How easy is it to change ?

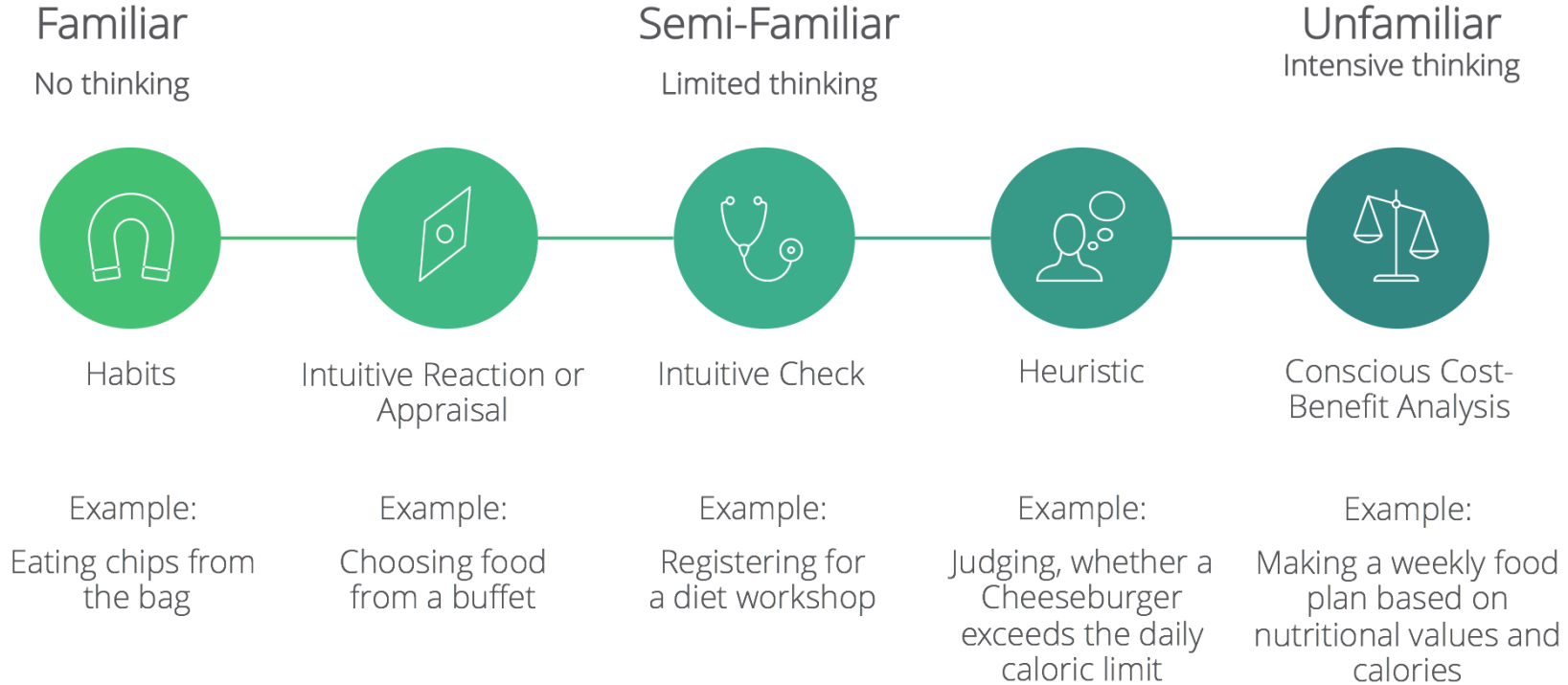*To be a different you.*

Easy, Hard, Very Hard, is it almost Impossible?

Spectrum of Thinking Interventions

## How Humans Make Decisions

Familiar		**Semi-Familiar**		**Unfamiliar**
No thinking		Limited thinking		Intensive thinking

| Habits	Intuitive Reaction or Appraisal	Intuitive Check	Heuristic	Conscious Cost-Benefit Analysis
Example:	Example:	Example:	Example:	Example:
Eating chips from the bag	Choosing food from a buffet	Registering for a diet workshop	Judging, whether a Cheeseburger exceeds the daily caloric limit	Making a weekly food plan based on nutritional values and calories

So, maybe we all need a little *nudge* in our lives to help?

The Nobel Prize
in Economic Sciences 2017
Richard H. Thaler

"for his contributions to behavioural economics"

Richard H. Thaler
Cass R. Sunstein

Nudge

Improving Decisions
About Health, Wealth,
and Happiness

Behavioural Economics
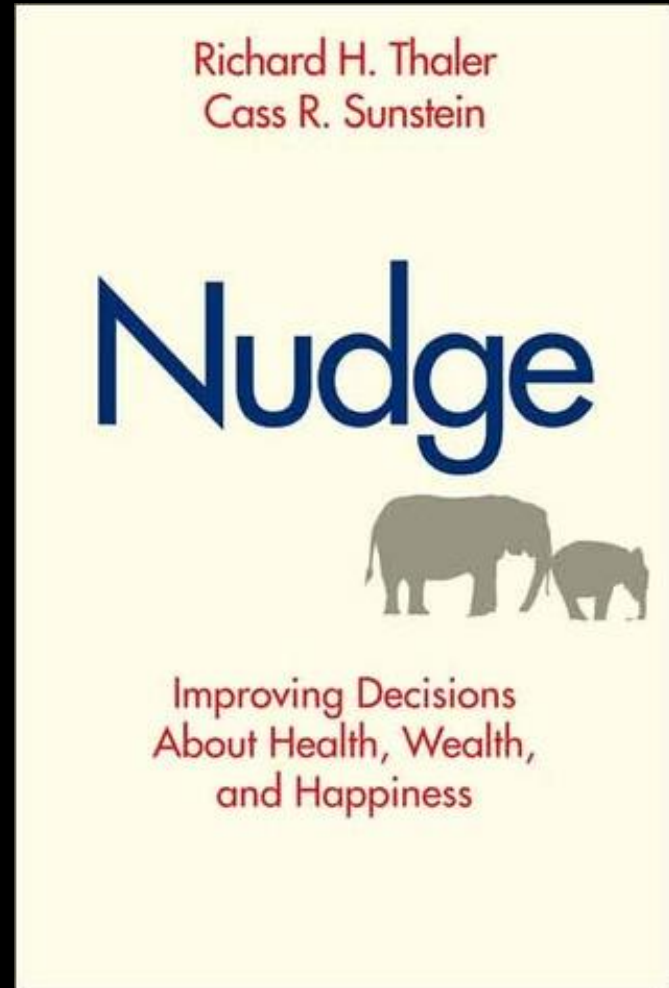
What is Nudge?

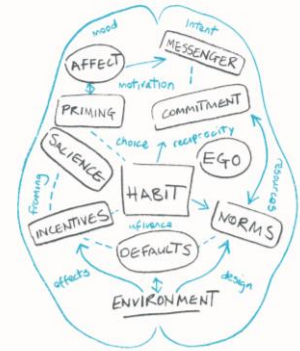How to make better
decisions without
even noticing.
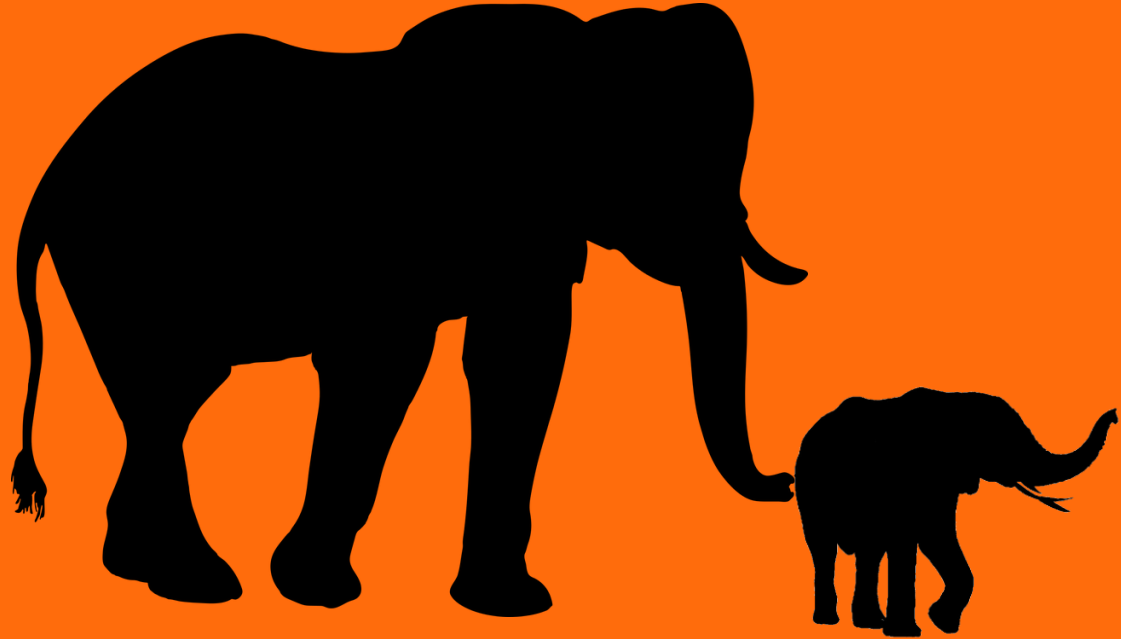
Frequently we are irrational beings and our behaviours are often driven by short- term and often illogical choices.

But, what if we can change people's behaviour?

Understanding What Influences Decision Making

Messenger
- we are heavily influenced by who communicates information

Incentives
- our responses to incentives are shaped by predictable mental shortcuts such as strongly avoiding losses

Norms
- we are strongly influenced by what others do

Defaults
- we "go with the flow" of pre-set options

Salience
- our attention is drawn to what is novel and seems relevant to us

Priming
- our acts are often influenced by sub-conscious cues

Affect
- our emotional associations can powerfully shape our actions

Commitments
- we seek to be consistent with our public promises, and reciprocate acts

Ego
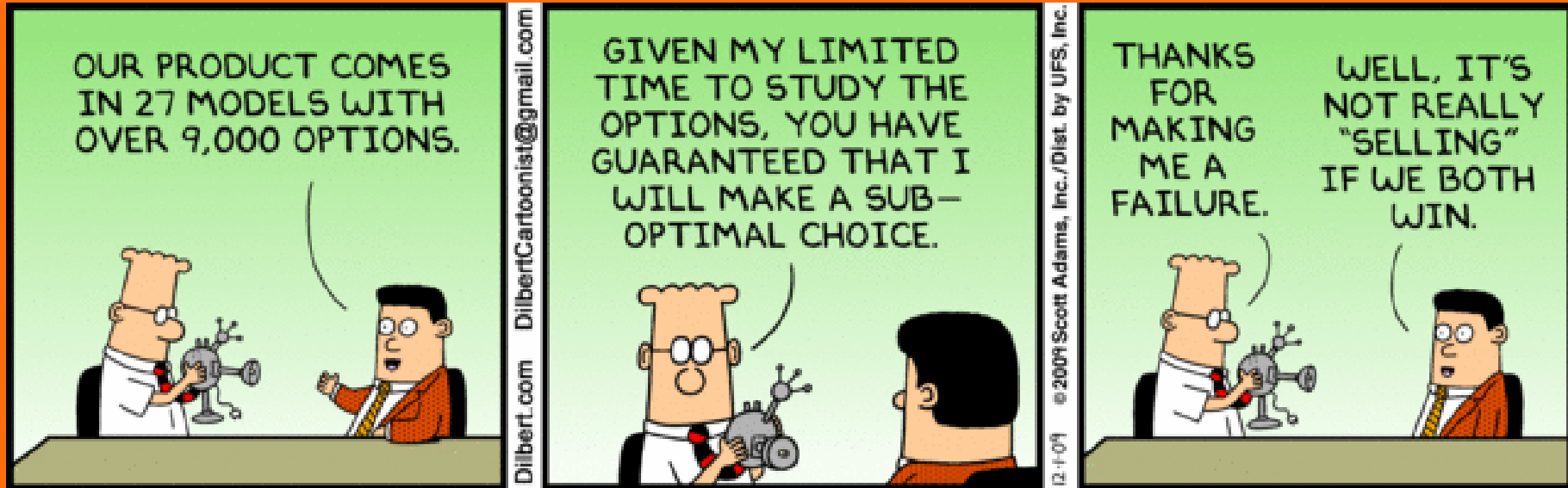- we act in ways that make us feel better about ourselves

https://www.instituteforgovernment.org.uk/sites/default/files/publications/MINDSPACE.pdf

https://kittysjones.wordpress.com/2014/12/17/camerons-nudge-that-knocked-democracy-down-mind-the-mindspace/

Nudge' theory manager/leader = 'choice architect'

Not more but the RIGHT choices

Is this your LMS catalogue?

A B

A B

"If you want to encourage people to do something, make it easy."

Nudge: Improving Decisions About Health, Wealth, and Happiness.
by Richard Thaler and Cass Sunstein

"A nudge, as we will use the term, is any aspect of the choice architecture that alters people's behaviour in a predictable way without forbidding any options or significantly changing their economic incentives. To count as a mere nudge, the intervention must be easy and cheap to avoid. Nudges are not mandates. Putting fruit at eye level counts as a nudge. Banning junk food does not."
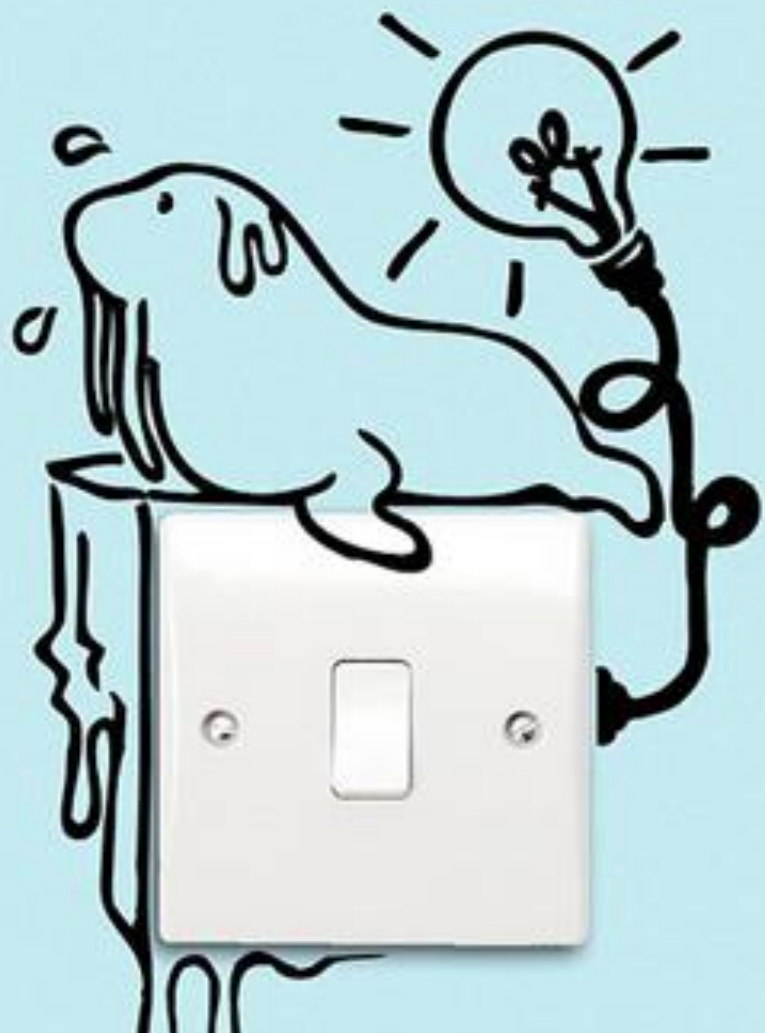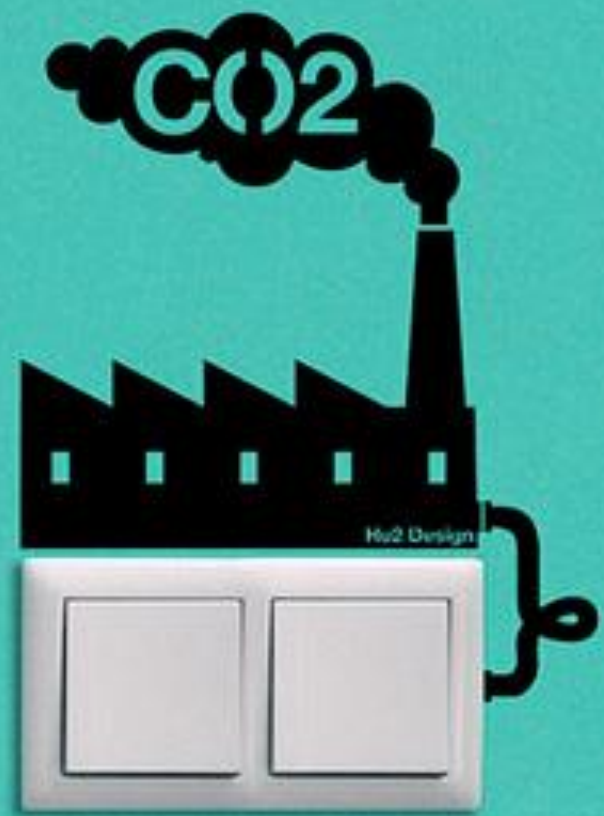
Richard Thaler and Cass Sunstein
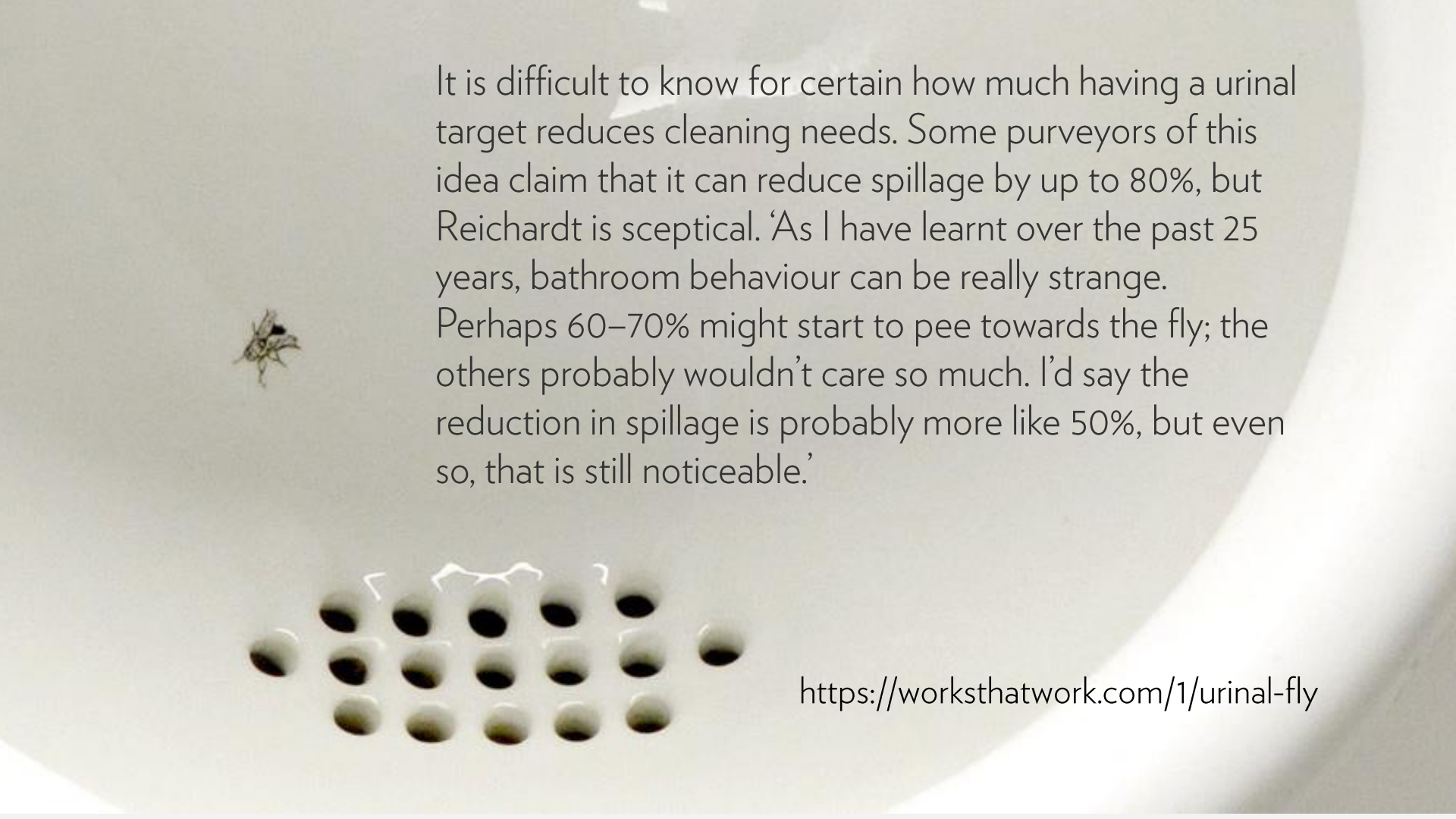
Our last 5% Day... $ 5,220 for ENVIRONMENT...

Our next 5% Day is
September 2013 for TBD .

We embrace our responsibility to be an active participant
in our community. We are committed to fighting hunger,
supporting the environment, and sponsoring local and
neighborhood events.

Compost

Compost

Compost

Recycle
REDUCE WASTE BY RE-USING!
1-7 Plastics, aluminum, steel tin, and glass!

Recycle
REDUCE WASTE BY RE-USING!
1-7 Plastics, aluminum, steel tin, and glass!

Landfill
PLASTIC UTENSILS, PLASTIC WRAP, NON-RECYCLABLE
& NON-COMPOSTABLE TRASH

It is difficult to know for certain how much having a urinal target reduces cleaning needs. Some purveyors of this idea claim that it can reduce spillage by up to 80%, but Reichardt is sceptical. 'As I have learnt over the past 25 years, bathroom behaviour can be really strange. Perhaps 60–70% might start to pee towards the fly; the others probably wouldn't care so much. I'd say the reduction in spillage is probably more like 50%, but even so, that is still noticeable.'

https://worksthatwork.com/1/urinal-fly

THE BEST CHOICE

"Liberal Paternalism"

Nudge theory operates by designing choices for people which encourage positive helpful decisions; for the people choosing, and ideally for the wider interests of society and environment, etc.

Who is a target for your CHOICE ARCHITECTURE in LEARNING

Who can be a victim of your choice architecture?

MINDSPACE **MINDSPACE** MINDSPACE

MINDSPACE **MINDSPACE** MINDSPACE

Who can we nudge to deliver better learning behaviours?

▶ 90% of L&D professionals expect managers to take responsibility for skill development after the learner has been trained (CCL)

▶ BUT - only 15% of leaders are satisfied that managers are effectively coaching and developing the skills of learners in the field (ATD)

MINDSPACE **MINDSPACE** MINDSPACE

IT'S NOT JUST ABOUT NUDGING THE LEARNER!!

▶ **Managers, Peers, Teams, EVERYONE has a role / is a target...**

M I N D S P A C E **M I N D S P A C E** M I N D S P A C E

M I N D S P A C E **M I N D S P A C E** M I N D S P A C E

Motivational Community of Interest
Working Interests

Personal Belonging
Work Based Social Employee Engagement

Assigned Community of Practice
Network of Expertise, Project Team

Sharing Tacit Knowledge
What works, How to get things done

The Practical Catalysts for Social Learning

Formal Learning
Study Groups, Assignments, Cohort Learning Journals

Innovation
Discoveries and Emerging Knowledge

Coaching & Mentoring
Onboarding, HiPo, Exec, Leadership Employee Engagement

Continuous Business Improvement
AAR, Quality Circles, Feedback

Where should you be applying NUDGE THEORY in LEARNING ?

Applying Nudge Theory in context

Where can you be a *"choice architect"* for Learning and Performance Development?
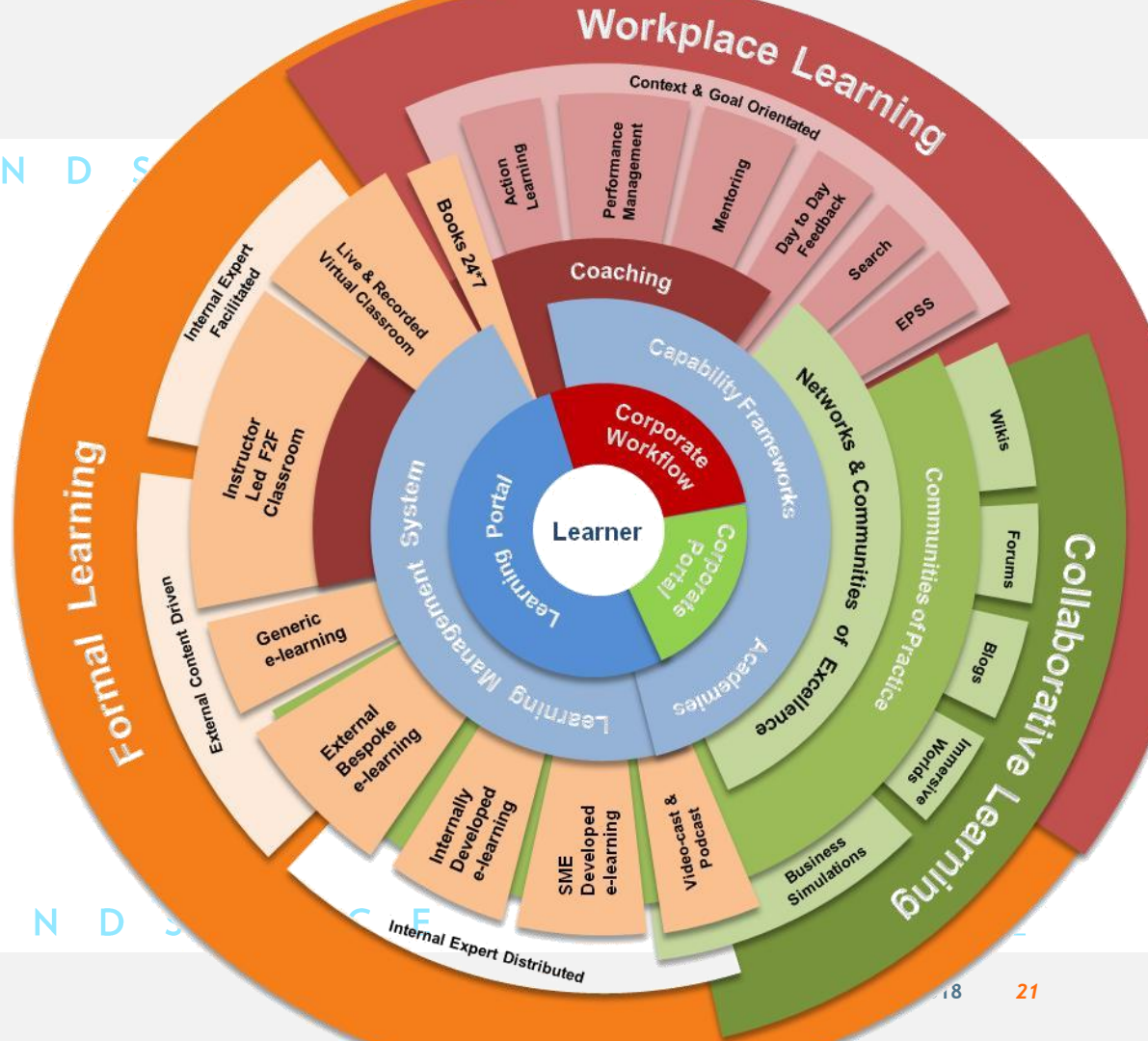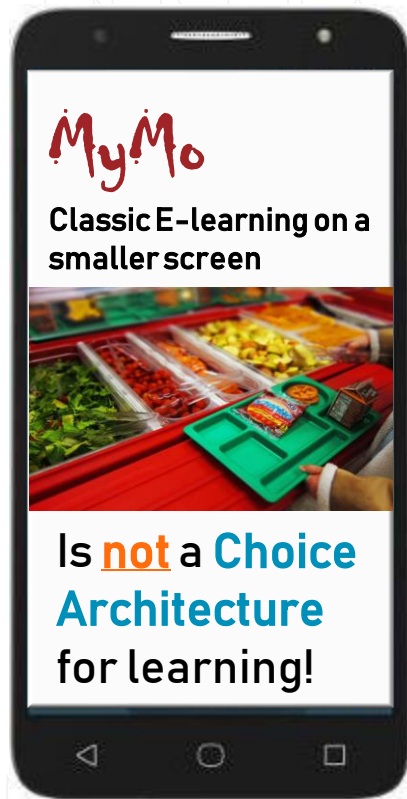
What counts as a *Choice Architecture* for learning? What's in & what's definitely out!?!

MyMo

Classic E-learning on a smaller screen

Is not a Choice Architecture for learning!

ANOTHER *LMS or NGLE*

Catalog | Uploaded files | Business | Network

82,3 %

2. How to photograph still objects
Students will learn the basics of still life photography, how to shoot objects, and work with shadows.

3 sections

REWARD
Your latest achievements
VIEW ALL

CERTIFICATES (5)
Your latest Certificates
VIEW ALL

Question bank | Rubric | Tool

92% | 165.0
100% | 99.7
85% | 79.5

It's about context & prompting better decisions – not about learning format or channel!

Where should we create choices?
NUDGING LEARNING IN CONTEXT!

BEING THE BEST ME
Personal Learning

- Entertainment
- Extension
- Mastery
- Belonging
- Problem Solving
- Curiosity & Serendipity

IMPACT NOW
Operational Performance

- Learning
- Performance Management
- Performance Optimisation
- Performance Support
- Bite Sized Learning
- License to Operate
- Social Performance Management

FUTURE READINESS
Strategic Talent Development

- Goal Management
- Reward & Recognition Management
- Employer Brand
- Talent Attraction & Acquisition
- Recruitment & Selection
- Pre-boarding & Onboarding
- Organisation Design
- Competencies & Capabilities
- Job Families & Job Roles
- Talent Identification, Development & Optimisation
- Career Development

Operational Learning
= *Learning for Today / Now!*

▸ **What does this look like?**
(<1 day to 3 month cycles)

- New Systems
- New Starters
- New Processes
- New Products
- Regulatory Compliance
- License to Operate
- Continuous Improvement
- Performance Gaps
- Change Initiatives
  - *(Brand, Merger & Acquisition)*

▸ **The Challenges**

– Scale, Speed, Consistency, Time out of the Business, Efficiency, Personalisation, Measuring Outcomes

---

Training

Performance Management

Performance Optimisation

IMPACT NOW
Operational Performance

Performance Support

Bite Sized Learning

License to Operate

Social Performance Management

Surgical Safety Checklist

World Health Organization | Patient Safety
A World Alliance for Safer Health Care

Before induction of anaesthesia

(with at least nurse and anaesthetist)

Has the patient confirmed his/her identity, site, procedure, and consent?
☐ Yes

Is the site marked?
☐ Yes
☐ Not applicable

Is the anaesthesia machine and medication check complete?
☐ Yes

Is the pulse oximeter on the patient and functioning?
☐ Yes

Does the patient have a:

Known allergy?
☐ No
☐ Yes

Difficult airway or aspiration risk?
☐ No
☐ Yes, and equipment/assistance available

Risk of >500ml blood loss (7ml/kg in children)?
☐ No
☐ Yes, and two IVs/central access and fluids planned

Before skin incision

(with nurse, anaesthetist and surgeon)

☐ **Confirm all team members have introduced themselves by name and role.**

☐ **Confirm the patient's name, procedure, and where the incision will be made.**

Has antibiotic prophylaxis been given within the last 60 minutes?
☐ Yes
☐ Not applicable

Anticipated Critical Events

To Surgeon:
☐ What are the critical or non-routine steps?
☐ How long will the case take?
☐ What is the anticipated blood loss?

To Anaesthetist:
☐ Are there any patient-specific concerns?

To Nursing Team:
☐ Has sterility (including indicator results) been confirmed?
☐ Are there equipment issues or any concerns?

Is essential imaging displayed?
☐ Yes
☐ Not applicable

Before patient leaves operating room

(with nurse, anaesthetist and surgeon)

Nurse Verbally Confirms:
☐ The name of the procedure
☐ Completion of instrument, sponge and needle counts
☐ Specimen labelling (read specimen labels aloud, including patient name)
☐ Whether there are any equipment problems to be addressed

To Surgeon, Anaesthetist and Nurse:
☐ What are the key concerns for recovery and management of this patient?

This checklist is not intended to be comprehensive. Additions and modifications to fit local practice are encouraged.

Revised 1 / 2009

© WHO, 2009

By the end of Gawande's trial, death rates across the hospitals tested had fallen by 47%.

THE NEW YORK TIMES BESTSELLER

THE CHECKLIST MANIFESTO
HOW TO GET THINGS RIGHT

ATUL GAWANDE
BESTSELLING AUTHOR OF BETTER AND COMPLICATIONS

FUTURE READINESS
Strategic Talent Development

- Goal Management
- Reward & Recognition Management
- Employer Brand
- Talent Attraction & Acquisition
- Recruitment & Selection
- Pre-boarding & Onboarding
- Organisation Design
- Competencies & Capabilities
- Job Families & Job Roles
- Talent Identification, Development & Optimisation
- Career Development

Learning for Tomorrow = *Talent Development*

▶ **What does this look like?**
(3 months to 2 year business plan)

- New Organisations
- New Strategic Competencies & Capabilities
- Leadership
- Talent Management
- Career Development
- Employee Value Proposition and Brand

▶ **The Challenges**

- Readiness to Change, Status Quo/ Inertia, Future Vision, Depth of Employee Involvement, Transparency, Personalisation, Measuring Outcomes

We invite you to join with us to conserve water by using your towels more than once.

In addition to decreasing water and energy consumption, you help us reduce the amount of detergent waste water that must be recycled within our community.

Please hang the towels up if you wish to participate in the program — if not, simply leave them on the floor.
©1996

We appreciate your help!

Printed on recycled paper.
Laminated to reduce waste.

JOIN YOUR FELLOW GUESTS IN HELPING TO SAVE THE ENVIRONMENT.

Almost 75% of guests who are asked to participate in our new resource savings program do help by using their towels more than once.

You can join your fellow guests in this program to help save the environment by reusing your towels during your stay.

We appreciate your help!

Printed on recycled paper.
Laminated to reduce waste.

Standard Message
35% More Successful

Descriptive Norm
44% More Successful

Could you have..... "35% of people who completed at achieved at least 2 digital badges have increased their salary by more than an standard pay rise in the past 18 months" (?)

Entertainment

Extension

Curiosity & Serendipity

BEING THE BEST ME
Personal Learning

Mastery

Problem Solving

Belonging

Personal Development
## = *Learning for me*

▶ ## What does this look like?

(1min to + Years)
- Hobbies
- Interests
- Passions
- Personal Identity
- Community
- Outside & Inside Work
- **DEEP PERSONAL MOTIVATION**

▶ ## The Challenges

– Is it part of our L&D Agenda? Developing the whole person? How does it fit to organisational goals, talent management, time, wellness, employer brand – INVESTMENT & FUNDING - EQUITY

One organ donor can save 8 lives.
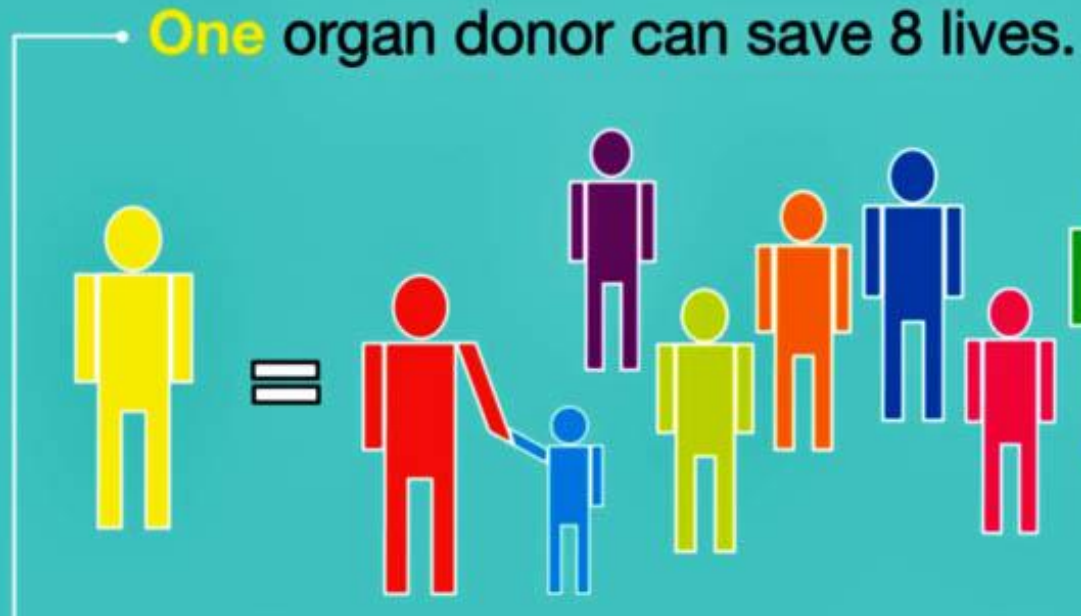
12% sign-up rate for organ donation in Germany. In Austria, however, the path to becoming an organ donor is opt-out; meaning a person has to check a box so they don't become an organ donor. There is a 99% sign-up rate for organ donation in Austria. Given that these two cultures are so similar it is reasonable to conclude the nearly 90% difference is directly attributable to the design of the default option.

ADULT COURSES
STARTING JANUARY 2018

CLICK HERE FOR MORE INFORMATION

What would happen if everyone had...

...A Personal Learning Fund?

What role can NUDGE THEORY have with LEARNING

Where can Nudging Play a role?
GETTING BEYOND COURSES V RESOURCES
THINKING ABOUT THE COMPLETE EXPERIENCE
THINKING ABOUT LEARNING RELATIONSHIPS

How do you look at Learning?

Formal v Informal

Courses v Resources

Micro v Long-form

Programmatic v Unstructured

Social v Self Directed

LEARNING IS PROCESS
not a FORMAT

Formal v Informal

Courses v Resources

Micro v Long-form

Social v Self Directed
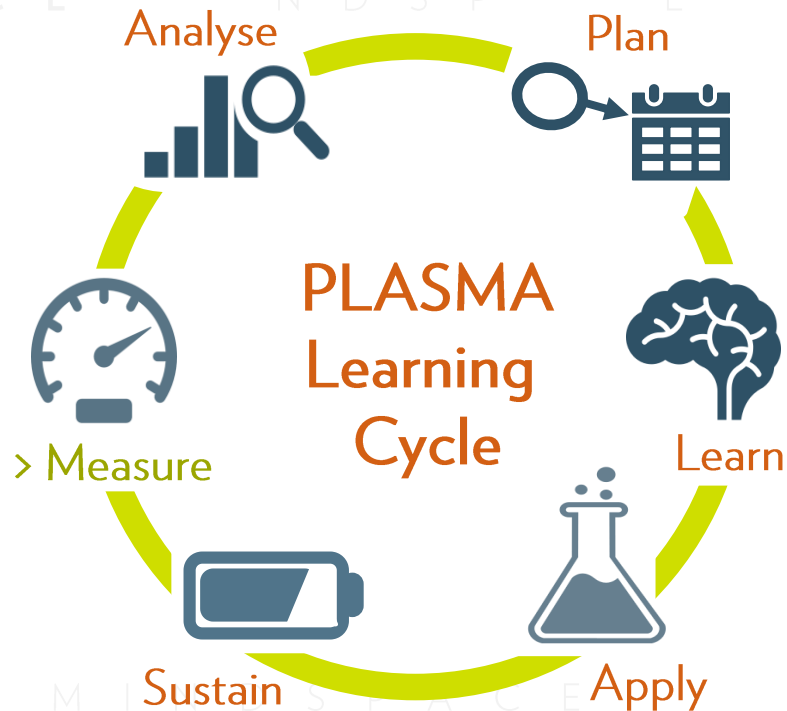
Programmatic v Unstructured

When you think about LEARNING as a PROCESS or CYCLE

... nudging makes more sense and easier to design...

Analyse

Plan

PLASMA Learning Cycle

Learn

> Measure

Apply

Sustain

Each stage can be anything from a few seconds to days long... The process is not linear! Learning Cycle can start at any phase!

Measure

- Stage Diagnostics
  - Periodic Assessment i.e. Online Test or Scenario based
  - Task or Competency Assessment by Self, 180 – 360 assessment from peers, managers and customers
  - Quality Assessment Feedback
  - Performance Metrics & KPIs
  - Manager's Performance Assessment
  - Specific Benchmark Assessment / Test
  - Mystery Shopper Feedback
  - Accredited Assessor Checklists & Contextual Assessment

Analyse

Plan

PLASMA Learning Cycle

Measure

Learn

Sustain

Apply
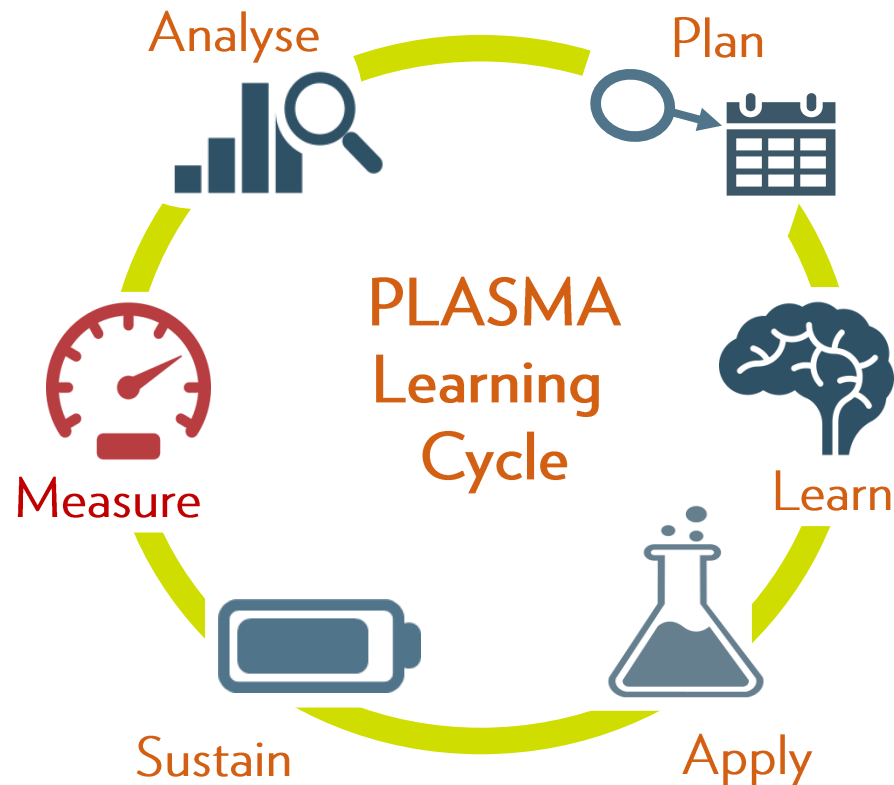
Analyse

- Diagnostics Review & Evaluation
  - Automated Recommendation from online test, quizzes and / or questionnaires suggesting most appropriate next steps or Machine Intelligence Recommendations – people who excelled at the next level have done…
  - Professional Review – expert feedback and reflection on next developmental goals
  - Coaching Review - coach feedback & reflection on developmental targets and goals
  - Manager Review – manager feedback and reflection on next performance goals

    …. In preparation for next development planning stage

Analyse

Plan

PLASMA Learning Cycle

Learn

Measure

Sustain

Apply
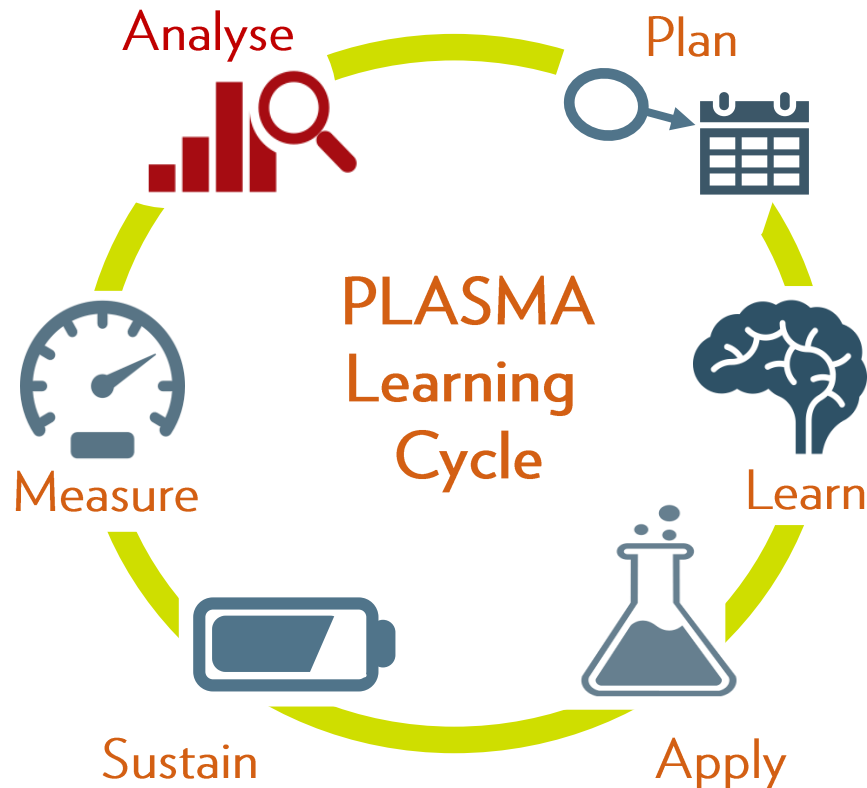
Plan

- Personal Development Agenda
 - What I need for me
- Prescribed Learning Journeys
  - Tell me what should I be developing / learning overall
- Required Career Path - Template
  - Where should I be focusing within a programme to get the most value
- Act Now – Just Do It!
  - Instant Access
  - Quick Search, chat, phone

Analyse

Plan

PLASMA
Learning
Cycle

Learn

Measure

Sustain

Apply
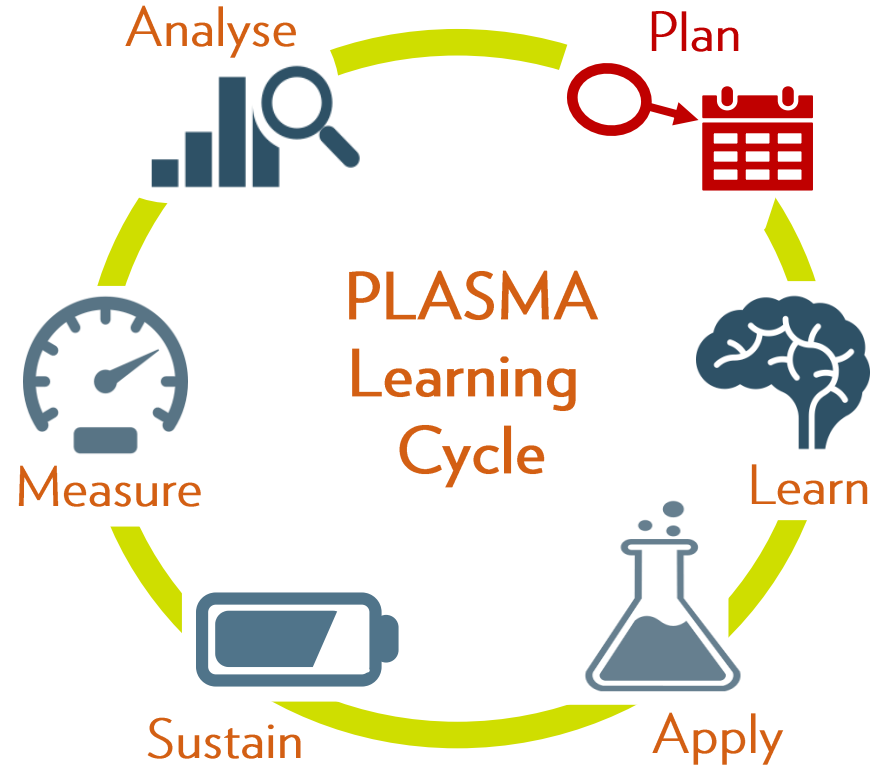
Learn

- Multi Modal Learning Channels
  – F2F & Distance
  - Same Time / Different Time /Same Place / Different Place
  - Digital v Formal v On the Job v JIT
- Digital Learning Anytime Anywhere,
  - "Time, pace & place convenient to me...!"
  - Scale & Reach
  - Maximise impact of high value events
  - Ensure I meet the prerequisites
- A P D learning experience thinking
- Search, Investigation, Buddying, Action Learning Sets

PLASMA Learning Cycle

Analyse — Plan — Learn — Apply — Sustain — Measure
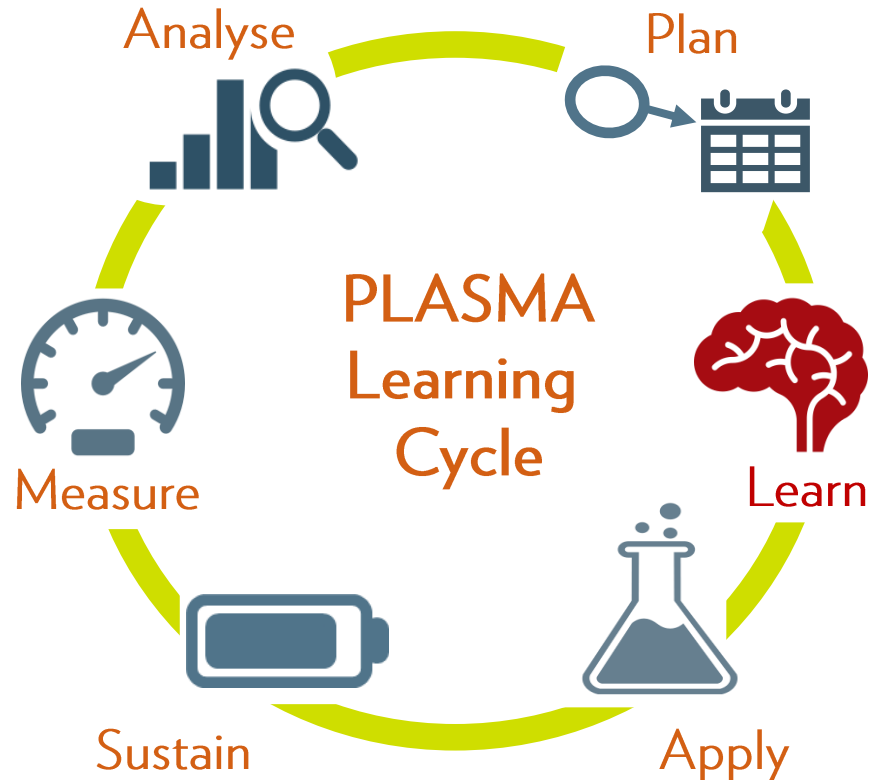
KEEP IT SIMPLE

Learn = Acquire + Practise + Do

Apply

- Self Recognition of Applying Learning
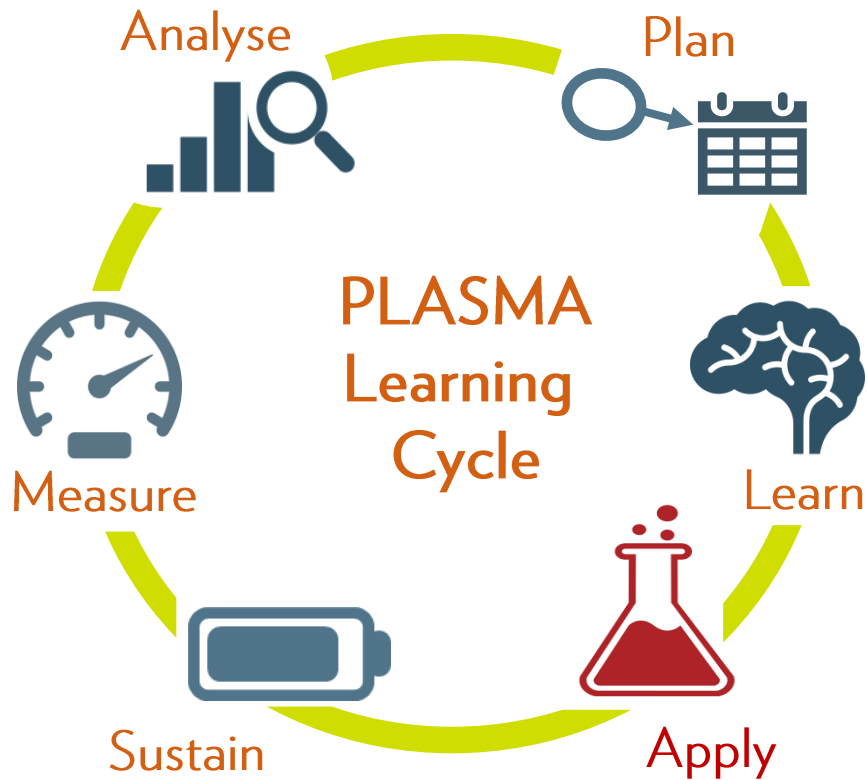 - Learning Journals
  - Cohort based Learning Blogs – Coach & Mentor
  - On the Job Assignments
- Observation
  - Manager Observation Checklists
  - Quality Assessment
  - Coaching
  - Pre-Flight Checklists
- Collaboration
  - Quality Circles & Continuous Improvement / Kaizen
  - Communities of Practice

PLASMA Learning Cycle — Analyse, Plan, Learn, Apply, Sustain, Measure

Sustain

- Ongoing Coaching – Machine, Community, Coach and Mentor – Peer to Peer Social Learning
  - Stage Gate Video Diaries, Manager or SME Coaching
  - Peer to Peer Support, After Action Reviews
  - Training & Mentoring others, Assignments & Feedback
  - Machine Prompts & Interim Sentiment Analysis (Confidence v Competence Input)
- Just In Time Support
  - Performance Support Checklists
  - Reference Material,
  - Memory Joggers,
  - Knowledge Shoot-Outs

PLASMA Learning Cycle

Analyse — Plan — Learn — Apply — Sustain — Measure
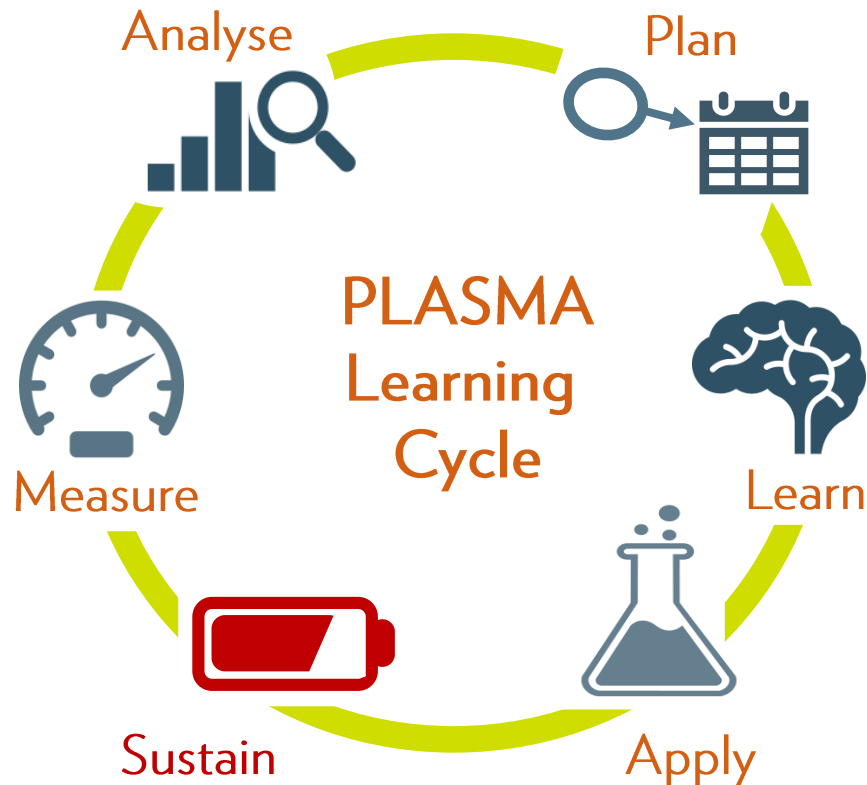
Who's doing NUDGE in the Learning Technology Market today

Is there anyone thinking about nudging the LEARNING RELATIONSHIP?

The Evolution of Learning Strategy & Systems

1996 → 2020

PLIOPITHECUS
25 MillionsYears

RAMAPITHECUS
5 MillionsYears

AUSTRALOPITHECUS
1.9 MillionsYears

HOMO ERECTUS
1 MillionYears

NEANDERTHAL MAN
500 000 Years

MODERN MAN
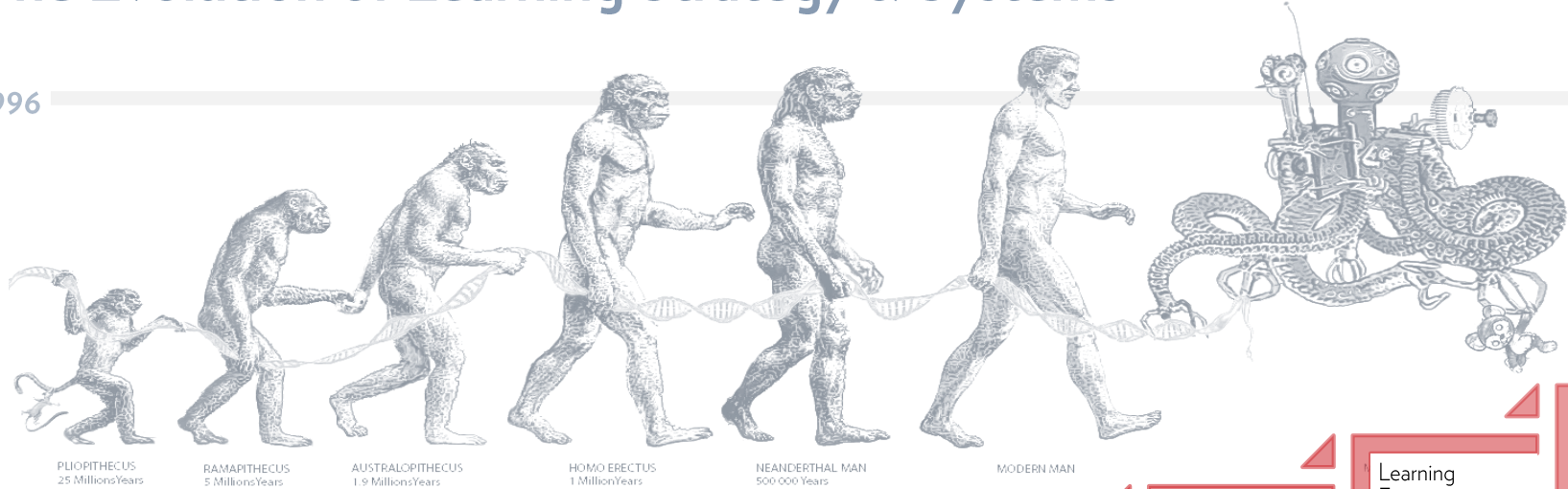
http://orig07.deviantart.net/b0f5/f/2015/198/6/c/evolutionrobotsquid1_by_djimme-d91naci.jpg

Organisational Training – Structured Programmatic

Training & Certification

E-learning delivery

Blended Learning

Informal & 70:20:10 Learning

Talent Development

Social & Mobile Learning – User Generated Content

Learning Analytics

Learning Engagement & Gamification

Learning Relationship / Personal Transformation

Individual Learning Personalised - Iterative Bite-sized - Nudged

Which vendors are doing Nudge "like" solutions today...

- Acteon – Channel4
- CrossKnowledge - BlendedX
- Filtered – Adaptive Learning
- Xyleme – LCMS Adaptive Learning
- Saffron Interactive – Guided Performance / Performance Support
- Axonify – Interval Reinforcement
- Ludic Group – Blended Learning - Novartis Global Procurement Transformation
- Growth Engineering – Gamified LMS
- Fuel50 – Career Development
- IBM - MyCa Career Development powered by IBM Watson
- Coorpacademy – Knowledge Shoot-outs
- Lumesse Learning – MeTime: Learning as an extension to your benefits package
- Learnerably – Curated learning portfolio and personal learning fund
- Assima – systems Performance Support and optimisation

*NO ONE MANAGES
or SUPPORTS
LEARNING CYCLES*

*SEND ME YOUR
EXAMPLES!*

Who has any hope of using Nudge Theory today????

& how BIG is the opportunity?

EVERYBODY!

Approximately how often does your approach to L&D support the following?
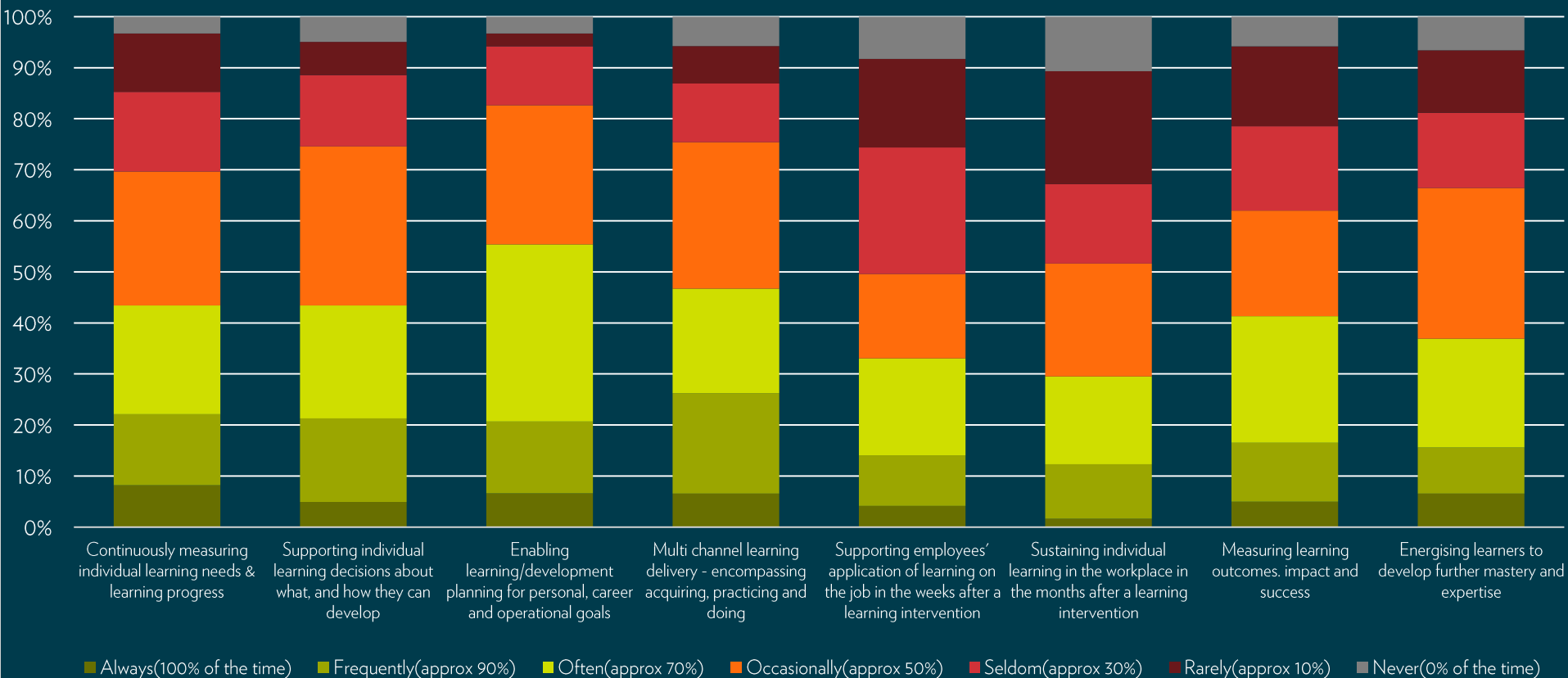
The Opportunity is IMMENSE...!

The reality is that L&D do too little to create effective learning

Less than 1/3rd more often support learners' application of learning in the workplace.

Less than 1/3rd look to sustain learning in the workplace

More than 55% fail to consistently measure learning progress

60% are failing to systematically drive the development of mastery and expertise.

Only 26% more than frequently adopt multi-channel learning delivery.

At the point when learners need help the most they are *all too often* abandoned...

And that's why thinking about nudge could be so important...

The big challenge for L&D is not about forgetting curves – it's about supporting people in *continuously improving & building their expertise & effectiveness*.

Changing behaviours !!!! CONTINUOUS LEARNING

We need to think more creatively about that...   And Nudging and Learning Cycle might help nudge that along....
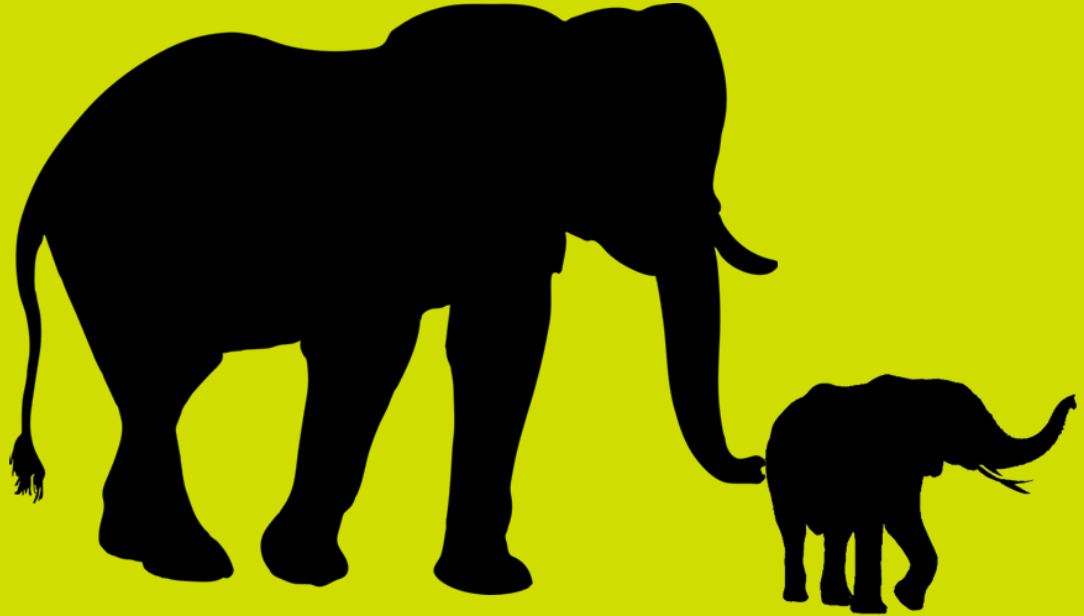
What should you take away about Nudge Theory & Learning?

What is Nudge?

How to make better decisions without even noticing.

THINK PROCESS!!!!
Learning Journeys should Nudge people through the Learning Cycle
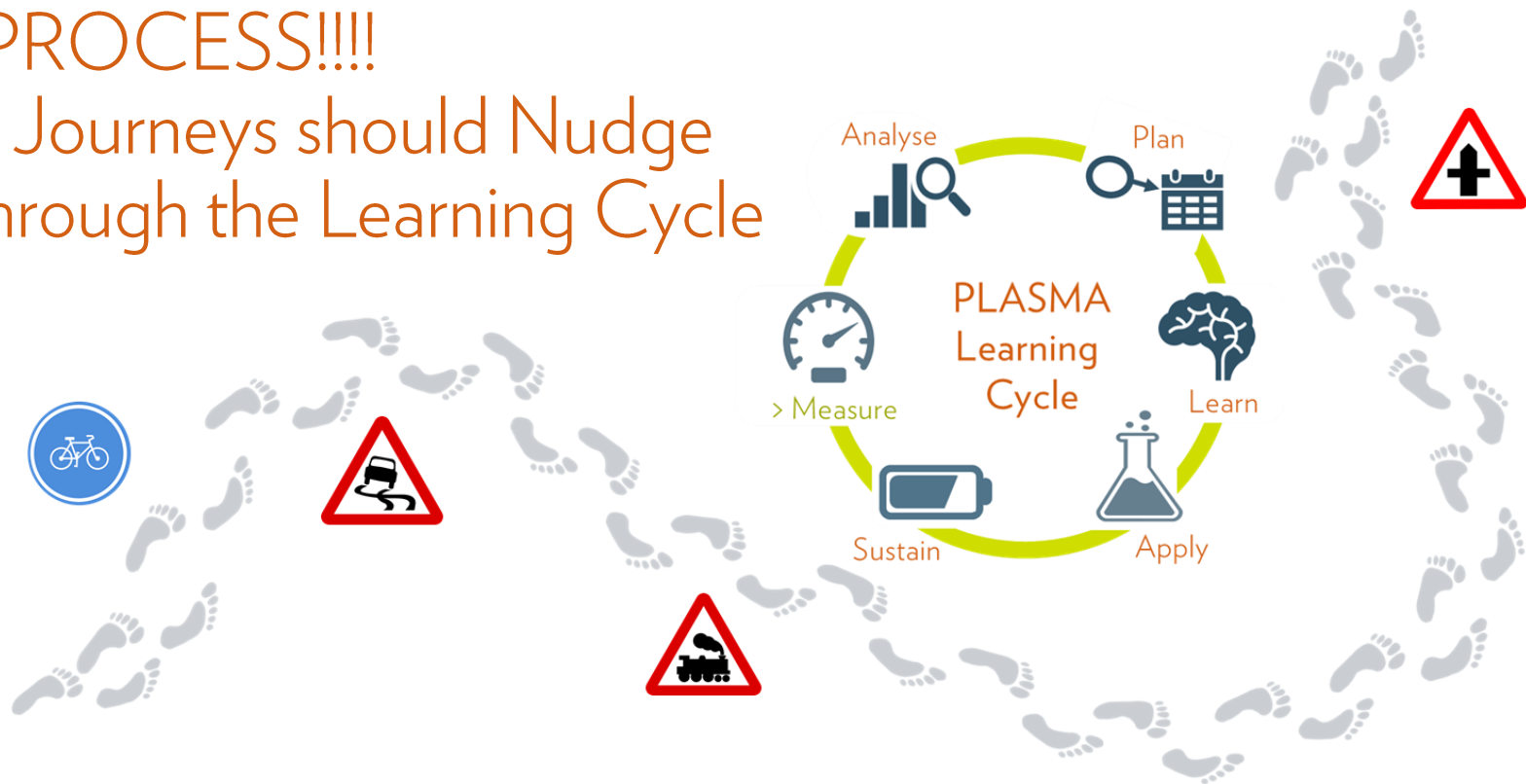
Nudge Theory = a fresh way to think about **Blending Learning** beyond the CONTENT obsession!

We can use nudging as part of our commitment to more contextual, active & social learning journeys …

The Practical Catalysts for Social Learning

- **Motivational Community of Interest** *Working Interests*
- **Personal Belonging** *Work Based Social Employee Engagement*
- **Sharing Tacit Knowledge** *What works, How to get things done*
- **Innovation** *Discoveries and Emerging Knowledge*
- **Continuous Business Improvement** *AAR, Quality Circles, Feedback*
- **Coaching & Mentoring** *Onboarding, HiPo, Exec, Leadership Employee Engagement*
- **Formal Learning** *Study Groups, Assignments, Cohort Learning Journals*
- **Assigned Community of Practice** *Network of Expertise, Project Team*

Approximately how often does your approach to L&D support the following?

Chart categories (left to right):
- Continuously measuring individual learning needs & learning progress
- Supporting individual learning decisions about what, and how they can develop
- Enabling learning/development planning for personal, career and operational goals
- Multi channel learning delivery - encompassing acquiring, practicing and doing
- Supporting employees' application of learning on the job in the weeks after a learning intervention
- Sustaining individual learning in the workplace in the months after a learning intervention
- Measuring learning outcomes. impact and success
- Energising learners to develop further mastery and expertise

Legend:
- Always(100% of the time)
- Frequently(approx 90%)
- Often(approx 70%)
- Occasionally(approx 50%)
- Seldom(approx 30%)
- Rarely(approx 10%)
- Never(0% of the time)

FREE to Download

2018 Digital Learning Research

http://www.fosway.com/research/next-gen-learning/digital-learning-european-realities/

david.perring@fosway.com
@DavidPerring

Q&A?

Your Questions