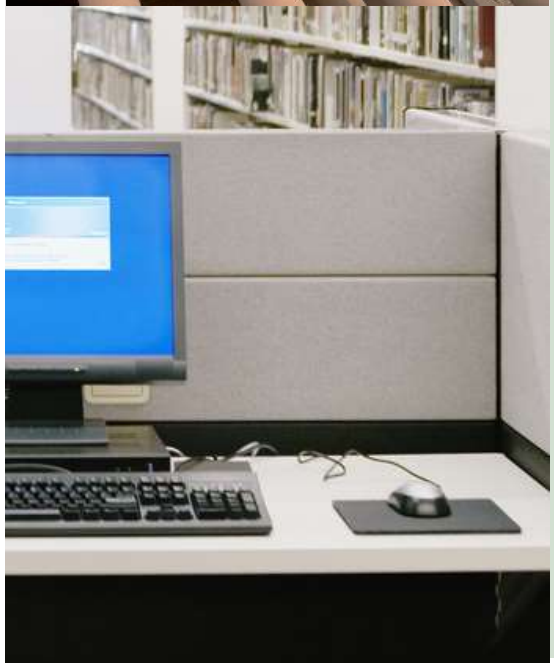
DESIGN FOR BEHAVIOR CHANGE

ASTD LEARNNOW
NOVEMBER 2013

WHAT IS THE FUTURE OF LEARNING?

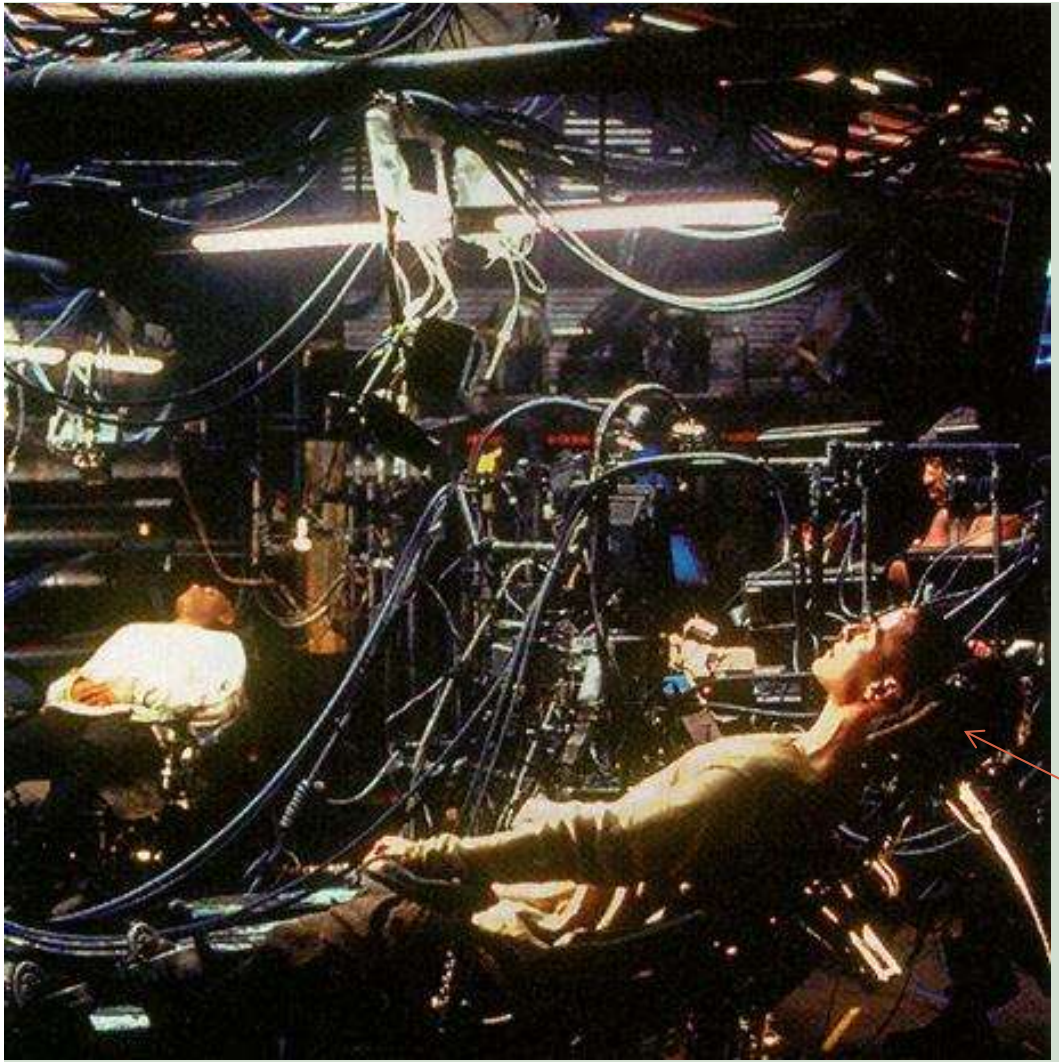


- What does Learning & Development have in common with Museums and Libraries?

ACTIVITY

- What does the future of Learning & Development look like in:
  - 10 years
  - 20 years
  - 50 years?

SO WHAT IS THE FUTURE?



- What does the future look like?

We'll just get this one out of the way...

MOTIVATION WE CARE ABOUT

- Motivation to Learn
- Motivation to Do

THE HARD PROBLEMS

- Part of the future: Learning to deal with the hard problems

I KNOW, BUT…

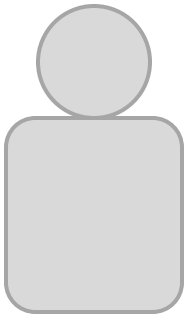
- "I know it's a bad idea, and I never do it (except when I do, and then I feel guilty)."
- "I know it's a bad idea, but I only do it once in a while, and I'm very careful."
- "I know it's a bad idea for other people, but I can do it because I'm really good at it."
- "Huh? What's the big deal?"

ACTIVITY

- Create an “I know, but…” Persona
  - Name/description
  - Behavior (or lack of behavior)
  - Individual rationale
  - Organizational rationale

EXAMPLE

Create 1-3 personas with your group.

Image (yes - draw!)	What's the behavior (or lack of behavior)?	What's the rationale of the organization?
 Name: Craig Description: Data Entry Clerk	Craig is an experienced data entry clerk. He's fast, and regularly gets the bonus for exceeding the required applications per hour, but his accuracy is poor, and he doesn't stop to check for missing data at the point of entry.	Data entry clerks are frequently careless, and they don't know the impact of entering wrong or inaccurate data. What's the rationale of the individual? "I'm faster than anybody, and some mistakes are unavoidable. The data still goes through."

IF IT'S NOT A KNOWLEDGE PROBLEM, MORE INFORMATION WON'T HELP.

So what will help?

SO, WHAT WILL HELP?

What is design for behavior change?

Creating an environment that makes it easier to make good choices.

HOW DO WE MAKE CHOICES?

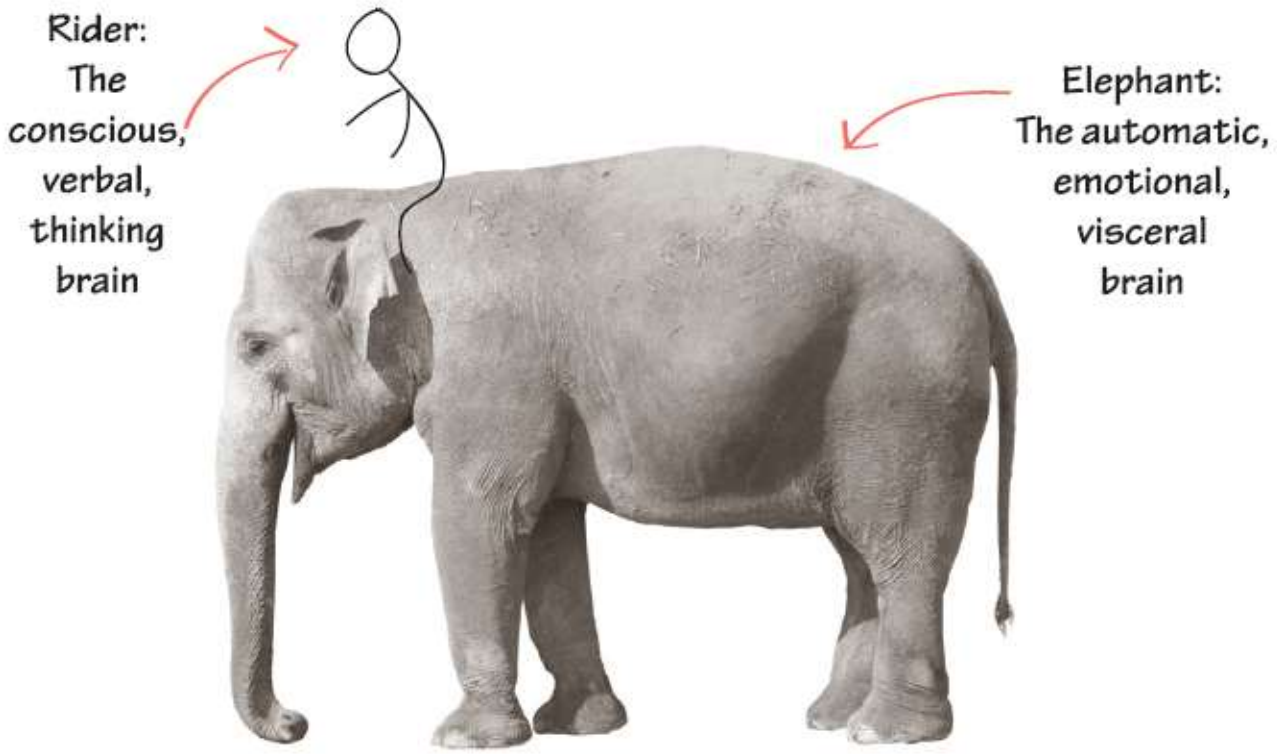
Decisions are:

- Emotional
- Social
- Automatic
- Expedient

EMOTIONAL DESIGN

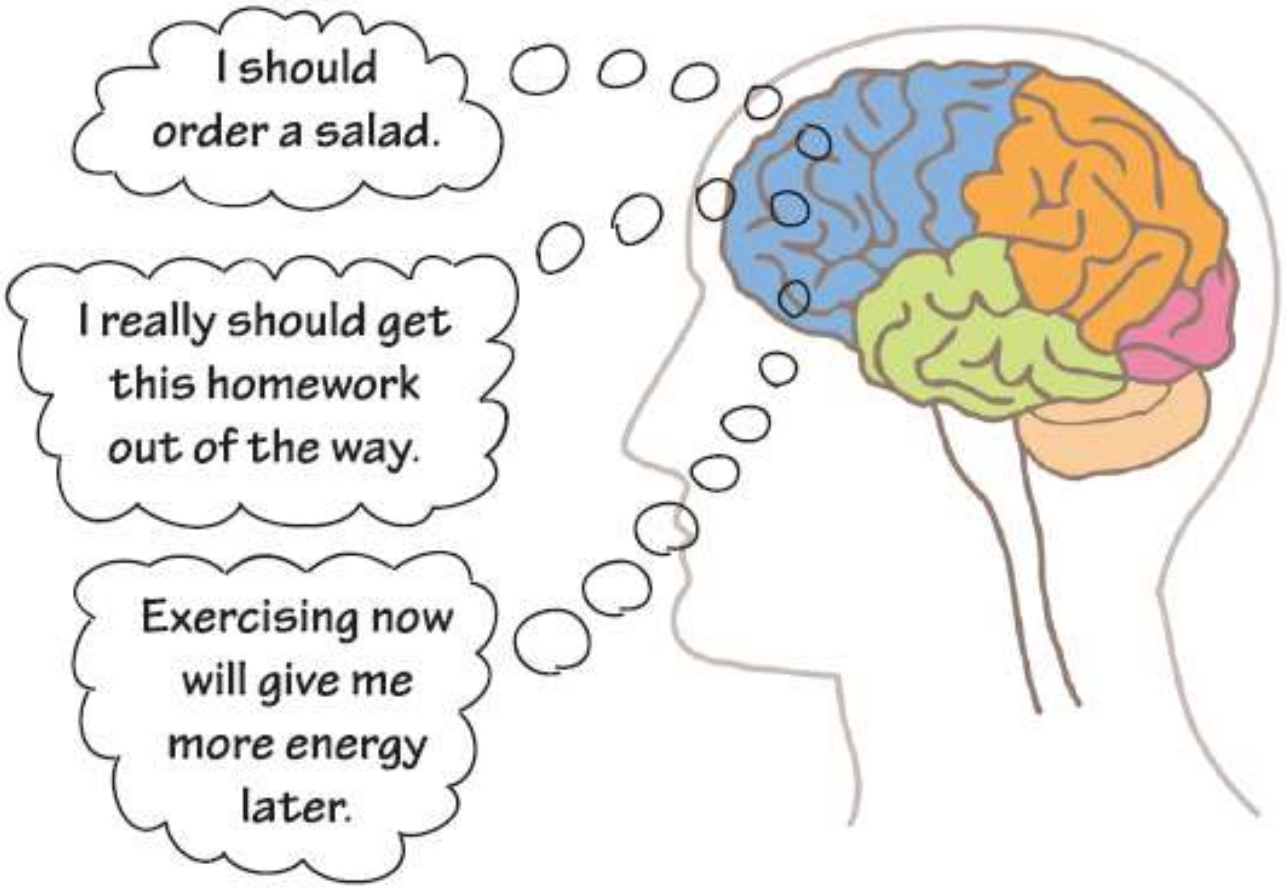
LET'S START WITH THE ELEPHANT

- Let's talk about attention…

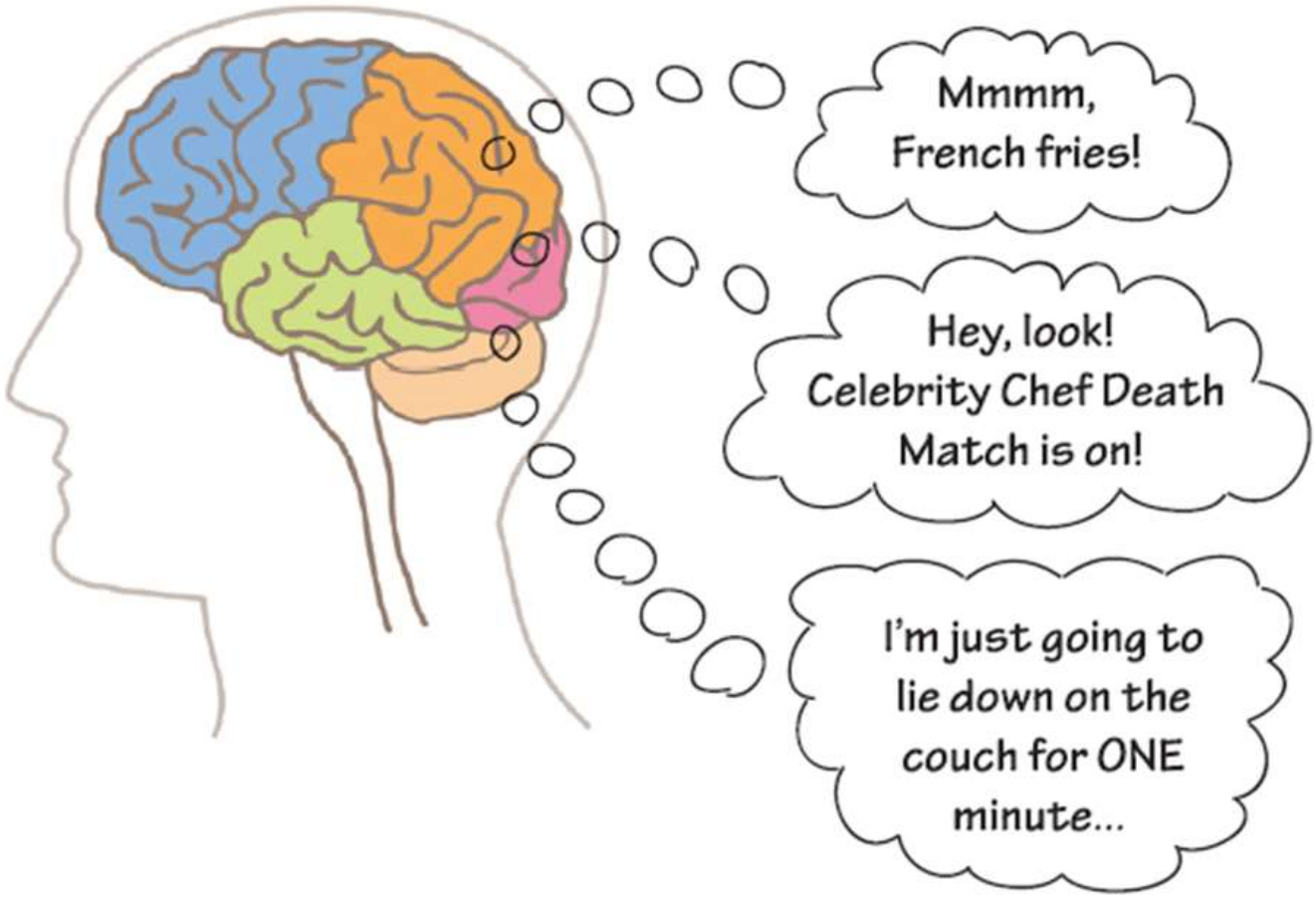


Jonathan Haidt, The Happiness Hypothesis

THE RIDER


I should order a salad.
I really should get this homework out of the way.
Exercising now will give me more energy later.

THE ELEPHANT



SO, WHEN THERE'S A CONFLICT…

Who do you think wins?

URGENCY MATTERS

We are creatures of urgency:

Basically, the elephant is bad at waiting for stuff.

WE HAVE TROUBLE WITH THIS…

Classic "I know, but…" activities

Activity	Immediate consequence	Delayed consequence
Smoking	Nice nicotine hit	Lung cancer
Saving for retirement	Less money	More money
Exercise	Ouch	Nice abs!
Doughnuts	Mmm…	I'm not getting on that scale…

We are also *loss averse*…

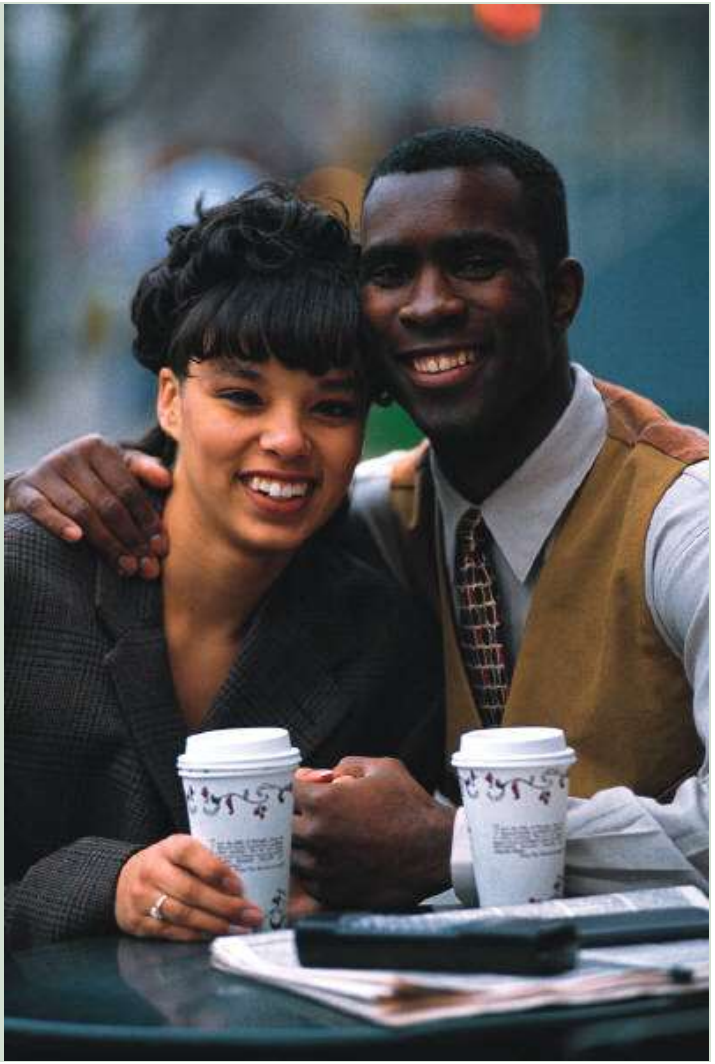
IT'S ABOUT CAKE VS FRUIT SALAD

or

Shiv and Fedorikhin 1999
Heart and Mind in Conflict: The Interplay of Affect and Cognition in Consumer Decision Making

PURPOSE

- Instead of WIIFM, How about WCIDWT?



WCIDWT?

Photoshop for Beginners - Lesson Outline

Class A

Lesson 1:
Working with layers

Lesson 2:
Photo-editing tools

Lesson 3:
Working with filters and effects

Lesson 4:
Using the Pen tool

Class B

Lesson 1:
How to create a swanky blog header

Lesson 2:
How to make a so-so photo look amazing

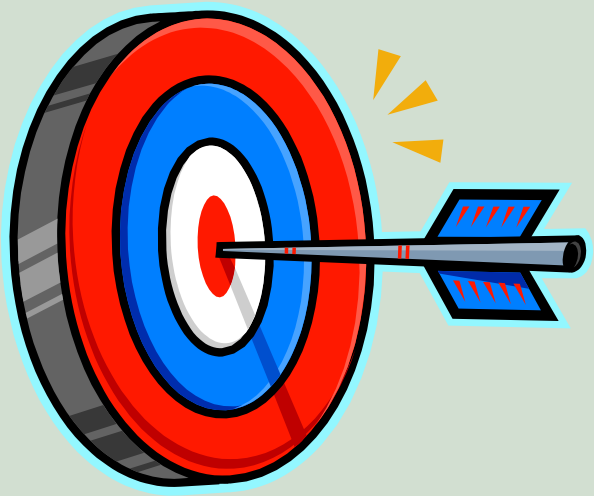
Lesson 3:
How to create an album cover

Lesson 4:
How to remove your ex from your sister's wedding pictures

GOALS = ACCOMPLISHMENTS

- A goal needs to be an accomplishment

I crushed the quarterly sales goal!



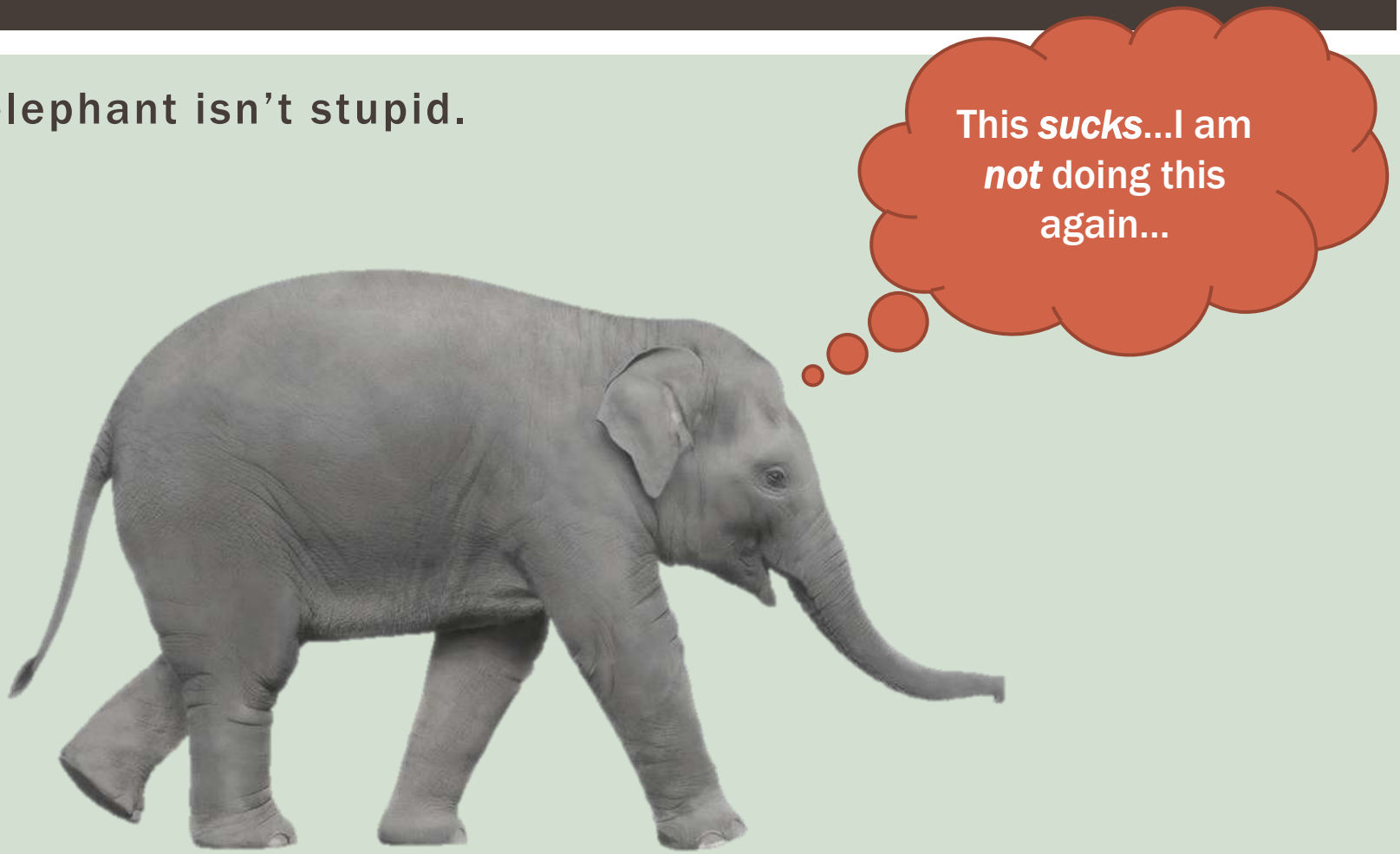
You completed Module 4!

WHAT DO WE REALLY MEAN WHEN WE SAY "WE LEARN FROM EXPERIENCE?"

Let me tell you a story about a friend of mine…

HERE'S THE THING..

...the elephant isn't stupid.



WE LEARN FROM EXPERIENCE

How many of you know that it's bad to text while driving?

How many of you learned this through personal experience?

SO, LET'S BREAK THIS DOWN…

	Driver 1	Driver 2
First Time	OK	OK
Second Time	Has nasty fender bender	OK
Third Time	Doesn't text	OK
Fourth Time	Doesn't text	OK
Fifth Time	Doesn't text	OK
Sixth Time	Doesn't text	OK
Seventh Time	Doesn't text	OK
Eighth Time	Doesn't text	OK
Ninth Time	Doesn't text	OK
Tenth Time	Doesn't text	Has an accident

What are each of these drivers learning from their experiences?

WHEN WE THINK ABOUT LEARNING EXPERIENCES…

BUT, VISCERAL MATTERS TOO…

http://vhil.stanford.edu/pubs/2011/VHIL-technical-report.pdf

VISCERAL MATTERS

http://ideas.repec.org/a/ucp/jconrs/v26y1999i3p278-92.html

DESIGN FOR THE ELEPHANT

https://www.youtube.com/watch?v=R0LCmStIw9E

RATIONAL DECISION MAKING

SUSPENSION BRIDGES

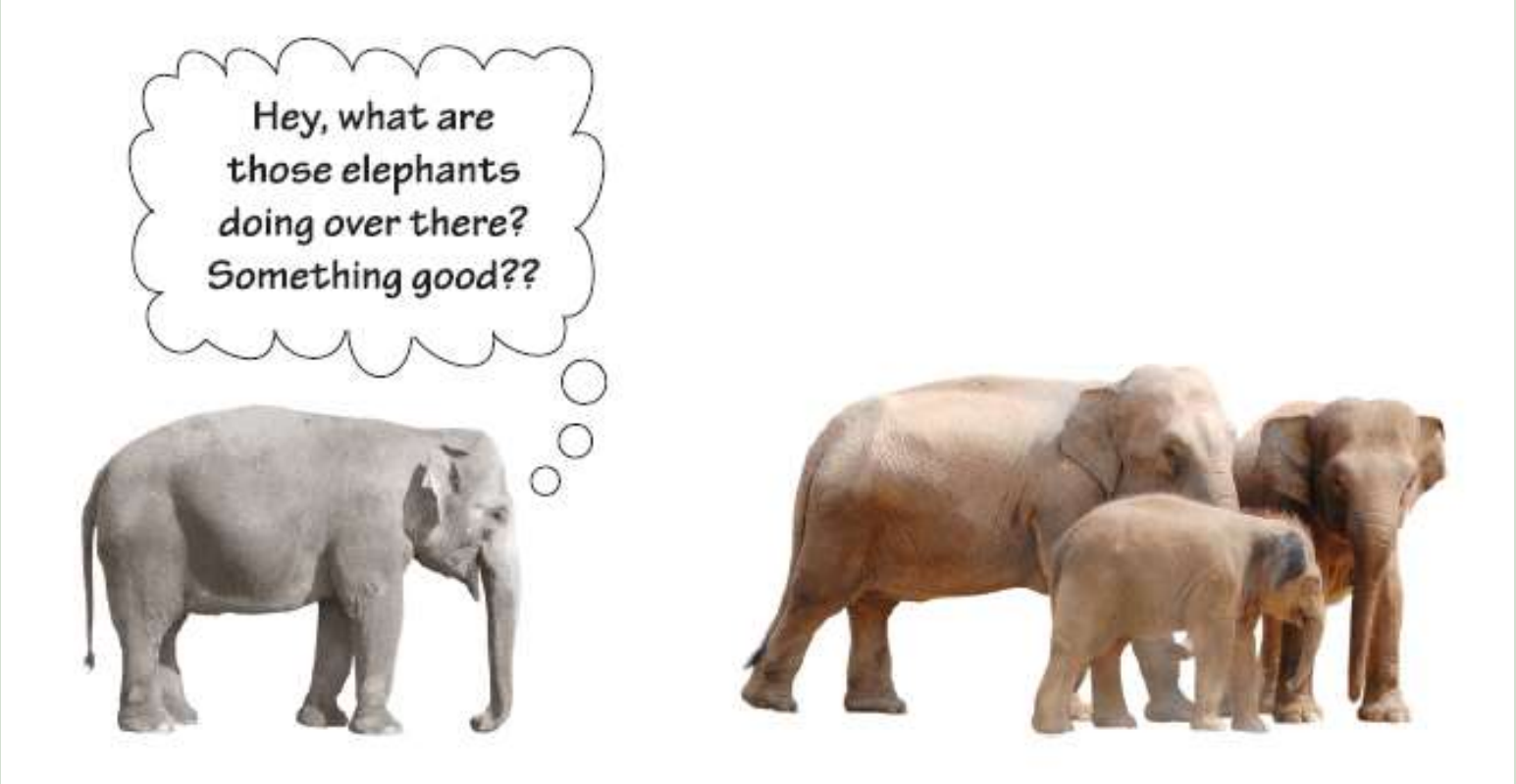
http://gaius.fpce.uc.pt/niips/novoplano/ps1/documentos/dutton&aron1974.pdf
Photo by Mike Taylor

ACTIVITY

- What experience do people have when they try? (reward, punishment, reinforcement, no response)
- What is the consequence if they don't take the desired action?
- Is there anxiety, fear or discomfort associated with the change?
- How does the person know if they are doing it right? How does the organization know?

SOCIAL DESIGN

WE USE OTHER PEOPLE AS CUES FOR HOW TO ACT



WE LISTEN TO AUTHORITY FIGURES

OPINION LEADERS, TESTIMONIALS, SUCCESS STORIES

PRACTICE CAN BE MORE IMPORTANT THAN KNOWLEDGE

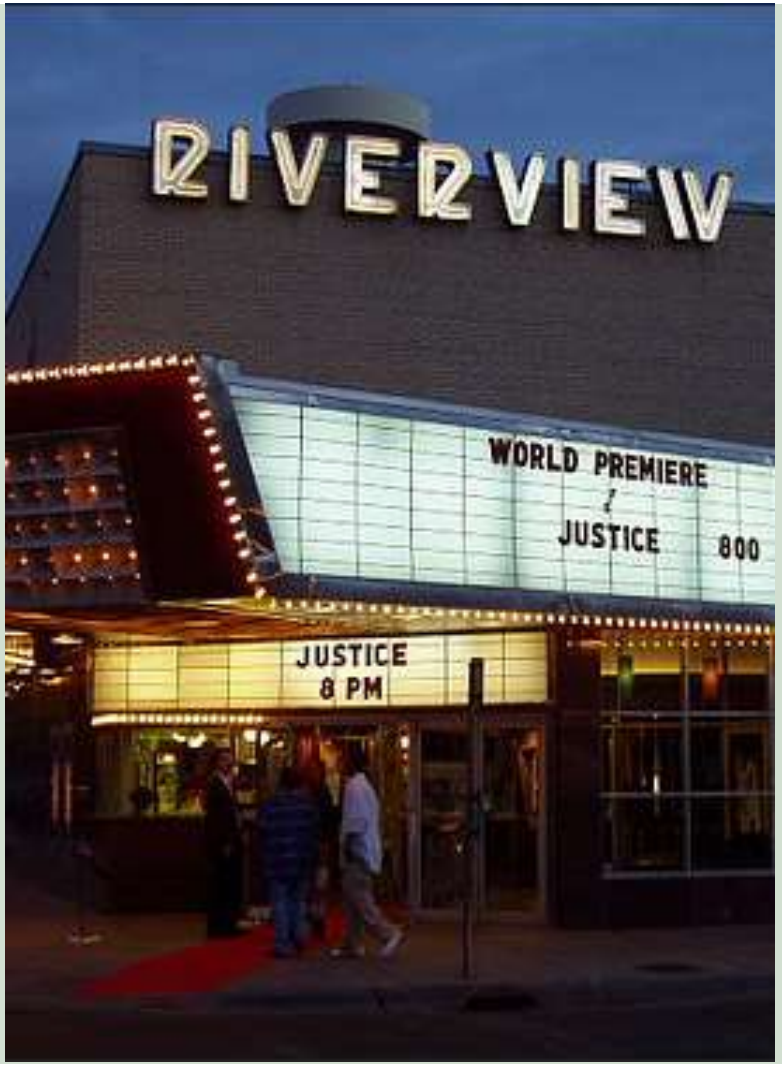
ACTIVITY

- Who are the opinion leaders?
- Are the opinion leaders part of the change?
- Are people able to see others using the new behavior?
- Are they able to try out the new behavior in a safe environment?
- How confident do they feel about their ability to make the change?

DESIGN FOR EXPEDIENCE AND AUTOMATICITY

FIRST, LET'S START WITH ATTENTION

- How long is your attention span?

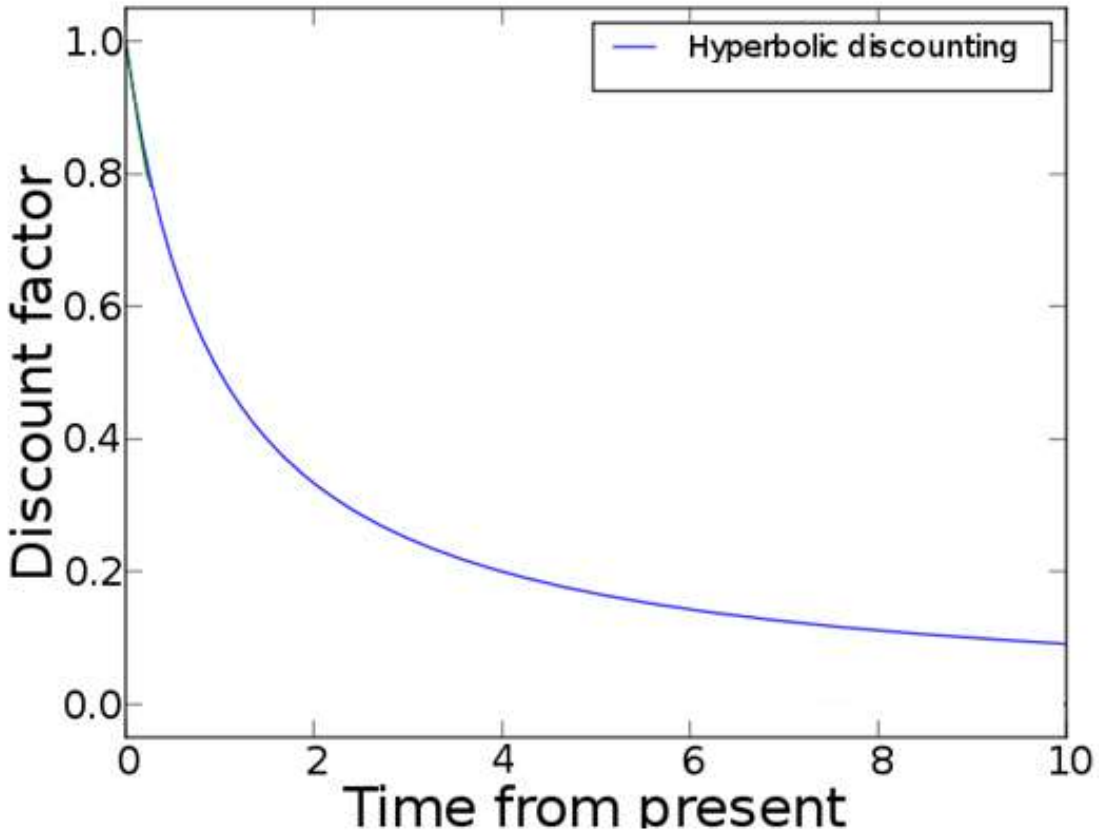


WHICH DO YOU THINK WORKS BETTER:

I guess I'll be glad I know this someday...

I'm really glad I know this *now*...

AND THE FUTURE IS SOOOOO FAR AWAY…



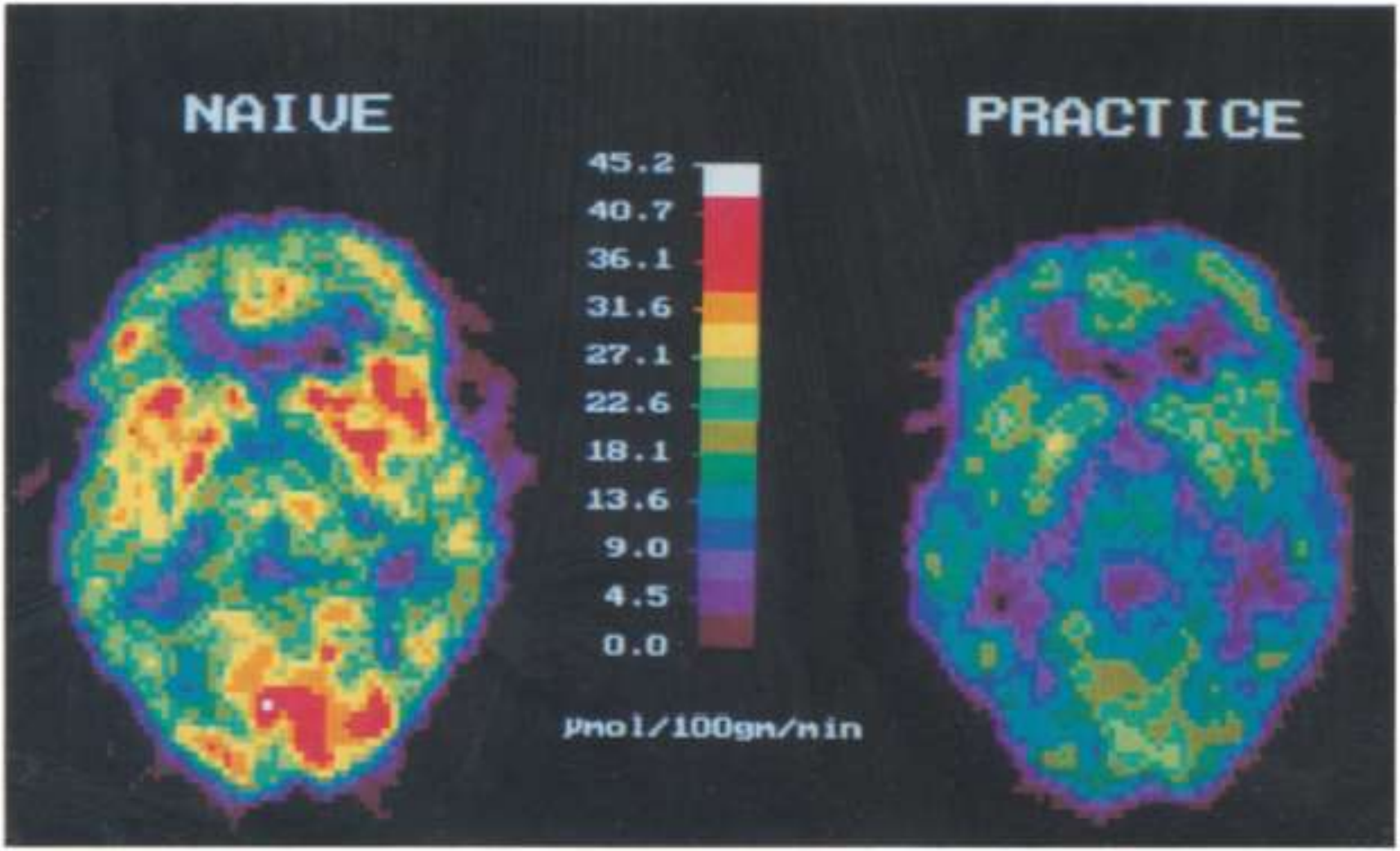


Fig. 6. PET images (41% atlas slice) of a subject in naive and practiced conditions, showing decreases in GMR.

Glucose Metabolic Rate after several weeks of Tetris Practice

THERE'S SYSTEM 1 AND 2

Things we think about

- **System 1:** Fast, automatic, frequent, emotional, stereotypic, su

- **System 2:** Slow, effortful, infrequent, logical, calculating,

Daniel Kahneman – Thinking Fas t and Slow

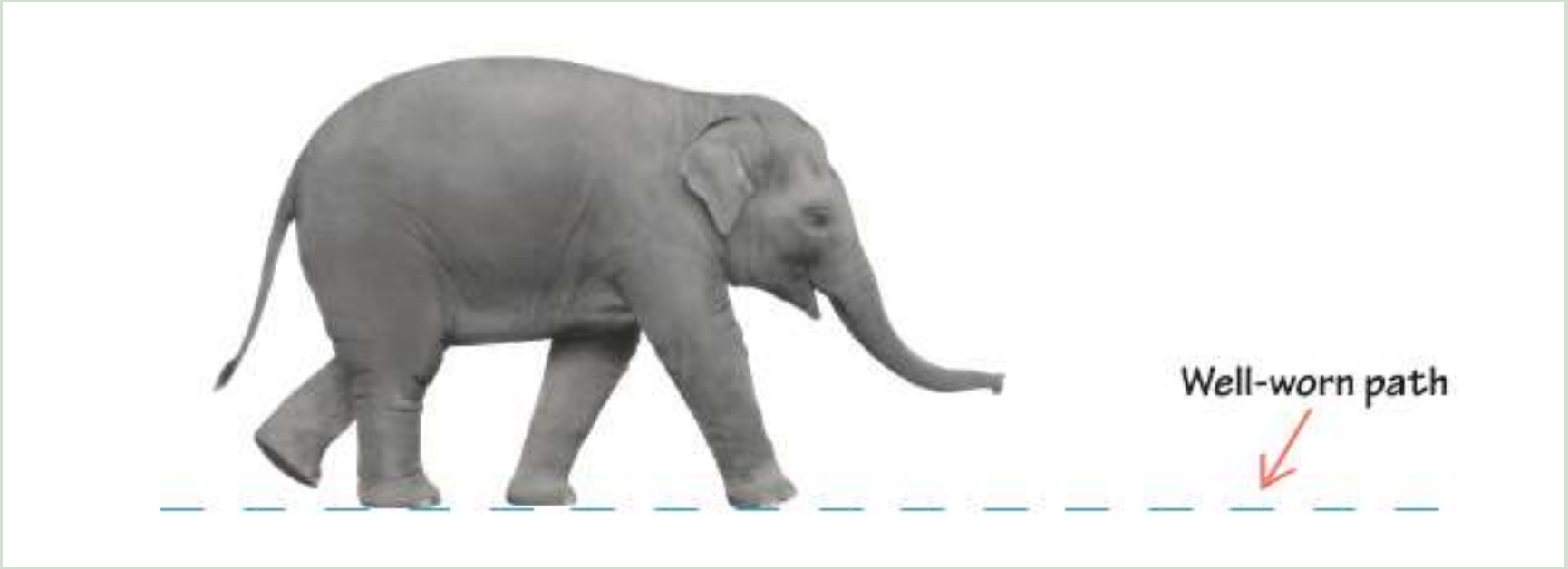
AUTOMATICITY CAN BE ACQUIRED

WE DEVELOP UNCONSCIOUS COMPETENCE

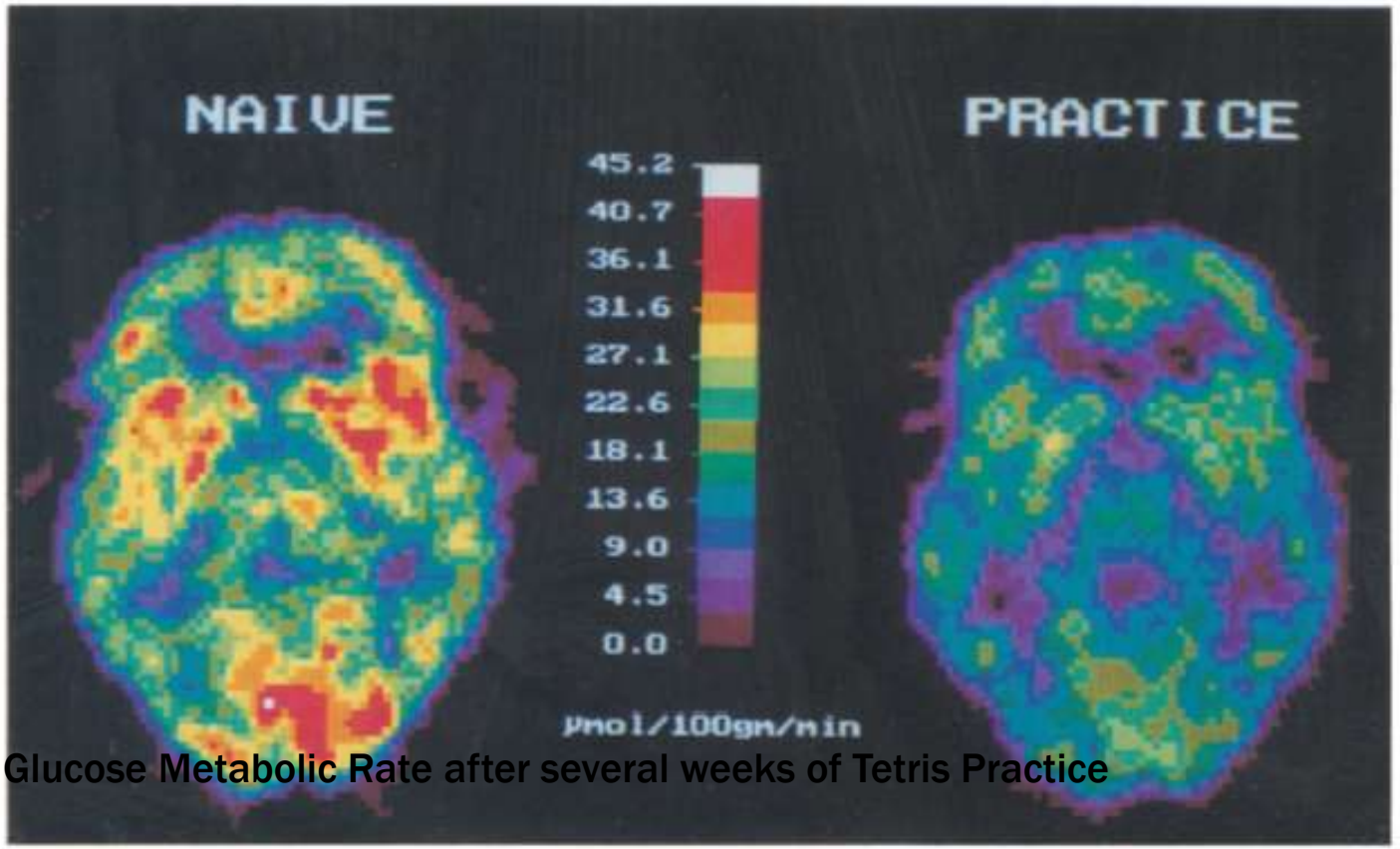
- Familiarization
- Comprehension
- Conscious Effort
- Conscious Action
- Proficiency
- **Unconscious Competence**

Gloria Gery, Electronic Performance Support Systems

THE ELEPHANT IS A CREATURE OF HABIT



WE DEVELOP UNCONSCIOUS COMPETENCE



Glucose Metabolic Rate after several weeks of Tetris Practice

Fig. 6. PET images (41% atlas slice) of a subject in naive and practiced conditions, showing decreases in GMR.

Haier et al, 1992

CHANGE IS HARD

If you are used to this:

Then this feels bad:

THIS AFFECTS MOTIVATION AND SELF CONTROL

http://ideas.repec.org/a/ucp/jconrs/v26y1999i3p278-92.html

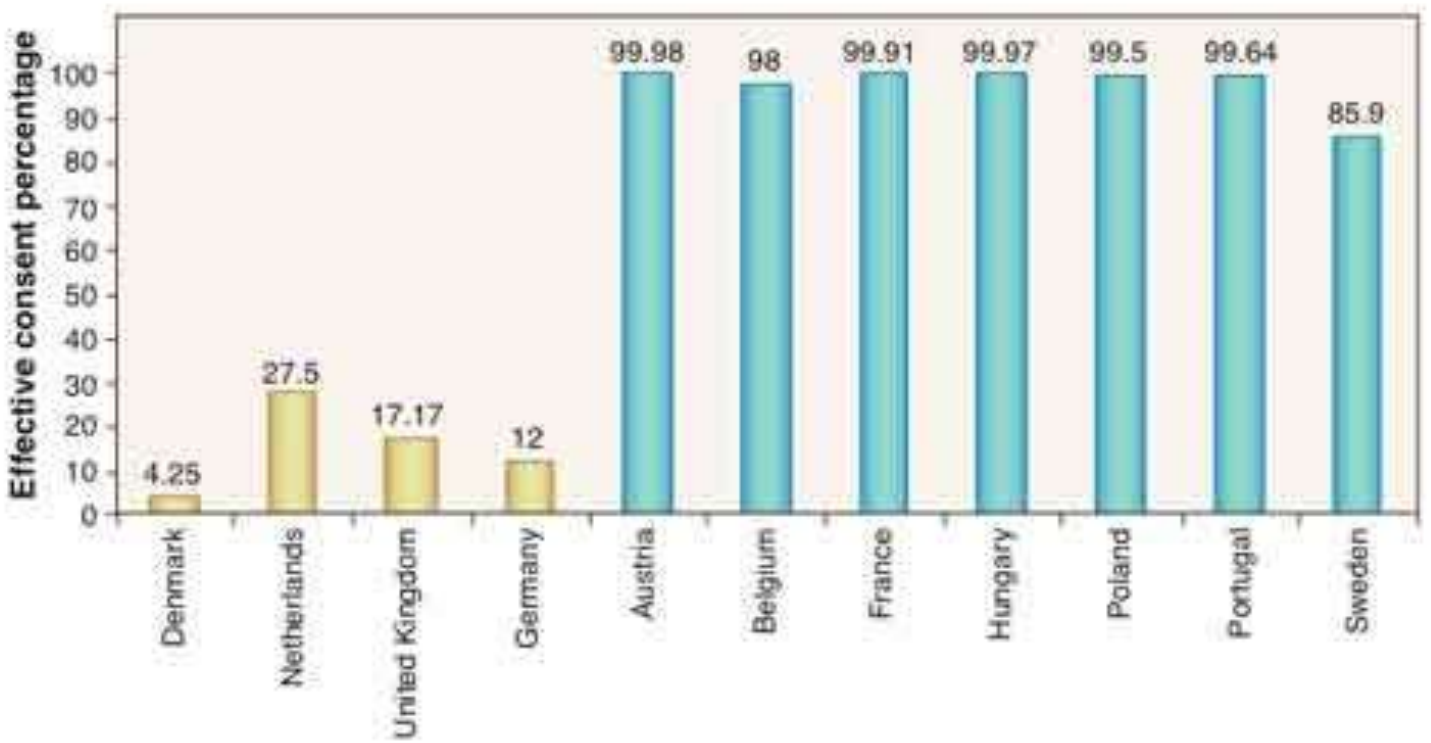
ACTIVITY

- Do people have to unlearn previous behaviors?
- How are they getting practice in the new behavior?
- Are they able to use the new behavior now?
- How soon do they see benefits from the behavior?
- How well does the environment support the behavior?
- Can any of the cognitive load be offshored to the environment (systems, job aids, mobile support)?

DESIGN FOR THE ENVIRONMENT

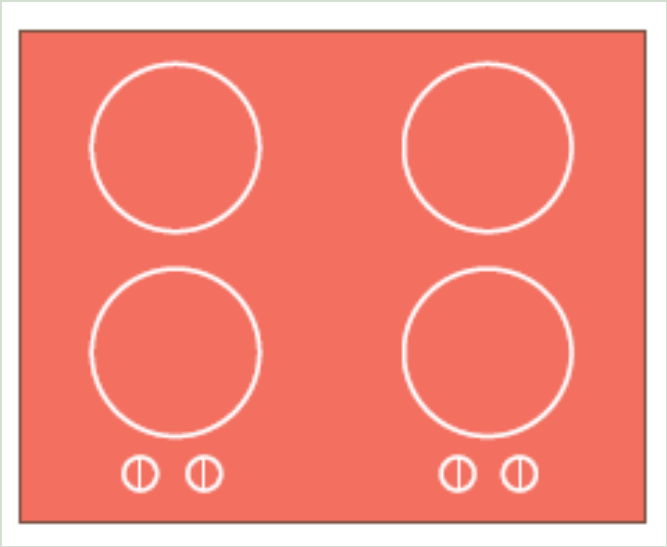
ANSWER 10: ENVIRONMENT MATTERS

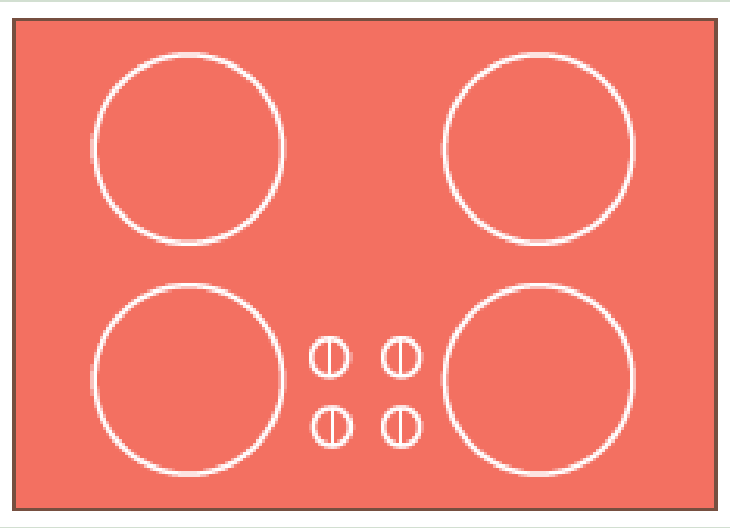
DESIGN CHANGES BEHAVIOR



Effective consent rates, by country. Explicit consent (opt-in, gold) and presumed consent (opt-out, blue).

MAKE IT EASY FOR PEOPLE TO SUCCEED





CREATE AN ENVIRONMENT THAT SUPPORTS THEM

USE GOOD MODELS - TAM

Technology Acceptance Model

USE GOOD MODELS – DIFFUSION OF INNOVATION

- Relative Advantage
- Compatibility
- Complexity
- Trialability
- Observability

Everett Rogers , Diffusion of Innovations

FIX THE ENVIRONMENT

ACTIVITY

Design for emotion and experience:	Design for social:
Design for automaticity:	Design the environment: