practice straight afterwards. 	<ul style="list-style-type: none"> • Provides focused and targeted learning and development • Can be 'just in time' development
Self-paced online learning	E-learning courses or access to online guidance to develop specific knowledge or development in a specific area. Often targets a specific staff group and can be external or internal, for instance, using My Uni Tutorial.	<ul style="list-style-type: none"> • Functional or role-specific knowledge • Management and leadership capability development • Gain ideas on an approach or way to re-orientate current practice. 	<ul style="list-style-type: none"> • Identifying the appropriate staff capability gap and clarity about what is to be developed • Ensuring completion of course activities • Access to assistance to clarify queries • Opportunities to put learning into practice straightaway 	<ul style="list-style-type: none"> • Provides focused and targeted learning and development • Often is 'just in time' development
Literature Reading	Individual reading of relevant books, articles and other relevant literature that builds further knowledge of a specific topic.	<ul style="list-style-type: none"> • Functional, role or sector specific knowledge • Best practice knowledge • Provides opportunity to self-reflect on current practice • Can be done at a pace that suits the individual. 	<ul style="list-style-type: none"> • Allowing time to engage in reading as a development activity • Opportunities to showcase new knowledge and learning • Opportunity to discuss new ideas and how they may be applied 	<ul style="list-style-type: none"> • Keeps knowledge current • Enables access to 'best practice' thinking • May lead to innovation opportunities.