




Social learning: how it works in the workplace

An exploration of the factors that influence, define and nurture modern social learning



IT SEEMS HUMANS ARE ALREADY PRETTY
GOOD AT LEARNING SOCIALLY SO LET'S NOT
GET HUNG UP ON ANY CONCEPTS OF
'SOCIAL LEARNING'. TO DO SO IS TO RISK
OVER ENGINEERING OR OVER COMPLICATING
SOMETHING THAT JUST HAPPENS NATURALLY.

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Social learning: what's all the fuss about?

Has social learning really become a tried and trusted part of the learning & development wardrobe or is it a bit of a case of the emperor's new clothes?

It cannot be denied that there is an ever increasing level of interest in the whole concept of 'social learning'. In our own recent survey for our Learning Insights 2017 report, 57% of all respondents indicated that social learning is an essential element to their L&D strategy. The same group were asked how likely they are to have social learning in place within the next two years. A startling 65% of all respondents said they would.



57%

**SAY SOCIAL LEARNING
IS ESSENTIAL TO THEIR
L&D STRATEGY**

To those of us who have been writing, reading and hearing about social learning for many years it's of no great surprise that our ever growing personal obsession for communicating through the vast range of internet applications and mobile technologies available has heralded a revolution in the way we interact. A revolution that not only affects the way we communicate with our personal networks of friends and family, but has changed forever how we engage with and acquire new knowledge and information.



Our 2016 research into social learning habits provided interesting insight into just how embedded social technologies already are in day-to-day behaviour. A huge 94% of respondents stated they use technology as a matter of course to share information and keep up to date.

It would seem that our obsession for creating new ways to connect virtually in order to share our personal and organisational knowledge and

information continues unabated; as too does the development of the technologies themselves.

94%
**OF OUR
RESPONDENTS
STATED THEY USE
TECHNOLOGY
AS A MATTER OF
COURSE TO SHARE
INFORMATION AND
KEEP UP TO DATE**

There is clearly an appetite for individuals and organisations alike to utilise and exploit all that this dramatic social shift has to offer. As individuals we have realised and embraced the benefits of establishing personal and professional networks of like-minded people with whom you can share ideas, ask questions, discover new facts and acquire more knowledge.

70% of people we surveyed state that their first port of call when looking to solve a problem are immediate colleagues and their own personal professional network. This trend has not gone unnoticed by employers and the learning & development community.

For many years we have recognised that much learning takes place informally, is naturally occurring and happens in the lived moment; we also recognise the value of more structured and formal knowledge acquisition approaches. And as people we are innovative, ingenious and adaptable, using what we have around us and moulding it to fit and meet our needs.

It's against this backdrop that the L&D community faces an immediate challenge. Embrace the social change, utilise the technology that works and adapt to how we support workplace learning or face an uncertain future as individuals increasingly use technology to find their own way, control and drive how, where, what and when they learn.

In this report Kineo seeks to explore both of these perspectives and will as a result offer a view as to the future of social learning. You may or may not agree with the conclusions offered, your experiences may differ from those included. Either way we want to open up the conversation about how organisations can develop healthy, sustainable and rich learning and development cultures. In particular, we want to explore the role the 'new social' learning really has.

70%
**ASK COLLEAGUES
OR PERSONAL
PROFESSIONAL
NETWORK FIRST
WHEN SOLVING A
PROBLEM**

Social learning: how it works in the workplace



Reclaiming social learning

There's a certain implicit logic to the origin of social learning, and it has nothing to do with technology.

If we take the separate definitions of the words 'social' and 'learning' together they start to provide us with some basic insight and understanding of the concept we label 'social learning'.

Social /ˌsəʊʃəl/

- Adjective**
1. Relating to society or its organisation
 2. Needing companionship and therefore best suited to living in a community

- Noun**
1. An informal social gathering, especially one organised by members of a particular club or group

Learning /'lɜ:(r)nɪŋ/

- Noun**
1. The acquisition of knowledge or skills through study, experience or being taught

Source: Oxford English Dictionary

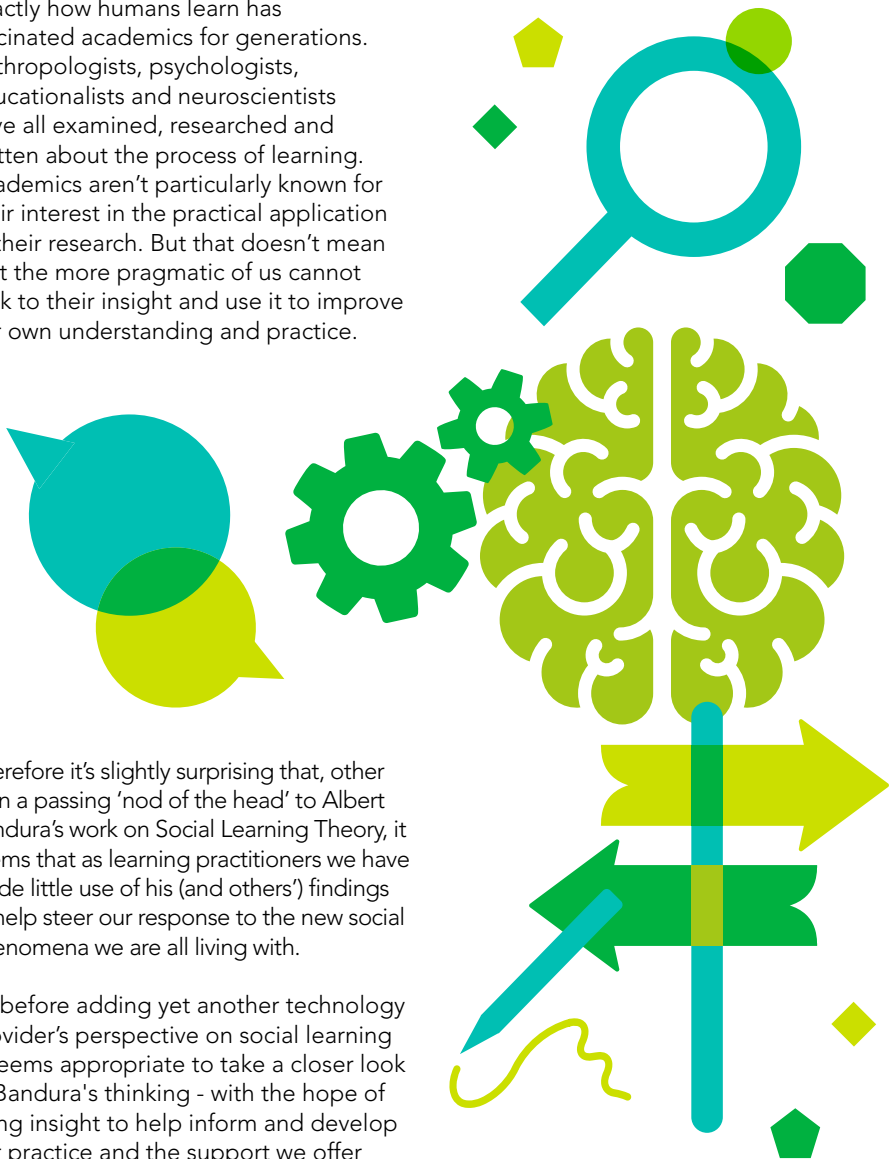
It's by combining the definitions of the two words that we offer a simple definition of what we understand by social learning and offer the starting point for this discussion;

an exploration of how knowledge and skills are acquired as a result of the social interaction with others.

Exactly how humans learn has fascinated academics for generations. Anthropologists, psychologists, educationalists and neuroscientists have all examined, researched and written about the process of learning. Academics aren't particularly known for their interest in the practical application of their research. But that doesn't mean that the more pragmatic of us cannot look to their insight and use it to improve our own understanding and practice.

Therefore it's slightly surprising that, other than a passing 'nod of the head' to Albert Bandura's work on Social Learning Theory, it seems that as learning practitioners we have made little use of his (and others') findings to help steer our response to the new social phenomena we are all living with.

So before adding yet another technology provider's perspective on social learning it seems appropriate to take a closer look at Bandura's thinking - with the hope of using insight to help inform and develop our practice and the support we offer learners.



'Social learning' as verb, not a noun...

At the heart of social learning theory is the perspective that learning is a contextual process, and it is the cognitive engagement and interaction with day-to-day experiences that provides the stimulus for the acquisition of new knowledge and skill. It is this dynamic that Albert Bandura explored over many years, it is his perspective we'll be digging a little deeper into.

Modern day social learning commentators often credit Bandura's Social Learning Theory as the key theoretical underpinning for what we understand today as social learning. Bandura's much referenced original theory, published in the 1970s, was expanded with the publication, in the 1980s, of his less-acknowledged Social Cognitive Theory. In it Bandura went beyond his initial hypothesis, i.e. that as social animals we ostensibly learn by observing and modelling the behaviours, attitudes and emotional reactions of others.


He went on to acknowledge that social learning is a far more active learning process than his earlier thinking implied.

He argues that 'People are self-organizing, proactive, self-reflecting,

and self-regulating, not just reactive organisms shaped and shepherded by environmental events or inner forces. Human self-development, adaptation and change are embedded in social systems ... people are the producers as well as the products of social systems. Personal agency and social structure operate as co-determinants in an integrated causal structure rather than as a disembodied duality.' (Bandura, 1986)¹

The conclusion we can draw is that **social learning is an active process of knowledge acquisition. It is a process whereby we learn through our own personal agency. As such we interact and contribute to our environment, playing an active role in sharing and acquiring knowledge and insight, rather than being a mere sponge of the actions going on around us.**

¹ Bandura, A (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice Hall.

A photograph of two women in a modern office environment. The woman on the left is smiling and looking towards the right. The woman on the right is also smiling and looking down at a tablet she is holding. The background is a blurred office interior with large windows and structural elements. The entire image has a green color overlay.

**“SOCIAL LEARNING IS
A PROCESS WHEREBY
WE INTERACT AND
CONTRIBUTE TO OUR
ENVIRONMENT, PLAYING
A ROLE RATHER THAN
BEING A MERE SPONGE.”**

People first, technology second

It would seem that contemporary commentators are right to reference Bandura. His exploration of social learning is as highly relevant in today's technologically driven society as it was when he was first published over forty years ago. In fact, it could be argued that with the increasing ease and speed of communication, Bandura's theories are more relevant and important than ever before.

We believe that rather than just acknowledge Bandura, we should look to his thinking and his rationalisation of social learning as the solid foundation upon which the understanding and practise of modern social learning practice should be built.

As a result, if the learning & development community is to fully realise the benefits social learning offers their organisations and their people we must seek to

recognise and adopt the conditions that Bandura implied are key aspects of social learning practice.

The basis of our argument is that, rather than looking for the next social tool or platform that will deliver 'social learning', the L&D community should be seeking to build environments and cultures that enable and empower learners to act with what Bandura would describe as 'personal agency'.



**BANDURA SUGGESTS PERSONAL
AGENCY IS DEFINED BY THE
FOLLOWING CHARACTERISTICS:**

SELF-ORGANISING
PROACTIVE
SELF-REFLECTING
SELF-REGULATING
ADAPTABLE TO STRUCTURE
INFORM SOCIAL SYSTEMS
INFORMED BY SOCIAL SYSTEMS

Making social learning happen: Lessons learned 1

A large, national organisation was keen to explore the benefits of using technology to support social learning throughout the business.

The Learning & development team was tasked with the challenge, aware that some teams were already informally using tools such as Slack and Yammer, to share information and knowledge and as a platform for in-the-moment problem solving.

After some more research the team decided to introduce Yammer more formally and set up a discrete pilot group. That group was made up of people who shared similar roles across the organisation and already had a relationship.

The study went well, the group reported that the new network hosted on Yammer was providing opportunities to quickly and easily access information from 'in the know' colleagues. Contribution levels were good as were traffic levels across the group. The L&D team was pleased to report their findings back to the organisation's senior management.

On the back of such positive news the senior management team took the

decision to 'roll out' social learning to the rest of the organisation. They formally adopted Yammer and prepared for a 'big community' launch campaign.

After the initial fanfare the CEO launched the new site with a conversation thread to the whole organisation. Extolling the virtues of social learning, he invited comment and feedback and encouraged everyone to join the 'big community'.

After an initial flurry of the usual praise for the initiative, (and a few not so complementary 'jokes' at the CEO's expense) a still quiet descended on Yammer. After some cajoling by L&D and few more updates from the CEO his own enthusiasm and the organisation-wide engagement with the experiment withered quietly away.

When L&D reviewed traffic some months later, even the successful pilot group had stopped.

Although names have been removed to protect the innocent, the above anecdote is based on actual events. The research we've been carrying out with our clients and network of contacts tells us this is not such a unique story.

Using Bandura's definition and reflecting on one key tenet of his argument we are offered an insight into why the example we've detailed here may have failed. 'Human self-development, adaptation and change are embedded in social systems... people are the producers as well as the products of social systems.'¹

Bandura argues that as individuals we all act with personal agency, and as such it is the choices we make, based on our own identity and experience, that react to and create the interactions we have day in day out; and therefore social learning is a dynamic process.²

Go heavy on the 'social' and light on the 'learning'?

Bandura clearly indicates that to be a social animal means active engagement with the world around us. On this basis it would seem to fair to argue that the moment social learning is strategised

or operationalised through tools and platforms its efficacy starts to erode. In our example it would seem that just introducing the 'tool' and expecting social interaction to naturally follow was the key mistake. It is therefore important, if social learning initiatives are to get traction, that learners feel and are empowered to act with agency to lead their own learning needs. Social tools are the mere vehicle, without creating the conditions necessary to nurture personal agency then attempts to create 'social learning' will invariably fail.

So where do we go from here?

Kineo, like many other organisations, is built on the shoulders of wider technological development. It may seem counterintuitive for us to advocate anything other than new technological solutions. However, in the instance of supporting the development of social learning this is exactly what we're saying.

We believe the key to unlocking social learning is to nurture and encourage the behaviours that underpin personal agency and encourage the creation of dynamic social structures.

¹ Bandura, A (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice Hall.

² Bandura, A (2001). Social Cognitive Theory of Mass Communication. *Mediapsychology*, 3.

Implementing social learning in a 70:20:10 way

As we all know, in the last few years the 70:20:10 framework has captured the learning & development community's imagination and interest.

It seems that you can't open a learning technology website, blog or article without stumbling across this seemingly magical ratio. But is this extremely popular learning framework robust enough to offer the foundations for contemporary workplace learning cultures and strategies? If so, how do we utilise it to inform our understanding of 'social learning'?

Putting the 70:20:10 model into practice means more than adapting or building courses to include elements of social and workplace learning. Separating formal, social and experiential learning into discrete 'boxes' to better measure the proportions simply perpetuates the myth that the numbers are the important part, and that learning can be divided into neat categories.

"The principles work for delivering performance, many are starting to move in this direction but we need acceleration. The 70:20:10 framework brings the principles together:

- Technology is fundamental to implementing change
- The role of line managers is fundamental
- There needs to be a new role for L&D₃"

The power of 70:20:10 does not necessarily come from a robust academic provenance, but its appeal comes from a more pragmatic perspective. In recent times 70:20:10 has provided L&D with a framework that helps define how a learning strategy should seek to provide learners with opportunities to learn across the full range of their experiences.

³ Jennings, C. Overton, L. Dixon, G (2016). 70+20+10=100 The Evidence Behind the Numbers. Towards Maturity In-Focus Report (p34).

AT THE HEART OF 70:20:10 ARE THREE BASIC ASSUMPTIONS:

- 1 WE CONSTANTLY AND ACTIVELY LEARN FROM OUR DAY-TO-DAY EXPERIENCES**
- 2 WE LIKE TO ACTIVELY ENGAGE SOCIALLY AND COLLABORATIVELY WITH OTHERS**
- 3 WE RECOGNISE THAT STRUCTURED, FORMAL LEARNING HAS A PLACE**



Few people, if any, would argue against either the sense or validity of such a simple model. If we all take a moment to reflect on our own experiences of learning and list the most valuable where would you categorise them in terms of 70, 20 or 10? We would expect that many people reading this can offer excellent examples from within each category.

Learning experientially has been how we learn and acquire new skills since the dawn of civilisation. Therefore, there is no surprise that, as the model states, learning in the flow of work accounts for 70% of our knowledge and skill acquisition. If we apply Bandura's notion of social agency into the mix it is clear

the majority of our own learning is self-generated and we actively play a role in the environments we inhabit.

Therefore if, as Jennings et al argue, organisations, managers and staff are to activate personal agency and stimulate social learning they should recognise the true value of learning in the flow of work and seek to encourage, nurture and maximise day-to-day learning opportunities and experiences wherever possible.

At the other end of the spectrum is 'formal' learning. Accounting for 10% of our knowledge acquisition, yet traditionally learning & development teams spend 'the majority of their time

and energy on the design and delivery of formal learning programmes.’⁴ However for all the potential faults that can be attributed to formal learning methods, we are sure if you reflect again on your own list of positive ‘learning experiences’ some formal, more structured learning will have found a place.

Looking now to the missing ‘20’, and the linkage between formal and workflow learning. Referred to by Jennings and other commentators as the ‘social’ element of the equation, could be seen as misnomer. Surely, if you apply Bandura’s thinking, learning in the flow of work, i.e. the 70, is a closer fit with social learning.

A more helpful and accurate descriptor can be found by digging a little deeper into the activities that are used to define the ‘20’, i.e. networking, trying out new ideas, sharing good practice and resources. Maybe the ‘20’ should be more formally renamed ‘collaborative’?

GoodPractice in New Perspectives on 70:20:10 A GoodPractice Research Paper⁵ (2016. p20) references an activity list which offers some core examples of the 20.

- Peer coaching
- Giving and receiving feedback
- Action learning
- Mentoring
- Communities of practice

An insight echoed by Towards Maturity’s Top Deck organisations rating against the wider L&D community.

‘L&D leaders in the Top Deck show us that not only are they active in supporting social connections but they also are more confident in people’s ability to learn together:

- 63% agree that their staff know how to productively work together (19% average)
- 59% agree that staff learn more from each other than course content (33% average) Jennings et al.⁶

Creating, nurturing and facilitating social connections and collaboration is a key aspect of 70:20:10 and therefore modern workplace learning strategy. Importantly technology and management culture each play equally important roles to play in engendering social collaboration.

To describe and segment ‘social’ as a single component of the overall 70:20:10 framework is to ignore the reality of modern social systems. ‘Social’ engagement occurs at every step, and as a result the opportunity to learn socially does so too.

^{4,6} Jennings, C. Overton, L. Dixon, G (2016). 70+20+10=100 The Evidence Behind the Numbers. Towards Maturity In-Focus Report (p34).

⁵ <http://www.goodpractice.com/ld-resources/new-perspectives-on-70-20-10-2nd-edition/>



Social is really 100%

So where does 70:20:10 and the insight it offers when placed alongside Bandura's seminal work leave us?

Both Bandura and 70:20:10 agree that 'informal' learning is happening day in day out as part of the flow of work and as a result of the personal agency of individual learners; therefore, enabling them to as they arise naturally manage their own needs.

As a result of this definition we would like to argue that 'social learning' is truly informal and naturally occurring.

We believe that the key to organisational social learning lies within the development of behaviours that encourage collaboration and sharing, rather than merely adopting the new technologies that host it.

By making social learning 'a thing you do around here' you build a self-sustaining learning culture.

A large teal rectangular box containing white and yellow text. Above the text are several icons: a yellow speech bubble, a green speech bubble, a white diamond, a yellow square with a pencil, a yellow hexagon, and a black diamond. Below the text are icons of a network of nodes, two yellow person silhouettes, a white diamond, and a yellow hexagon.

IN A RECENT SURVEY WE ASKED SOME CORE QUESTIONS ABOUT COMMON PERCEPTIONS OF SOCIAL LEARNING. RESPONDENTS OVERWHELMINGLY USED THE FOLLOWING WORDS TO DESCRIBE IT: INFORMAL, SHARING, NETWORKED, COMMUNITY, SPONTANEOUS.



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RATHER THAN MERELY ADOPTING THE NEW
TECHNOLOGIES THAT HOST IT.**



Learning & development as social facilitators

It may potentially seem counterintuitive and a little controversial for the learning and development community when embarking on a new initiative not to arm itself with a burgeoning box of shiny tools, social learning is no exception. When challenged with the task of 'introducing social learning' the temptation for some will of course be to turn to technology. After all contemporary definition of social learning revolves around the use of technology.

As Jane Hart commented in a blog post she published in April 2016⁷, "a new definition of social learning has emerged in the last few years; one that implies the use of social technology to underpin learning".

Even if social technologies do underpin modern workplace learning, technology alone will not generate the behaviours and culture that will ensure learning through social collaboration is a self-sustaining reality. That will require effort, planning and knowledge from an L&D community willing and able to facilitate its growth.

"Today's modern learner is short on time, rushes to learn, and wants to learn his or her own way. So our job in the L&D

function is not only to create great formal education, but also to deliver a tapestry of ever-changing learning experiences that can be curated by the crowd."⁸

If Bersin's predictions are to be positively realised, then L&D professionals need to work hard in order to shift their relationship with learners and develop new approaches that will meet learner expectations and requirements now and in the future.

"The role of tomorrow's L&D professional will be as facilitator and creator of network connections, social mentor and curator of knowledge and learning resources."⁹

⁷ <http://www.c4lpt.co.uk/blog/2016/04/25/the-difference-between-social-learning-and-social-collaboration/>

⁸ Bersin, J (2016). Predictions for 2016 A bold New World of Talent, Learning, Leadership and HR Technology Ahead. Bersin.Com.

⁹ Overton, L. Dixon, G (2016). Preparing for the Future of Learning. A Changing Perspective for L&D Leaders. Towards Maturity & CIPD.

"TODAY'S MODERN LEARNER IS SHORT ON TIME, RUSHES TO LEARN, AND WANTS TO LEARN HIS OR HER OWN WAY. SO OUR JOB IN THE L&D FUNCTION IS NOT ONLY TO CREATE GREAT FORMAL EDUCATION, BUT ALSO TO DELIVER A TAPESTRY OF EVER-CHANGING LEARNING EXPERIENCES THAT CAN BE CURATED BY THE CROWD."

Making social learning happen: Lessons learned 2

As a result of a customer satisfaction survey a large national high street brand found they had room for improvement after customers raised concerns over inconsistencies in service.

L&D was tasked with solving the problem. After a thorough review of the survey data and further investigation, L&D identified three core areas where improvements could be made:

- Enable colleagues to share best practice across the whole business
- Support colleagues to build and utilise new colleague networks
- Increase the recognition and value of collective problem solving

Through consultation the business took a step back and looked at the problem they were trying to solve. The issues were 'social' so a standalone solution would not work, they needed a 'social and collaborative solution' to solve the problem. Looking wider, across the business, the L&D team discovered that readily available social tools that had been adopted and implemented across the business were providing real dividends elsewhere. After careful consultation, L&D decided to deliver a social learning campaign.

Working with a partner L&D developed a strategy. Starting with a communication and engagement campaign, they sought to engage the hearts and minds of the team. Focusing on how a change in approach could improve customer experience and help improve performance. Using a drip-feed of email, posters, briefings and social channels the concept for the change programme was communicated. This was followed up with a short piece of eLearning, which culminated in a social call to action. Through both online and offline collaboration individuals and teams posted, commented on and rated ideas to help improve service.

Working at a team by team level, individuals were encouraged to share examples of good practice, ask questions and offer solutions.

After a relatively short period of time the positive results started to be apparent. With a substantial reduction in customer complaints and a massive increase in traffic across internal social channels the programme was considered by all to be a great success.

What does this short insight tell us? On a macro level not that much new. If you understand the needs of your learners well enough, develop a learning solution that reflects those needs in terms of both content and context and is thoughtfully delivered it will work.

However, if we take this example as an exemplar of facilitated social learning we get a whole different and deeper insight. Unlike our first story, this organisation applied three simple rules to how they embedded social into their strategy.

1. Engagement - recognising established collaborative networks that are willing to actively work together to build a collective body of knowledge and experience requires individual effort; it doesn't just happen, whatever we say about learning in the flow of work.
2. Facilitation - creating new patterns of behaviours requires supportive intervention. In this example L&D used a range of media and devices to build a 'sense' of community, i.e. photo sharing, storytelling, virtual and real team and individual coaching.
3. Training and tools - application of a real understanding of what a modern blended solution is. By using existing social tools to support the call to action from a short piece of customer services

focused elearning, they found a vehicle that was already embedded within the wider business. Building on existing best practice they were able to use the systems to their advantage and as a result deliver demonstrable results for their team but contribute to the wider organisation's targets and goals.

People first, tools second...

It may seem an obvious message, and one that's hardly ground-breaking or revolutionary. However, in this time of enormous technological growth and the social changes that are coming about as a result, it's a simple message that we as L&D professionals should work hard to remember.

Looking to the thinking of Albert Bandura and the utilising frameworks such as 70:20:10 should offer a strong enough indication that learning in the modern workplace is not something to be owned and controlled. It should be enabled, facilitated and guided. Modern workplaces require employees to behave differently, to be more responsive, more agile and able to solve problems in the moment. Modern workplace learning support needs to reflect this, courses will always have a place but what is more important is providing learners with the wherewithal to acquire and place knowledge in context.

Conditions for the 'new' social learning

Through our research and reflection on 'new' social learning we believe that the solution for the development of a successful social learning strategy lies neither with just technology nor the human factor. As a starting point we need to recognise that as learners our default is to act with personal agency. Our challenge, as those who support learning in the workplace, is to empower and nurture that agency, to drive learning and not to stifle it with well meant, but controlling approaches and interventions.

Today's learning technologies provide excellent vehicles for social learning - L&D professionals need to understand how best to utilise those technologies without stifling individual drive and motivation to learn by being part of and contributing to their own social systems.

Bandura's characteristics for personal agency seem to offer a useful summary to conclude on. When devising your approach to social learning, ask yourself the following questions. By doing so you can make sure the foundation stones for developing an effective social learning culture are in place.



AS A RESULT OF YOUR SOCIAL LEARNING INTERVENTION:

ARE INDIVIDUALS EMPOWERED TO MAKE THEIR OWN LEARNING CHOICES?

WILL INDIVIDUALS BE ENCOURAGED TO ACTIVELY SEEK OUT SOLUTIONS TO THEIR PROBLEMS AND NEEDS?

ARE INDIVIDUALS ENCOURAGED TO SEEK OUT FEEDBACK AND SUPPORTED TO REFLECT ON THEIR OWN PERFORMANCE?

WILL INDIVIDUALS BE ABLE TO RECOGNISE THEIR OWN PERFORMANCE NEEDS AND MAKE THE PERSONAL CHOICES NECESSARY TO DEVELOP AND IMPROVE?

WILL YOUR APPROACH ENABLE INDIVIDUALS TO MAKE THEIR OWN CONNECTIONS AND PROVIDE A FLEXIBLE LEARNING STRUCTURE AND ENVIRONMENT?

HAVE YOU PROVIDED A SOCIAL LEARNING STRUCTURE THAT ENABLES INDIVIDUALS TO DEFINE, BUILD, JOIN AND CONTRIBUTE THEIR OWN AND OTHER SOCIAL NETWORKS AND SUPPORT SYSTEMS?


What's in a name?

It seems humans are already pretty good at learning socially so let's not get hung up on any concepts of 'social learning'. To do so is to risk over engineering or over complicating something that just happens naturally. Increasingly, as our research shows, this includes using technology to share knowledge and support each other. And much of that is actually about getting the right information you need when you need it, or talking to the right person – often online. So it's less about the 'learning' and more about the 'social', based on the needs and the responses of the individuals who make that happen!

Therefore, it should come as no surprise that the insights we've gained through this paper steer us away from formal top-down designs for social learning and structured delivery mechanisms - and more towards culture and individual behaviours. If there's any learning involved, it should be about learning professionals learning how people are already being social in the

workplace and supporting and enabling that by helping to remove any obstacles that get in the way.

Like water held back by a dam, only when the obstacle is removed can social find its own level and flow freely through the organisation irrigating the people within it.

A photograph of three people in an office environment, overlaid with a teal color filter. In the foreground, a man with a beard and glasses is seen from the side, wearing a white t-shirt and typing on a keyboard. Behind him, another man with curly hair is looking towards the left. In the background, a third man with a beard is looking at a computer monitor. The desk is cluttered with various items including a mouse, a cup, headphones, and papers. A desk lamp is visible on the left. Overlaid on the center of the image is a quote in white, bold, sans-serif capital letters.

**“ONLY WHEN THE
OBSTACLE IS REMOVED
CAN SOCIAL FLOW
FREELY THROUGH AN
ORGANISATION”**

About the author



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Jez leads the consultancy practice at Kineo. He provides expert learning and development advice that helps our clients make informed, measured and appropriate strategic decisions about how, where and when to use digital learning technologies for the best results.

He actively contributes to Kineo's understanding of popular learning trends both within the learning technology sector and more widely; regularly challenging the status quo that defines our understanding of individual and organisational learning.

A learning & development professional for over 20 years, Jez has progressed through the L&D ranks, initially providing instructional delivery in a local authority, to training management and leadership specialist in the air and rail industries. He worked extensively as a learning consultant providing services and support to a range of clients. Before joining Kineo he held a director-level position within a Capita PLC learning services business, working with clients that included Barclays, HSBC and the Department of Work & Pensions.

Discover how we're shaping the future of learning

Everything we do at Kineo stems from a simple idea - if we design a better learning experience, together we'll get better results.

Kineo helps the world's leading businesses improve performance through learning and technology. We're proud of our reputation for being flexible and innovative, and of our award-winning work with clients across the world.

Whatever your business challenge, we will partner with you every step of the way to find the learning solution that fits best – and delivers results. So, how can we help you?



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