

Virtual choices, Real Impact: 4th Generation E&C Education

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- Why '4th Generation'? What is it?
- A (Very) Brief History of E&C Education
- The 'Behavior Business'
- Gamification in Theory
- Gamification in Practice
- What's Next
- Adaptive Learning

	1990 - 2005	2005 – 2010	2010 - 2015	2015 - 2020
Program Dimension	1G	2G	3G	4G
Orientation	<ul style="list-style-type: none"> Rules based Values ignored Command and control 	<ul style="list-style-type: none"> Predominantly rules based Values acknowledged Acquiescence with established order 	<ul style="list-style-type: none"> Predominantly values based Values prioritized Individual responsibility for conduct 	<ul style="list-style-type: none"> Mission driven Strongly values based and purpose driven Values instrumental in inspiring conduct Individual ownership of stakeholder trust and corporate reputation
Strategy and Platforms	<ul style="list-style-type: none"> Develop “defensible” program Emphasize “tone at the top” Implement and train on Code of Conduct Lectures, PPT., CBT 	<ul style="list-style-type: none"> Leverage technology to manage risks Emphasize importance of ethical culture and “tone at the middle” Make training more engaging; targeted, scenario-based, humorous, etc. 	<ul style="list-style-type: none"> Address extended enterprise risks Strengthen program in relation to enforcement priorities Implement blended learning, manager-led training, role-based Social media as platform and content source 	<ul style="list-style-type: none"> Take systemic approach to managing risk Apply strategic, transformative focus on culture and values Turn “push” into “pull” (gamification, on demand advice) Adapt education to individual needs
Structure	<ul style="list-style-type: none"> Ensure program has at least minimal elements prescribed by official guidance 	<ul style="list-style-type: none"> Enhance and scale program to serve needs of global enterprise Engage and leverage functional and operational leaders through E&C committees 	<ul style="list-style-type: none"> Emphasize independence of E&C function Elevate CECO role Enhance oversight capabilities of board of directors 	<ul style="list-style-type: none"> Optimize E&C-related information sharing and collaboration across the enterprise Utilize real-time risk intelligence gathering Leverage technology to enable smart decision making and risk taking
Business Integration	<ul style="list-style-type: none"> Distribute Code of Conduct and corporate policies Require certification of training completion 	<ul style="list-style-type: none"> Involve operational managers in training Recruit E&C champions in business units 	<ul style="list-style-type: none"> Engage and align business partners Communicate business value contribution of E&C 	<ul style="list-style-type: none"> Set and evaluate strategic goals based on core purpose and values Consolidate E&C as core business function Demonstrate business value contribution of E&C
Social Integration (Culture)	<ul style="list-style-type: none"> Mention program in employee onboarding Communicate periodically with employees regarding program 	<ul style="list-style-type: none"> Brand program Establish awards and recognition programs Maintain frequent employee communications 	<ul style="list-style-type: none"> Include values-based criteria in individual performance appraisals Celebrate acts of ethical leadership 	<ul style="list-style-type: none"> Hire for character (as well as skills) Evaluate ethical leadership skills Utilize 360° appraisals, including values-based behavioral assessment
Evaluation (Effectiveness)	<ul style="list-style-type: none"> Conduct ad hoc assessments focused mainly on program design 	<ul style="list-style-type: none"> Evaluate program periodically as to its effectiveness in preventing unethical as well as illegal conduct 	<ul style="list-style-type: none"> Evaluate outcomes as well as design and implementation of program Seek and apply predictive metrics wherever possible 	<ul style="list-style-type: none"> Identify and leverage effectiveness drivers Regularly assess organizational culture (especially with behavioral focus)

Landmarks in Ethics and Compliance Education: The First Time

Pros:

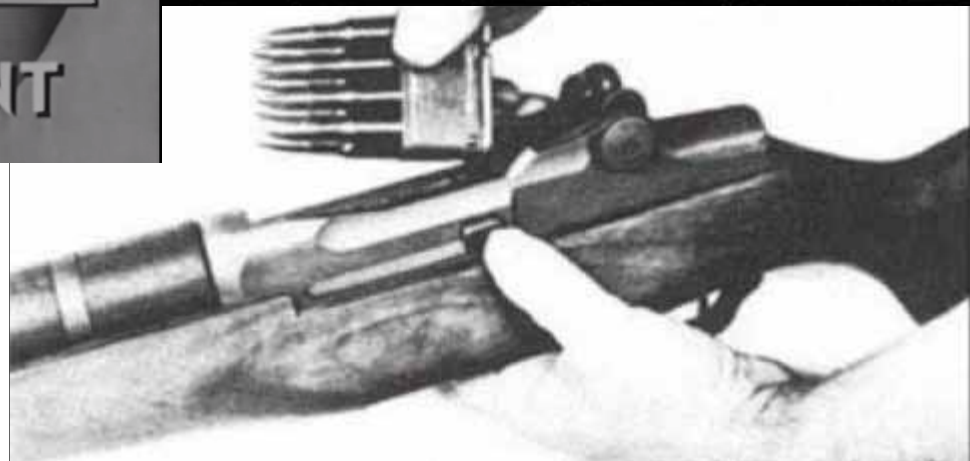
- Concise, direct messaging
- 5 bullet points per tablet
- Authoritative presenter
- Strong Tone at the Top



Cons:

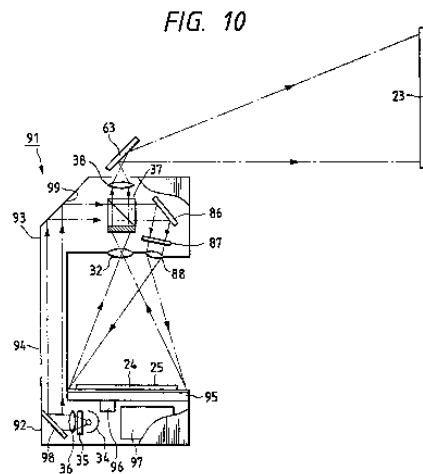
- Rules-based PoV
- Normative tone ('thou shalt not')
- Not easily customizable (one size fits all)

World War II: The Training Film Opens in Wide Release

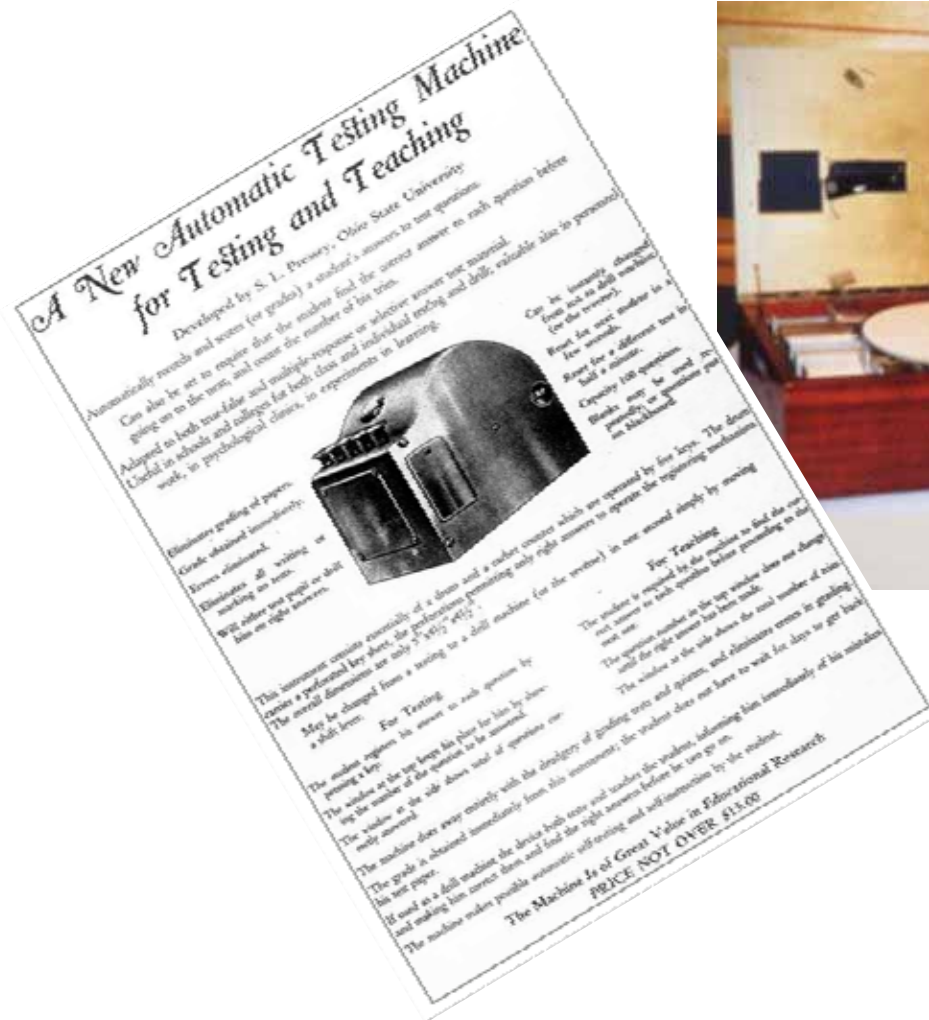


A Great Leap Forward

U.S. Patent June 28, 1994 Sheet 9 of 11 5,325,137



Scalability, Productivity and Remote Learning: The Search for a Teaching Machine



Characteristics of a “teaching machine”:

1. content broken down into small (testable) units
2. immediate feedback
3. students “move at their own pace”
4. automation

Computer-Based Education: Born Champaign-Urbana, 1959

Plato

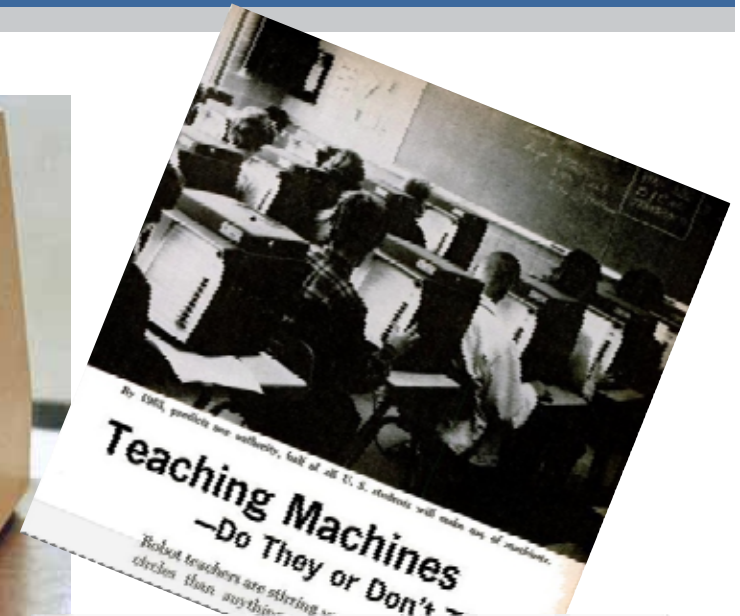
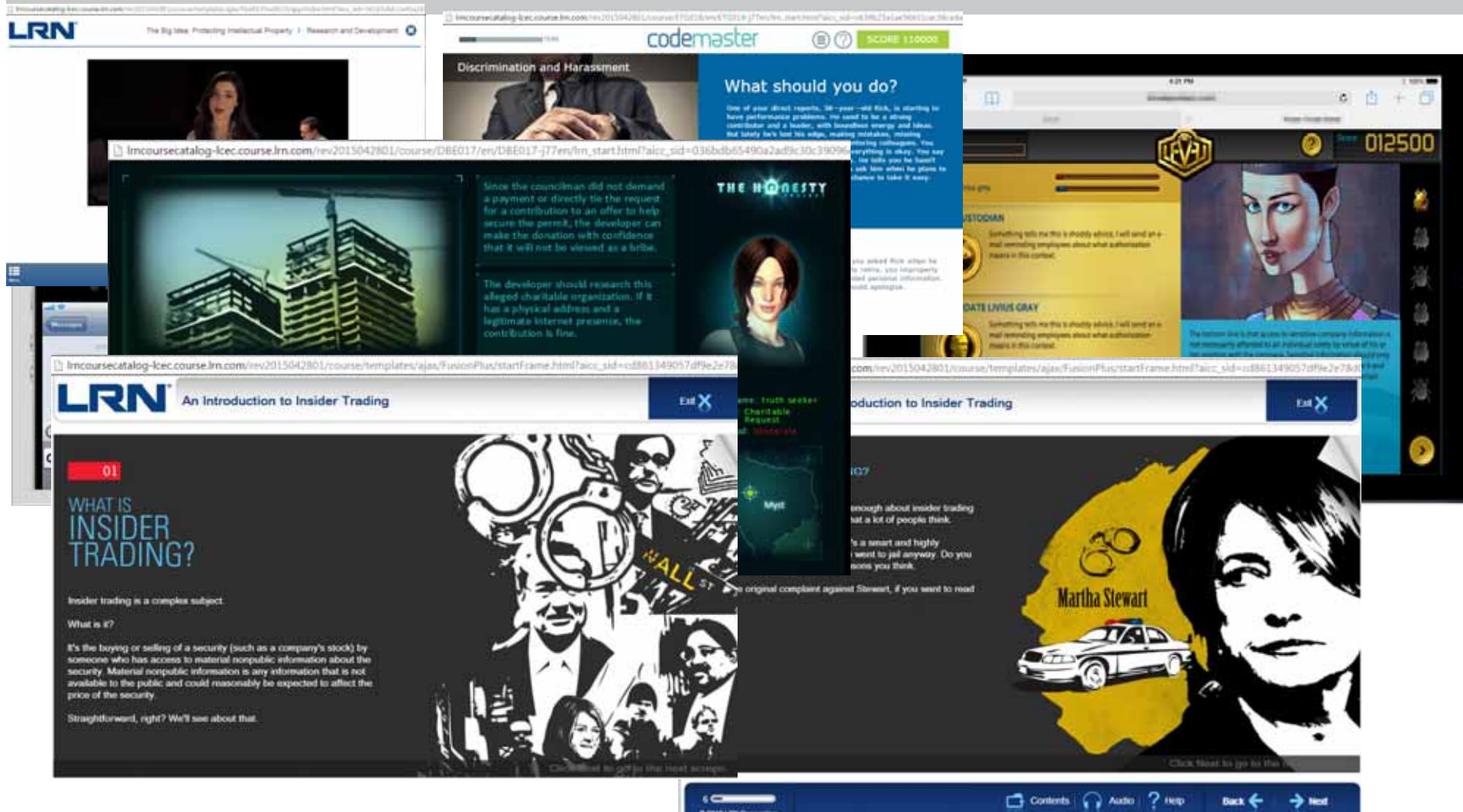


Photo:"Platovterm1981" by Mtnman79 [1] - <http://en.wikipedia.org/wiki/File:Platovterm1981.jpg>.

And Evolving (Almost) as Quickly as the Technology That Enables It



Regulatory Expectations Are Straightforward

- DOJ and SEC will evaluate whether a company has taken steps to **ensure that relevant policies and procedures have been communicated** throughout the organization, including **through periodic training ...**
- For example, many larger companies have implemented **a mix of web-based and in-person training conducted at varying intervals**. Such training typically covers company **policies and procedures**, instruction on applicable **laws, practical advice** to address **real-life scenarios**, and **case studies**.
- Regardless of how a company chooses to conduct its training, however, the information should be presented **in a manner appropriate for the targeted audience ...**
- [C]ompanies may want to consider providing **different types of training** to their sales personnel and accounting personnel with hypotheticals or **sample situations that are similar to the situations they might encounter**.

What Fundamental Questions Must We Address?

DESIGN

- Is the overall education program well designed?

IMPLEMENTATION

- Is it being applied in good faith?

IMPACT

- Does it work?

Employee Expectations are Slightly More Complex

Communication preferences and methods

	The Greatest Generation	Baby Boomers	Generation X	Millennials (Gen Y)
Information Flow	Memos Meetings	Memos Email PowerPoint	Email PowerPoint	Text Social Media Video
Learning	Handbooks Instructional Classroom	PowerPoint Job Aid Instructor Led (in person)	Web-based (recorded / WebEx)	Video 'Gamification'
Meetings	Routine Formal Staff meetings	Routine Formal Staff meetings	As needed Less formal	As needed Collaborative Spontaneous

Questions Worth Considering

- Are we communicating, educating or inspiring?
- Do we (properly) care about why people do what they do, or just that they do (or don't do) as required?
- Are we in the business of behavior change?
- If we are in the business of behavior change, should we be using all available (lawful, not harmful) technology to accomplish that change?

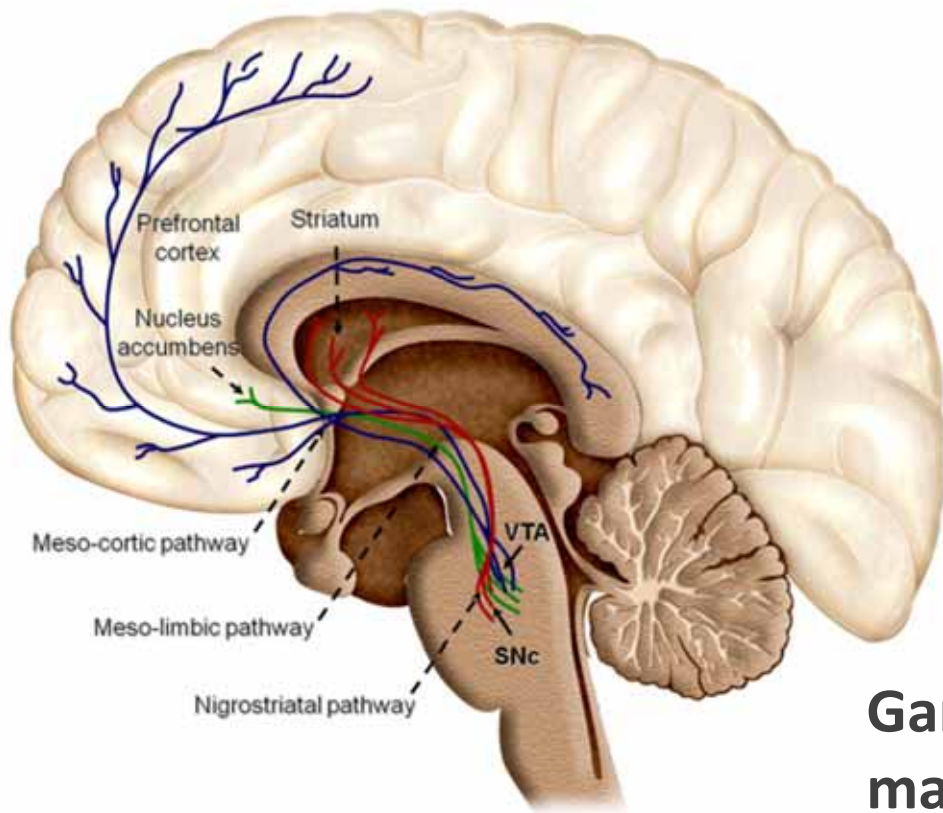
“What we need is a technology of behavior”

“Comparable results have been obtained with pigeons, rats, dogs, monkeys, human children... and psychotic subjects. In spite of great phylogenetic differences, all these organisms show amazingly similar properties of the learning process. It should be emphasized that this has been achieved by analyzing the effects of reinforcement and by designing techniques that manipulate reinforcement with considerable precision. Only in this way can the behavior of the individual be brought under such precise control.”

— B. F. Skinner

Thanks to [Audrey Watters / Hack Education](#) for concept and quote





























Hedonic Feedback



Anticipation of rewards releases dopamine repeatedly. Sex, hunger, and drug addiction all work in the same compelling fashion.

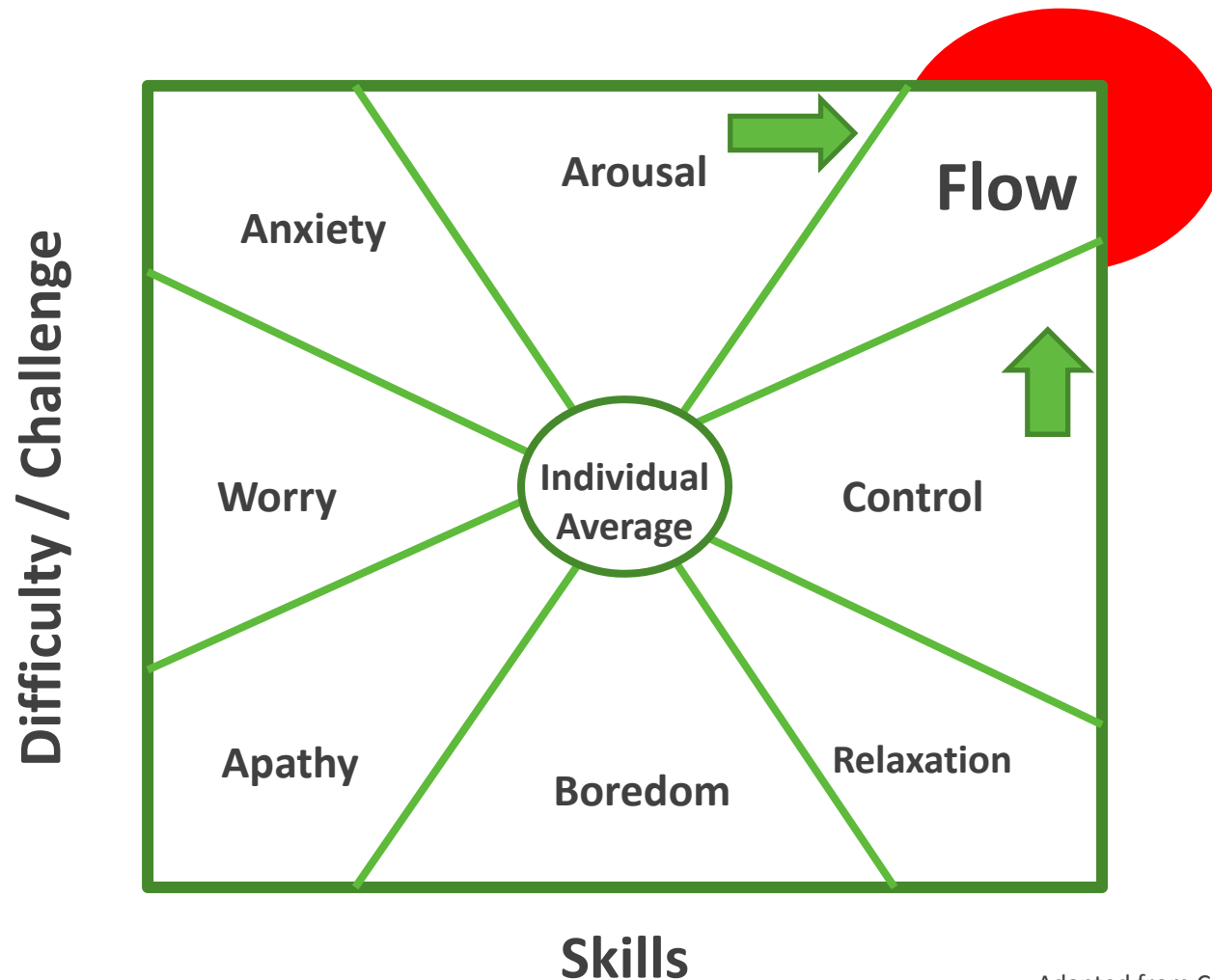
Gambling, loyalty programs, and all manner of games are intentionally built with these neurochemical processes in mind.

Gamification & Desires

Game Mechanics	Reward	Status & Achievement	Social & Belonging	Self Expression	Competition	Altruism
Points						
Levels						
Challenges						
Virtual Goods						
Leaderboards						
Gifting & Charity						
Story & Discovery						

Adapted from Laps (2012)

When It Comes to Learning, Go for the Flow



Adapted from Csikszentmihalyi (2004)

Flow Doesn't Cause Learning – But It Facilitates and Enhances It

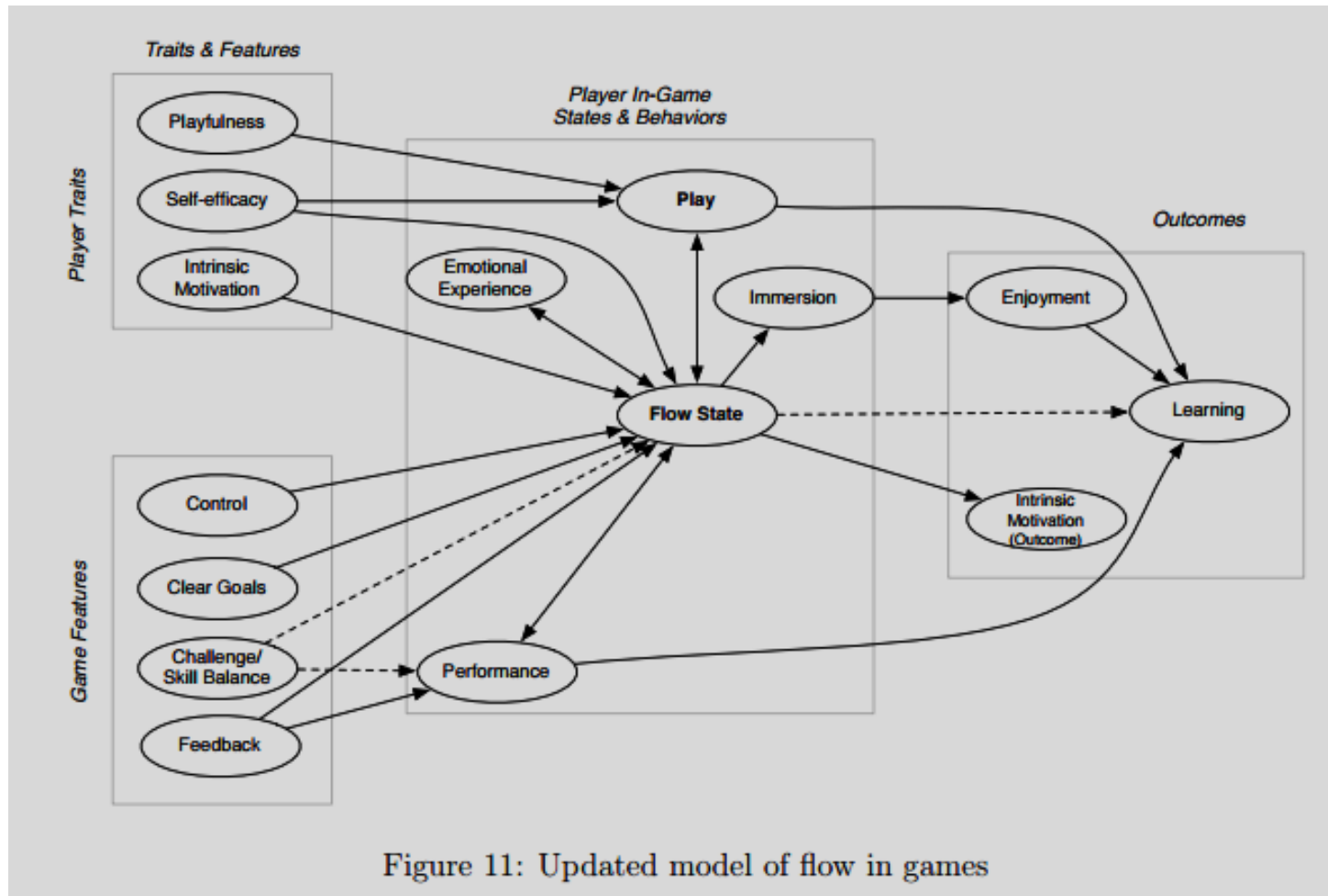


Figure 11: Updated model of flow in games

Davin Pavlas, A Model of Flow and Play in Game-based Learning: The Impact of Game Characteristics, Player Traits, and Player States, 2010 (unpublished)

The Impact on Learning of Variations in e-Learning Design and Flow

Table 6
Explanatory power of the model and strength of individual paths

	R^2	Direct effect	Indirect effect	Total effect
Effect on flow experience	0.547			
Learner interface		0.346 (4.998)	—	0.346 (4.998)
Interaction		0.269 (4.367)	—	0.269 (4.367)
Instructor attitude		0.107 (1.907)	—	0.107 (1.907)
Instructor technical competence		−0.030 (0.066)	—	−0.030 (0.066)
Content		0.388 (5.155)	—	0.388 (5.155)
Effect on attitude towards e-learning	0.546			
Learner interface		0.209 (3.312)	0.082 (2.858)	0.292 (4.777)
Interaction		0.018 (0.319)	0.064 (2.682)	0.082 (1.523)
Instructor attitude		0.079 (1.641)	0.025 (1.672)	0.105 (2.109)
Instructor technical competence		0.146 (2.569)	−0.007 (−0.446)	0.139 (2.361)
Content		0.262 (3.785)	0.092 (2.902)	0.355 (5.323)
Flow experience		0.238 (3.393)	—	0.238 (3.393)
Effect on learning outcomes	0.357			
Learner interface		—	0.197 (5.206)	0.197 (5.206)
Interaction		—	0.106 (3.307)	0.106 (3.307)
Instructor attitude		—	0.065 (2.438)	0.065 (2.438)
Instructor technical competence		—	0.036 (1.091)	0.036 (1.091)
Content		—	0.229 (5.470)	0.229 (5.470)
Flow experience		0.296 (4.123)	0.077 (2.597)	0.372 (5.677)
Attitude towards e-learning		0.323 (3.864)	—	0.323 (3.864)

t-values are specified in parenthesis; Indirect effects, total effects and their *t*-values are calculated by LISREL EF procedure.

Choi, Choi and Kim 2007, ERP training with a web-based electronic learning system: The flow theory perspective

Game Structure: An Invitation to the Learner

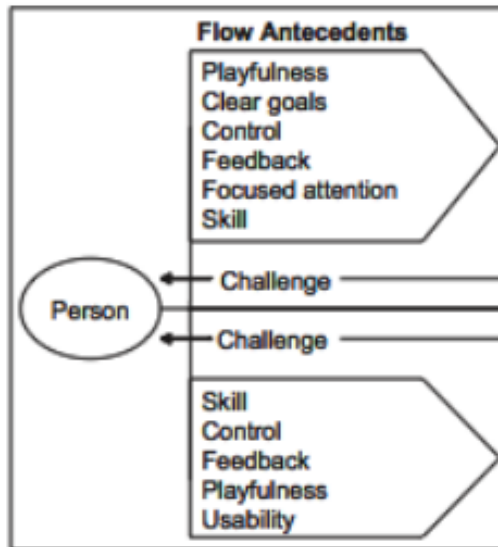


Figure 4: Flow model (reproduced from Kiili, 2005)

Table 2: Flow requirements linked to game elements

Flow Requirement	Sweetser & Wyeth (2005) Game Element	Cowley et al. (2008) Game Element	Jones (1998) Game Element
A task to accomplish	The game itself.	The complete gaming experience.	Levels provide sub-tasks that lead to completion of whole task.
Ability to concentrate on task	Game provides interesting stimuli & workload.	Presence; Dedicated gaming environment	Creation of convincing worlds to draw users in.
Clear task goals	Primary and intermediate goals are presented.	Missions, plot lines, and levels.	Survival, collection of points, gathering of items, solving puzzles.
Immediate feedback	Feedback is provided via status, score, progress indicators.	Rewards and penalties.	Actions have immediate consequences. Shooting an NPC causes a result, picking up an item moves in.
Sense of control over actions	Player is able to move their avatar(s) and feel control over input devices.	Familiarity or skill with controls, knowledge of game conventions.	Mastering physical inputs such as keyboard or mouse.
Deep but effortless involvement	Game environment should transport player emotionally/viscerally.	High motivation to play, emotional draw to content.	Fantastic environments remove suspension of disbelief and engage players.

Will They Accept That Invitation?



Next Gen Case Study - Dell

- Online training for E&C topics since 2002
 - 100 percent custom for many years
 - Migrated to off-the-shelf with customization in 2010
- More recently leveraged short burst of information to build awareness:
 - 3 minute or less videos
 - 'Topic of the Quarter' one-sheets
- Also revived in-person experiences:
 - Sales conference booths
 - Security fairs
 - Locally developed and driven culture events
 - Front line sales people, integrated with consultative selling skills training
- **Next step** was to slowly enter **gaming** world
 - Online gamified training
 - Optional in the beginning
 - From off-the-shelf with some customization to 100 percent custom
 - Mandatory in 14 languages





Framing the concerns:

‘It’s just fun, not work.’

‘Won’t that take too much time?’

‘Is there really a need to push the envelope?’

‘We need to solve serious problems, not play games.’

‘A regulator would never approve of this type of training.’

‘How does this have anything to do with our business strategy?’

Setting our course:

Fresh and engaging learner experience.

Reinforce knowledge using immediate feedback loops.


Make decisions and solve problems in a safe, fun, and competitive environment.

Increase retention and application of knowledge gained during course.

Demonstrate effectiveness and impact of E&C education initiatives.



Phase 1: The Honesty Project - Anticorruption




The System just picked up an interesting case in Metropolis. A procurement manager for a furniture company there just got an offer from one of his textile suppliers. They've had business meals before, and the supplier has always picked up the tab. Now, she's offering to send him on an all - expense - paid trip to Paris. When he asked if there was a business reason, she told him, 'Just the business of keeping my favorite customer happy.' And when he asked how he could thank her, she laughed and said, 'I'm sure you'll find a way!' He doesn't want to seem ungrateful. She's not a public official, and neither is he. So should he accept the trip?

Yes. Since neither is a public official, trips like this are completely appropriate ways of maintaining trust and strong business relationships.


No. This appears to be a criminal case of commercial bribery. She is offering him something of value, apparently with the intent of influencing him to give her favorable treatment as a textile supplier to his company. At minimum, he'd probably be violating his company's policies.

Maybe. As long as he comes back from the trip and doesn't give her company any special treatment the next time he selects a supplier, it should be fine for him to accept this gracious gift.

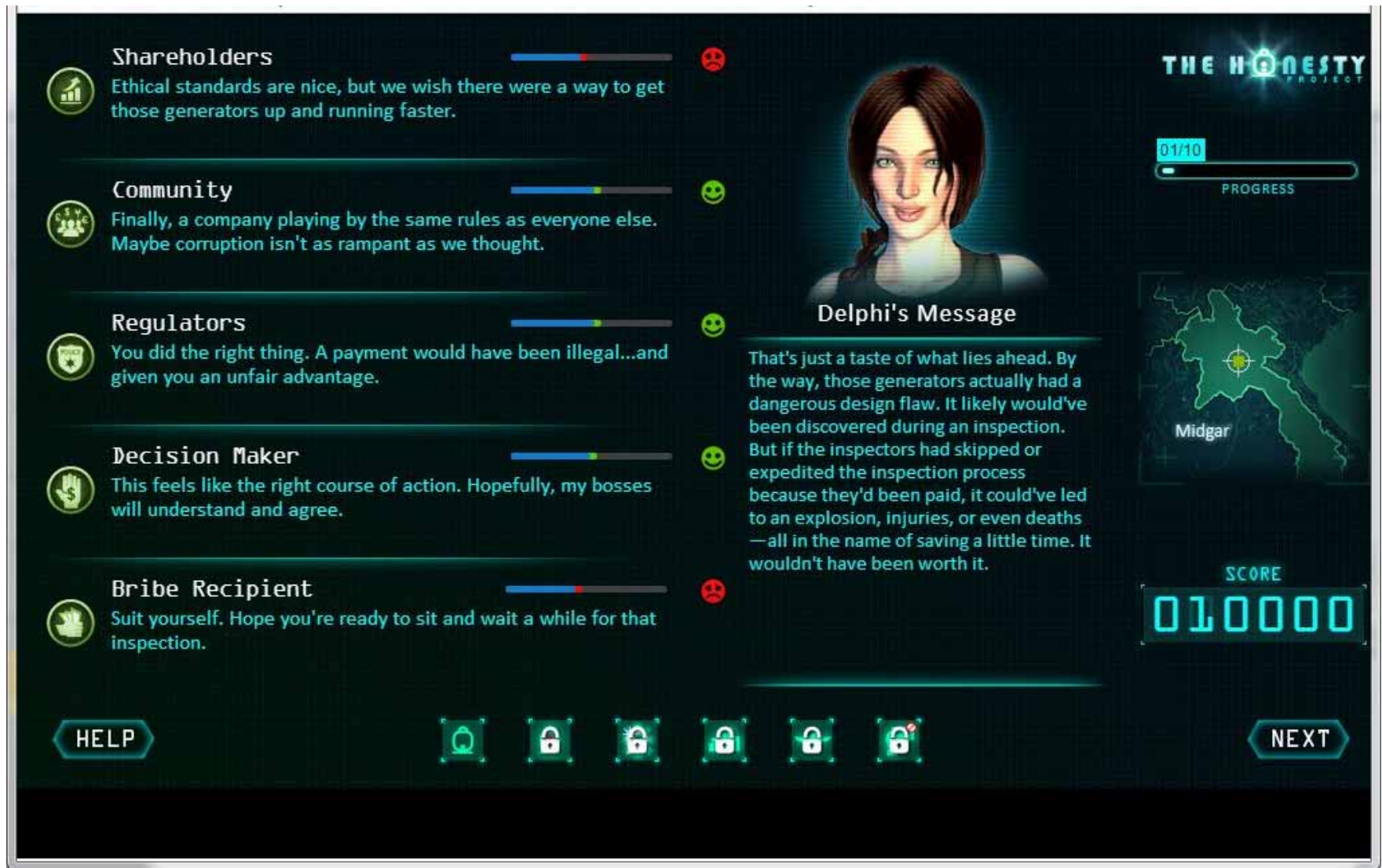
THE HONESTY PROJECT



Agent Name: **Nicolas Carr**
Incident: **Commercial Bribery**
Likelihood: **Moderate**



The Honesty Project, cont.



Outcome and feedback: 25,000 completions

What 9,100 team members told us ...

93%

Would recommend *The Honesty Project* to their peers!

95%

Believe they will be able to apply what they learned to their jobs

Game Format

Audio / Visual

Scenarios

Content

What they like

- Stakeholders feedback
- A different, engaging format
- Interactivity
- Fun way to learn
- Easy to navigate

- Graphics
- "Cool" music

- Ability to make decisions
- Related to real world situations
- Liked the "grey" aspects of the situations presented

- Bonus questions
- Exposer to different types of global situations
- Storytelling

Opportunities

- More levels
- Less text
- Increase interactivity

- "Better" graphics.
- Voice-over all text
- More video
- Bigger fonts

- More scenarios
- Consequences for bad choices
- Show best answer

- Increase difficulty
- More translations



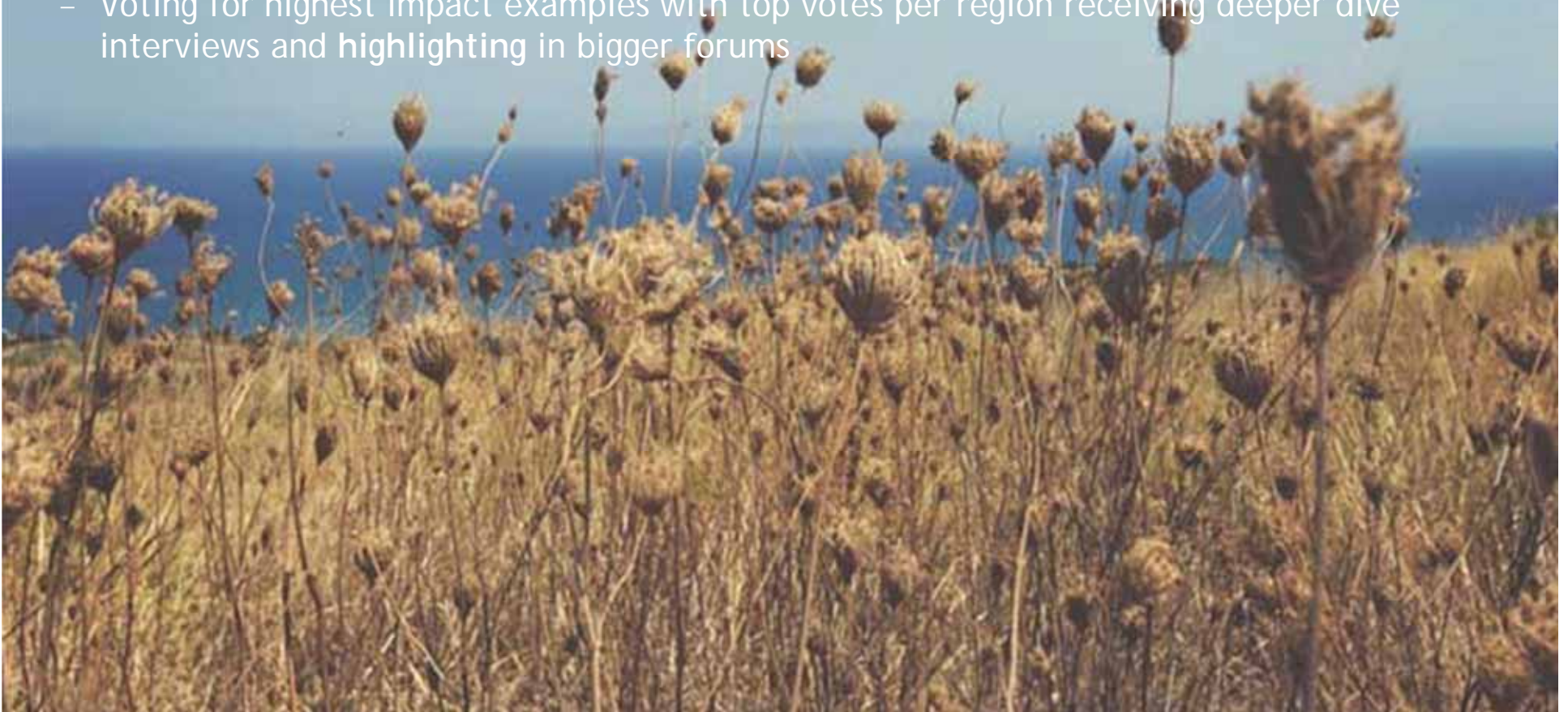
Phase 2: The Responsibility Project (DPP) & The Courage Project (Code)



What's on the horizon?

- #Power of You

- Reinforcing ethical principles through micro bursts of **documentary style video**, shot on smart phones and uploaded to central site
- Highlighting **everyday** acts of respect, integrity or courage
- Similar to internal **crowd sourcing**
- Voting for highest impact examples with top votes per region receiving deeper dive interviews and **highlighting** in bigger forums



2015 - 2020

4G

- Mission driven
- Strongly values based and purpose driven
- Values instrumental in inspiring conduct
- Individual ownership of stakeholder trust and corporate reputation
- Take systemic approach to managing risk
- Apply strategic, transformative focus on culture and values
- Turn “push” into “pull” (gamification, on demand advice)
- Adapt education to individual needs
- Optimize E&C-related information sharing and collaboration across the enterprise
- Utilize real-time risk intelligence gathering
- Leverage technology to enable smart decision making and risk taking
- Set and evaluate strategic goals based on core purpose and values
- Consolidate E&C as core business function
- Demonstrate business value contribution of E&C
- Hire for character (as well as skills)
- Evaluate ethical leadership skills
- Utilize 360° appraisals, including values-based behavioral assessment
- Identify and leverage effectiveness drivers
- Regularly assess organizational culture (especially with behavioral focus)

Where is 4th Generation Education and Communication Going?

Balance push and pull

- crowd source issues; user generated content
- engaging and desirable formats
- smaller units of information
- repeated “brand-based” messaging

Content

- move from risk focus (prevent and detect) to opportunity (outbehave = outperform)
- align with corporate mission and positive social impact

Formats

- adapt to learning needs of individual (knowledge levels & needs)
- everything on every platform (fluid delivery)

Flow: Beyond Challenge and Ability

Games like *Cloud*

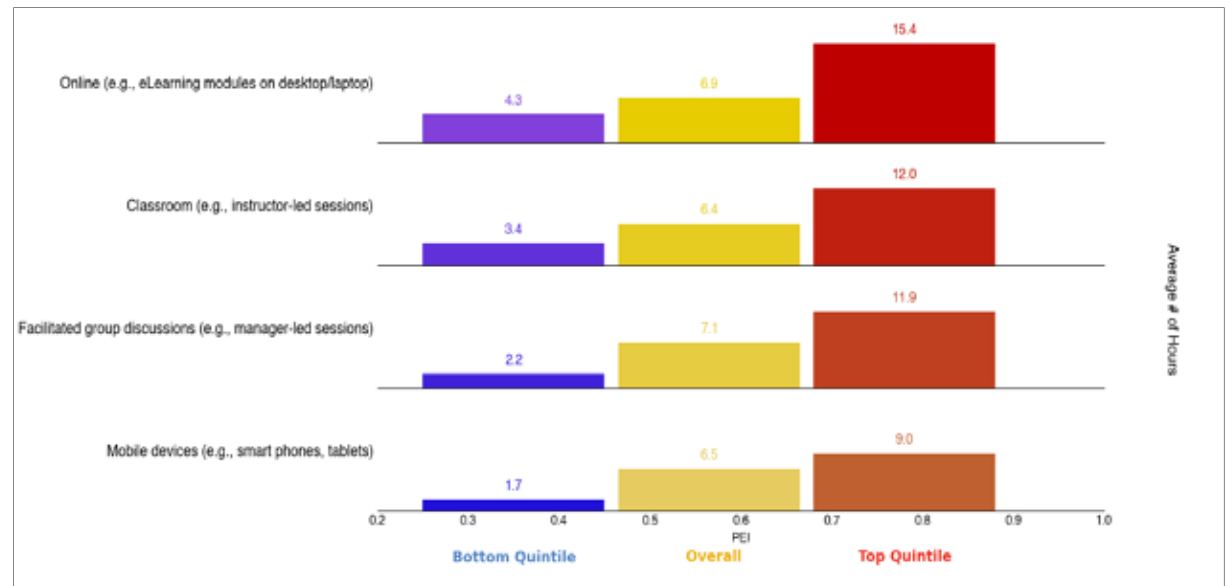
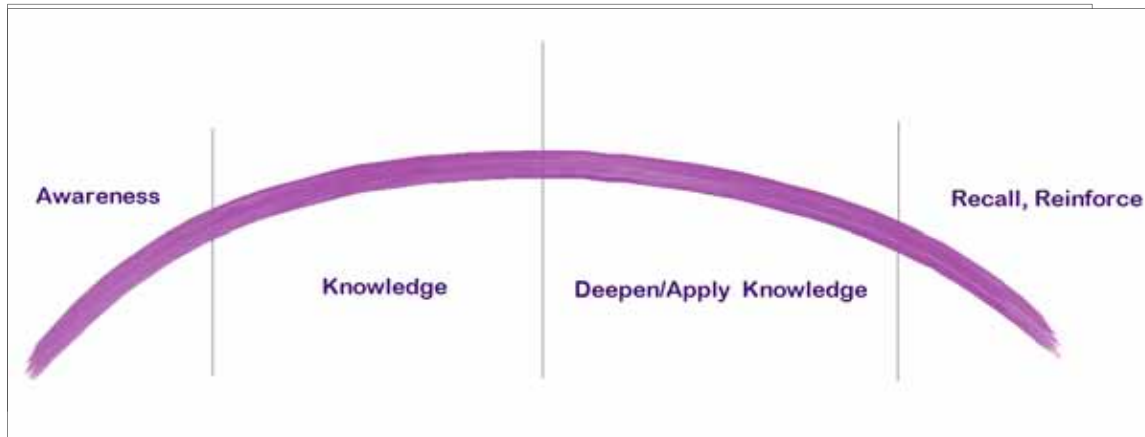


... and *The Sims*



... make it clear that wide varieties of challenges and rewards can generate flow; so can passive activities.

Issue-Based and Multi-Modal Campaigns Among Other Developments

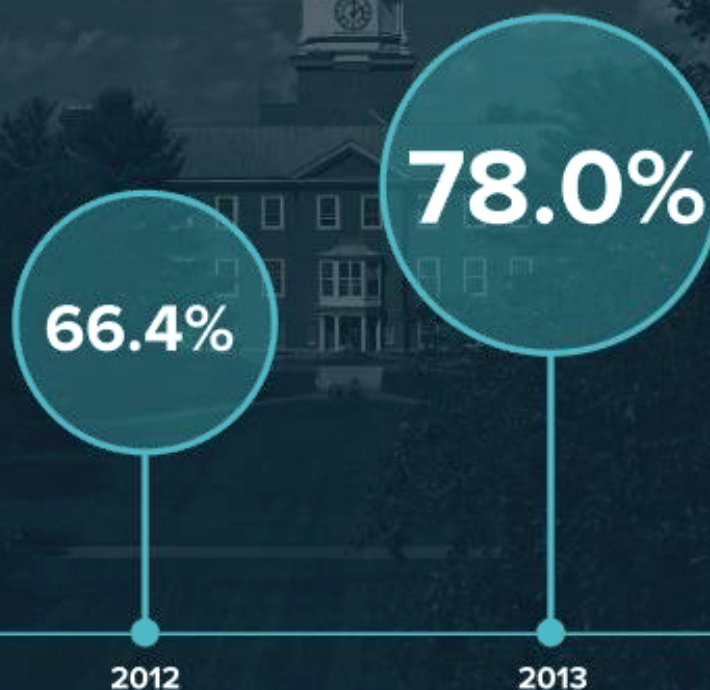


Personalization improves outcomes

Reading Area Community College gets results with Pearson's Knewton-powered MyMathLab

According to a recent study by Pearson, "data indicate a significant rise in student outcomes since the plan's implementation"

~18% bump in exam scores emblematic of results at other schools



Source: Pearson's Math Efficacy Report (2014)

What Is Adaptive Learning?

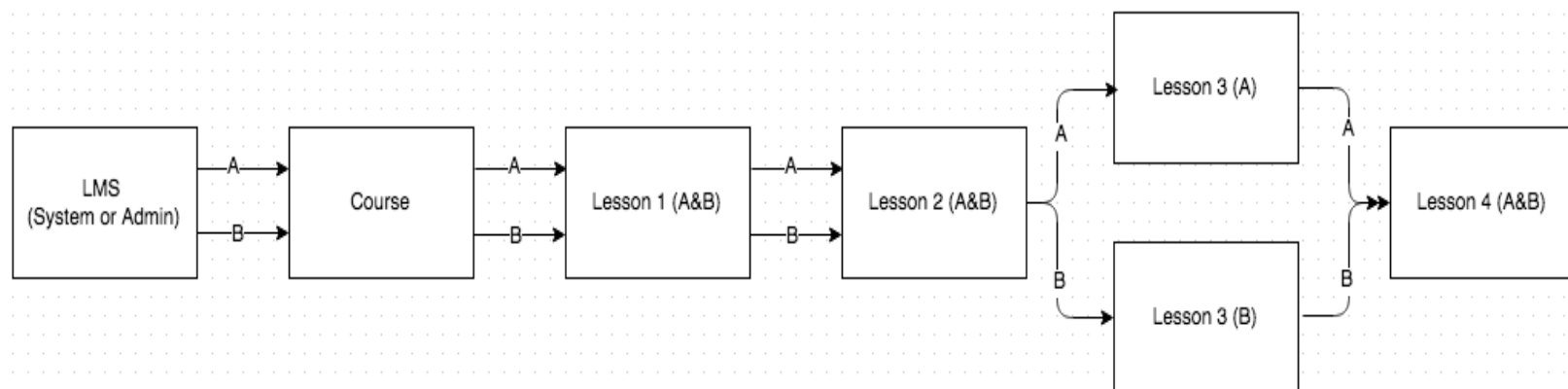
'Students learn best when education is personalized to their needs and goals.'

-- Daniel Greenstein, Director, Postsecondary Success, Bill & Melissa Gates Foundation

Adaptive learning is a computer-based system that modifies the presentation of material in response to student performance / ability.

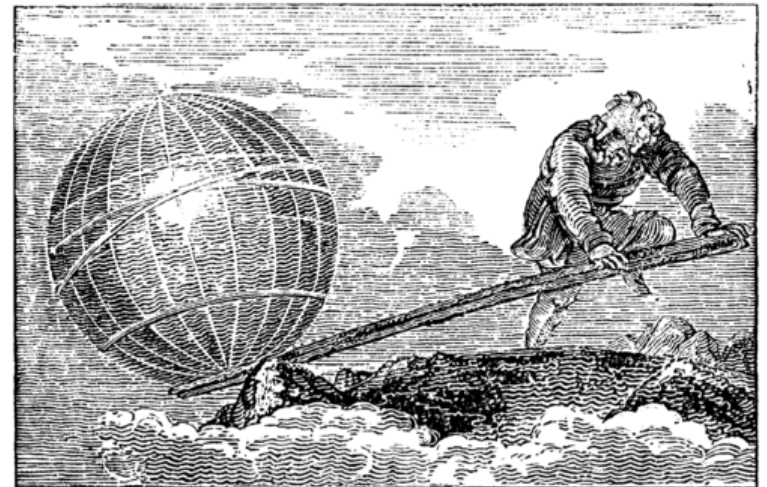
Adaptive learning ends one size fits all training – instead providing personalized content to the student targeted to their individual needs.

Adaptive learning recreates the most effective way to teach (1-on-1 interaction) using technology.



Beyond Education: 4 Keys to 4th Generation Program Effectiveness

1. An intentional and strategic focus on **culture and values**
2. Orienting the E&C program toward supporting and **enabling business units**
3. Pursuing **operational integration** of E&C efforts – creating programs that are built in, not bolted on
4. Setting ambitious **goals**, optimizing program inputs and outputs, and applying numerous, meaningful **metrics**



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*how*TM

Virtual choices, Real Impact: 4th Generation E&C Education

DISCUSSION

Thank you

We want your feedback! Use the conference app or visit the Registration desk.

Be sure to join the Twitter conversation: @CW_2015