Make it Stick! Experiential Learning

I hear, and I forget
I see, and I remember
I do, and I understand.

Ancient Chinese proverb
Make it Stick!
Session Objectives

- Optimize & expand your Ethics & Compliance Education program
- Extend the “Tone from the Middle” through experiential learning
- Learn how to keep learners engaged with fresh and relevant content
- Understand how experiential learning directly impacts attitude & behavior
- Stay ahead of the curve: reaching & retaining the next generation

Organizational Culture is…

… the sum total of all the individual behaviors in the organization

… and behaviors are influenced by shared values (stated and unstated)

- So evolving the culture requires changing behaviors.
- And changing behaviors requires changing values and beliefs

How do you enable change?
Three Phases of Ethics & Compliance Program Maturity

**Reactive**: correcting violations of law or company policy as they arise.

**Proactive**: a comprehensive system of policies and procedures designed to prevent—or detect and correct—violations of law or company policy.

**Transformational**: a Proactive program integrated into business practices and culture.

What are your program objectives?

**Go Beyond Compliance** … reinforce comprehension, help employees internalize principles, progressive learning approach

**Know their Audience**… promote learner-centered cases increase knowledge retention and motivate greater participation

**Deliver High-Impact Education**… multi-media and interactive case design

**Promote awareness and knowledge** ....enable the delivery of learning through real-life business cases, contextualized for participant’s regional and role-based needs
Enabling Learning

- How do learners learn?
- Why do learners learn?
- How do you make sure that learning sticks?
- Three core learning styles
  - What Enables good learning?
    - Discussion
    - Practice and Application
    - Collaboration
    - Evaluation

- Learners gravitate towards learning styles that fit their comfort, style, or present a fit within their learning progression.

Moving from cognitive learning domain to actionable domain
Promote social learning, engagement & retention

<table>
<thead>
<tr>
<th>Learning Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical Learning</td>
<td>Ability to reproduce facts and knowledge about topics</td>
</tr>
<tr>
<td>Analytical Learning</td>
<td>Critical assessment of knowledge, ability to establish creative connections between different paradigms, etc.</td>
</tr>
<tr>
<td>Emotional Learning</td>
<td>Personal Growth, self management, authenticity, charisma, integrated personality</td>
</tr>
<tr>
<td>Social Learning</td>
<td>Role flexibility, self distance, ability to effectively act within the immediate social micro system</td>
</tr>
<tr>
<td>Political Learning</td>
<td>Ability to maneuver effectively within the dynamics of large systems, manage power beyond the immediate social context</td>
</tr>
<tr>
<td>Ethical Learning</td>
<td>Internalization of universalistic ethical principles, ability to think and act socially and ecologically responsible (global citizenship)</td>
</tr>
<tr>
<td>Actionable Learning</td>
<td>Ability to act, take risks, implement ideas, apply all of the above for effective action</td>
</tr>
</tbody>
</table>
Market Trends: Adult Learning Effectiveness

- Shorter learning experiences
- High frequency (repeat, remind, multiple delivery points)
- Blended delivery: using diverse tools & modalities to promote formal and informal learning
- Cascaded Approach: Leaders to managers to workforce
- Scenario-based education, leverage real-cases
- Promote Ethical Dilemma / Problem-solving approach

Market Trends: Learner is the new consumer

**Explosion of Web 2.0 & Web 3d technology learning tools:**
- Mobile
- Simulation
- Gaming
- On-demand
- Formal & informal

- Learners seek to be ‘Edu-tained’
  - Blend of analysis
  - Critical thinking
  - An element of entertainment
  - Immediate feedback
  - Practical application
  - Personal relevance
Social Media

- Technologically expanding platforms
- Constant contact
- Learning and entertainment ‘mash up’
- Promotes concept of ‘supporting the tribe’
- Attractiveness of social media tools
  - Forum of diverse angles
  - Points of view on same issue
  - Learn through observation
  - Safe to ‘engage’ or ‘disengage’

Make it stick!
- Idea maps
- Peer to peer discussion brings issues to life
- Read, reflect, apply

Know your Audience
The Generation Effect

New generation entering the workforce
Gen Y or Millennials (1980-2000)
- Technology has transformed how this generation works, collaborates, seeks knowledge.
- Seek stimulation & engagement
- Expect integrated media (streaming video, epistemic gaming)
- Expect organization to address different
- Expect brief & succinct learning

Why integrate a Live Learning Experience?

Video-Based Cases support the concept of Edu-tainment,
- Element of entertainment
- Immediate feedback
- Practical application
- Personal relevance

Learn through shared dialogue
- Facilitate Application & Practice
- Reinforce Values and Expectations
- Relevant learning experiences for each learner
- Scenario-based educational experiences that reflect typical work experiences
- Create contextual framework for learning experiences integrated into broader Code leadership curriculum plan
- Value-based learning that transcends culture and region for enterprise learning
Motivate the Learner

• Build on existing learner motivations – “What’s in it for ME?”
• Create challenge through risk
• Provide intrinsic feedback and measures of progress
• Adjust level of challenge to learner skills

• Focus on Behavioral Outcomes
  – Expand user control whenever possible
  – Build activities around real-world applications
  – Avoid canned response mechanisms
  – Incorporate direct manipulation of elements when possible
  – Enable learners to master what they “do”
  – Provide a learning design that takes into consideration interactivity, simulations and safe methods of ‘application’

Experiential enables the learner to achieve the following:
  – experience the scenario / risk unfold
  – share the knowledge
  – process (understand)
  – apply the knowledge
How to create experiential learning...

- Setting: Build learning in a simulated world, provide a nonthreatening opportunity to see how we respond to the challenges presented in that world.
- Learning objective: make the issues relevant and engaging - each scenario can raise a specific aspect of the topic (for ex: – the difference between bribery and facilitation payments) in a framework that can then be explored by participants in a decision-based role playing exercise.
- Peer to peer learning: design a group exercise where participants have the opportunity to test their own responses in the guise of these characters - and equally important, to learn what outcomes result from their decisions.

Create a Toolkit

- Case Scenarios (video or text)
- Sr. Leadership Message (video or text)
- Facilitator Guide
- Attendance Sheet & Certificate of Completion
- Character Cards
- Toolkit Branded with Partner’s Program Theme / Message
- Translations of some elements available for additional fee
Why Tone from the middle?

- Manager as learner is a powerful influence on the employees
- Securing manager buy-in and support for delivery = critical step
- Managerial delivery promotes greater cultural adoption of Compliance & Integrity education
- Management’s presence in leading with learning is a key indicator of a healthy organizational framework
- Leverage internal champions to facilitate formal and informal learning through case studies, simulations and workshops that reinforce company values and priorities

Example:
- An organization had their CFO in a learning vignette explaining the importance of financial integrity

Integrate  
Cascade  
Experience

Sample Case Profiles
Cascaded Ethics & Compliance Program

Senior Leadership Conferences
500 Executives, 4 Primary Groups, 32 Business Units, 6 Continents
(Two 3-hour sessions in Europe and U.S. to build awareness of the refreshed code, inspire the start of the cascade, and gain alignment across the executive team)

Worldwide Ethics Officer Training to Assist in Management Training
(Briefing Pack development and 1 Day Train-the-Trainer sessions for 150 BU Ethics “Points of Contact” to prepare for their training of top 10,000 managers)

Ethics Officers/Manager Training
(Ethics “Points of Contact” work collaboratively with their 10,000 BU managers to cascade and localize effective delivery of the Code message within their businesses)

Workforce Online Code Training
(Code of Conduct Course delivered to 90,000 Employees)

Workforce Off-line Code Training
(Offline Experiential Learning Course delivered to 20,000 Employees in ½ day sessions)

Manager Briefing Kit Sample

Credit Card Sized USB

Contents:
• Facilitation Guide
• CEO Video
• Ethical Dilemmas
• PowerPoint Materials
• Communications Materials
• FAQ Document
• 1 Page Introduction Script
• CoC Document
Code of Conduct online training

- Faux Video
- Scenario Based
- Survey Followed to Obtain Employee Feedback

Experiential Learning cases (sample)

- Train-the-Trainer Approach
- Manager Led Discussions
- Ethical Dilemmas
- Two-way Interaction & Feedback
‘Ethics Day’ Experiential Learning Program
17 topics
Target Audience: Managers
Generic vignettes embedded into customized presentation deck
Use of Audience Voice Response (AVR) ‘voting’ system

Snapshots of two Ethics Day topics:

Fair Treatment
Bribery & Corruption

ETHICS DAY

What are the individual characteristics for which a job decision cannot be made?

- Race, Color or Ethnicity
- Religion
- Age
- Marital Status
- Gender
- Disability
SAMPLE DATA POINT:

Have you seen employment decisions – either positive or negative – being made primarily based on any of the following personal characteristics?

(If more than one, choose the one you have seen most frequently.)

A. Race, color or ethnicity
B. Age
C. Gender
D. Religion
E. Marital Status
F. Disability
G. No, I have not seen any of the characteristics be a primary factor in any employment decisions

Questions to consider…

How can you, as a manager, ensure that employment decisions are based on the right criteria?
Sample AVR question:

Have you been the focus of stereotyping?

50% Yes
50% No

Sample AVR question:

Have you stereotyped others?

50% Yes
50% No
ETHICS DAY

Questions to consider…

Why do people stereotype others?
How does stereotyping hurt the Company?

ETHICS DAY

Questions to consider…

Some areas of the Company historically have lacked diversity. How can these areas better appreciate and become open to diversity?
Fair treatment and equal employment opportunity applies to all employment decisions, including recruiting, hiring, firing, promoting, demoting, training, transfers, reductions-in-force, re-hiring, compensation, benefits, discipline, and other terms, conditions, and privileges of employment.

“Job qualifications” do not include personal characteristics such as race, color, national origin, religion, gender, age, marital status, or disabilities. It is about the person’s abilities and the job’s requirements.

How we treat one another greatly impacts employees’ commitment to the Company which, in turn, strongly affects our business success.
How we treat one another greatly impacts employees’ commitment to the Company which, in turn, strongly affects our business success.

ETHICS DAY

Key Takeaways

Bribery & Corruption
Sample AVR question:

*INSERT COMPANY NAME HERE* Does [ ] allow “facilitation payments” to be made?

(A facilitation payment is a relatively small payment to a low-level government employee to enable or speed up a routine and non-discretionary government action.)

A. Yes  
B. No  
C. Unsure

Sample AVR Question:

Assume that Francis’ company does allow facilitation payments, should she be concerned with the current situation?

A. Yes  
B. No  
C. Unsure
ETHICS DAY

Question to consider…

Assume that Francis’ company does not permit facilitation payments, what problems do you see with this situation?

ETHICS DAY

Questions to consider…

If not cash, can the Company provide something else to a minister to speed up the permit?
In what situations could a bribe demand be made?
How can you mitigate the risks of bribery?
Are you responsible if you are instructed by your manager to offer a bribe?
**ETHICS DAY**

**A Renewed Focus on Bribery**

**FCPA Prosecutions 2004 - 2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>DOJ</th>
<th>SEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

**Bribery Initiatives**

- Local anti-bribery laws
- FCPA
- OECD Anti-Bribery Convention – 37 countries
- UN Convention Against Corruption

- 2005: 51 investigations and 50 cases in 13 countries
- 2007: 263 investigations, 254 cases in 16 countries including Denmark, Germany, Netherlands, Sweden, Switzerland, USA

---

**Summary**

Why does Experiential Learning help Make it Stick?

1. Engages the whole enterprise – from management through employees
2. Move participants from Knowledge -> Comprehension -> Application -> Analysis...
3. Reinforces on-line learning by applying scenarios that resonate in participants' day-to-day work through discussions lead by the manager
   - (Toolkits (can be distributed online or offline) includes Facilitator Guide and Train-the-Trainer)
4. Applies code of conduct risk area requirements through interactive, business-specific dialogue
   - “Ethics Day” (Toolkits include Facilitator Guide and Train-the-Trainer) using video vignettes and voting devices
Questions?

Contact:
Marsha Ershaghi
LRN Solutions Leader, Education
mershaghi@lrn.com

Direct: 310-874-3051