

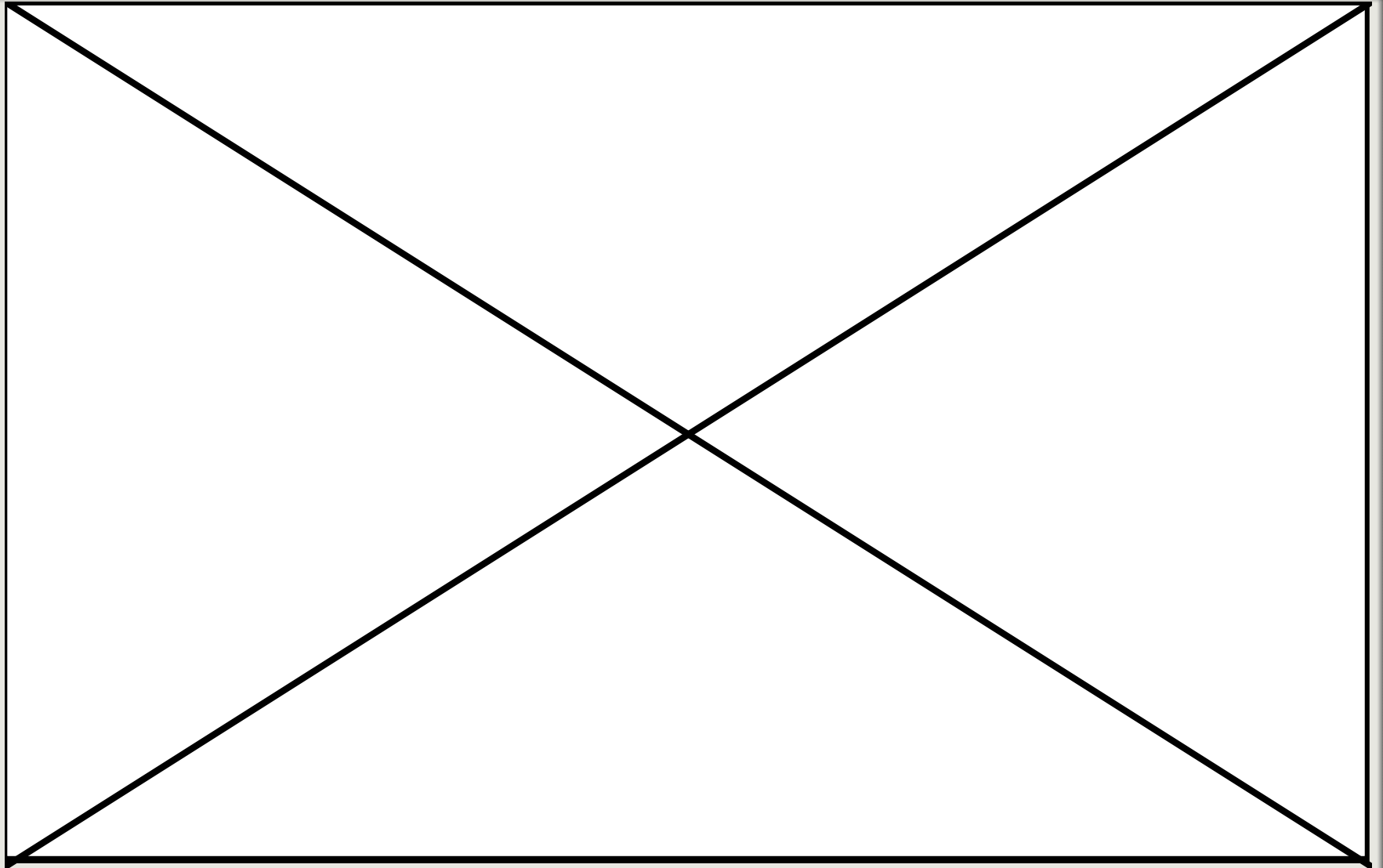
How to Turn Ethics Training into Professional Development

And improve the stature of your agency, at the same time!



Greg Weinman, United States Mint

Is your Ethics training ... Boring



The Challenge

Introduction

Frustration

is a common theme



- **“I can’t get the employees to pay attention or take this seriously”**
- **“This stuff is just inherently dry and boring”**
- **“I see people checking their blackberries and having side conversations in the back of the room”**
- **“Can’t I just show a video in order to meet the requirement?”**

The Challenge

Introduction

Too many of us may not be looking at this from the best perspective



- Just because the regulations set out a minimum standard does mean this model is your best training plan
 - **United States Mint Ethics Program circa 1997 ...**

The Challenge

Introduction

**Education is not the
filling of a pail**

**But rather
the Lighting
of a FIRE!**





The Challenge

Introduction

We suggest stepping back a little from the regulatory requirement and think about ...

- What is our REAL Objective in conducting ethics training
- What do we really want our employees to get out of this experience
- What can ethics training do for your program beyond merely meeting a regulatory requirement



The Challenge

Some Real Objectives

Thoughts?

The Next Hour or so ...

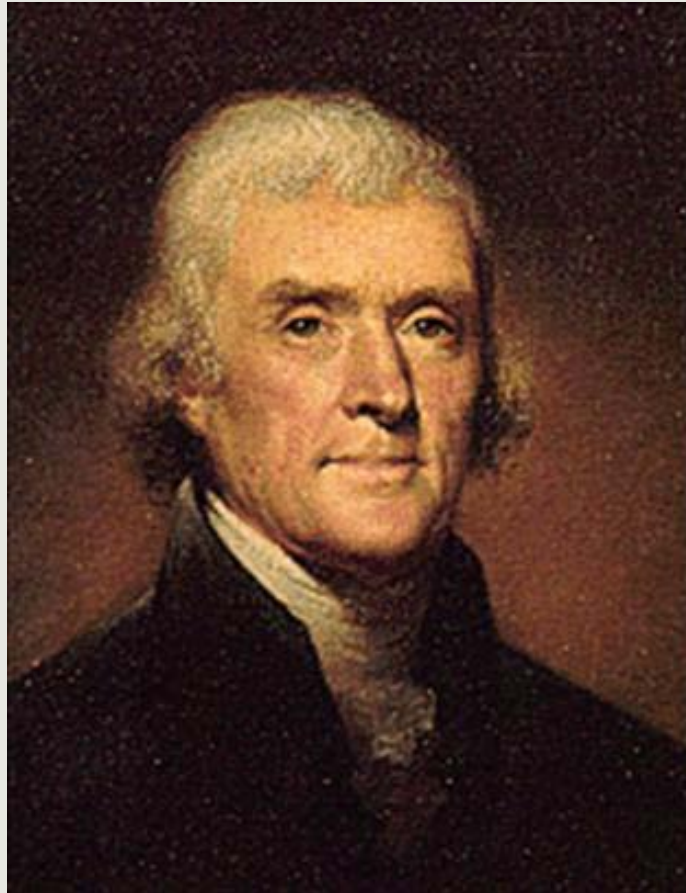
- Objectives
- Collateral Benefits
- A New Perspective
- Actual Training Tips
- Evaluations



Some Real Objectives!



An opportunity to implement the proposition that
good ethics = good government



Some Real Objectives!



A key tool in our effort to keep our agency off the front page of the *Washington Post*



Some Real Objectives!



**An
opportunity
to provide
our
employees
with
Perspectives
and Answers
That They Can
Immediately
Use**

Some Real Objectives!



**A Way to Help our Employees Gain a
Meaningful Appreciation of the Big
Picture**

Some Real Objectives!



- **Explain that the only way to really understand a rule or law is to recognize where it fits in the bigger scheme**
 - **Then Simplify it!**
- **Admit that system is complex, but then break it down into small digestible pieces**
- **Be careful not to train to the rule, but rather emphasize the gray zone, and advise employees to stay wide of the line**

Some Real Objectives!



“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter”

Our Best Chance to Promote the understanding that
serving as an *oath taking public official*
is **bigger than the individual role one plays,**
or the organization in which one serves

Some Real Objectives!



Emphasize the WHO

- Try to expand the reach of your training beyond those required to receive it under the regulations
 - We train everyone, every year
 - We explain that its not a matter of who has to come to training, but who GETS to come



Some Real Objectives!



The path for our students to come see us as their lawyers, not the ethics police

someone they can call when questions come up
or when they find themselves at a policy cross-roads



Some Real Objectives!



Present as an Honest Broker

- If a rule is potentially illogical, don't deny it, but explain the risk is in ignoring it.
- If you can, explain how it got to this point and what the arguments are (pro and con) for the policy in question
 - **Especially true with the risks associated with the Hatch Act**
- I present myself as NOT part of senior leadership, but rather a third party servant
 - **“my job is to help keep you Out of trouble”**

Watch the Confidentiality Question



Some Real Objectives!



An opportunity to provide our employees the tools to spot the **red flags**



Collateral Benefits and Uses

**Making
training
work for
you beyond
ethics itself**



Collateral Benefits and Uses



- **Use this opportunity to answer questions employees have about government in general**
 - Tell them useful things they don't know
 - This makes you respectable as the presented, they learn to trust you

For example:

 - **Property management policy and the concept of authority as the guiding government principle**
 - **The difference between EEO and MSPB**
- **Drive employees to your website**
 - And drive them to your phone and your office

Collateral Benefits and Uses



- Good training has had key collateral benefits
 - Employees not afraid to approach ethics officials anymore
 - Number of calls to our office for proactive ethics advice increased ten-fold, and continues to increase every time we do training
- Using training to achieve other purposes
 - Getting out to the facilities to find out what is really going on.
 - Office hours in the field/building and maintaining relationships
 - We learn a great deal about what is really happening in the organization because employees become comfortable with us
 - **Allows us to get ahead of problems before they develop into lawsuits , investigations or public relations nightmares**

A Change of Perspective

**An Opportunity
to Look at Your
Ethics Training from a
New Perspective**



A Change of Perspective

Context

Change the context

- We wrapped the standard ethics training in a blanket of “public service”
 - Like slipping a pill into a PB&J sandwich
- We didn’t focus on games, gadgets or videos (although we will use them)
 - While training should be entertaining, it is more important to be **engaging**
- Come up with a snappy title for the training
 - How to do X



A Change of Perspective

Moving Beyond Training

Thinking of your Training program as Ethics Education



- **Training** deals with learning specific skills or the specific performance of a task
 - **Education** is a matter of personal and professional development, enhancing an individual's ability to use his or her mind.
- **Training** is the arena of “how to”
 - **Education** is the arena of “WHY”

A Change of Perspective

Moving Beyond Training

Thinking of your Training program as Ethics Education

Levels of Learning

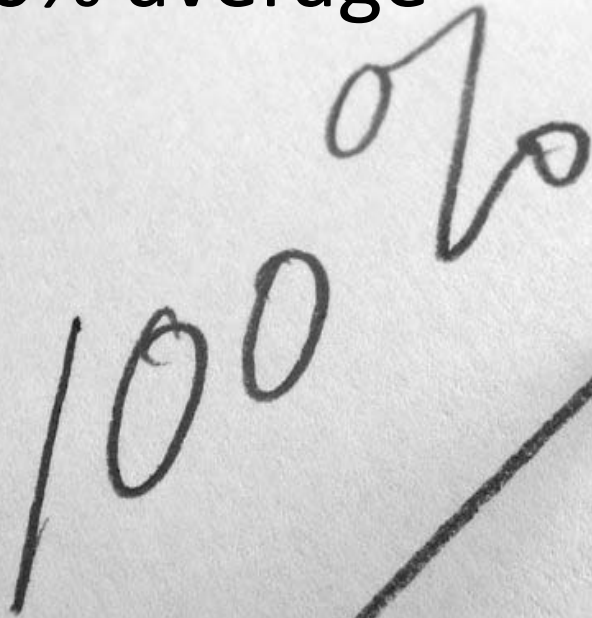


- Meta Level
- Emotional Level
- Cosmetic Level

A Change of Perspective

Moving Beyond Training

Aim to **beat** the
20% average



100
20%



Teaching Tips



- **Motivation**
- **Tone**
- **Questions**
- **Focus**
- **Environment**
- **Struggle**



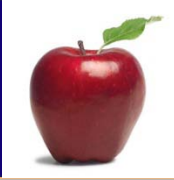


A motivated learner will learn
whether the training is good or not



MOTIVATION

It's not that I'm lazy, it's that I just don't care.



Motivation Basics

- The material should be valuable to the student
 - To be perceived as valuable, Students need to appreciate the **purpose** of the experience.
 - People naturally perform better when they feel part of something bigger than themselves





Motivation Basics

- Material is also perceived as valuable when it is immediately useful to the employee
- Every 15 minutes students should learn something new or identifiably useful





Motivation Basics

- Fear & Failure are good motivators
 - Real-life consequences
 - Public pop quiz (Socratic method)



- Greet students at the door when they enter the classroom.
- Start the class on time.
- Make a grand stage entrance to hush a large class and gain attention
- Let students know that they can ask questions at any time
 - That you will be available to chat after class
 - Leave your business cards on the sign in table





- Use care not to accidentally insult the employee's intelligence
 - Be careful not discount real concerns they may have in doing their jobs
 - Use care to treat employees as professionals





Get the class engaged, asking real questions

- Must be willing to answer questions on the fly
 - Must actually be knowledgeable about the rules,
 - But use care not to overdo it by citing rules by their paragraph numbers

- Use open-ended questions



A Dialog Between You and the Class

- Spread credit around liberally
- Allow audience a real opportunity to answer and discuss
 - Don't be a slave to your presentation
 - Think of discussion as a time investment



Focus discussion is important

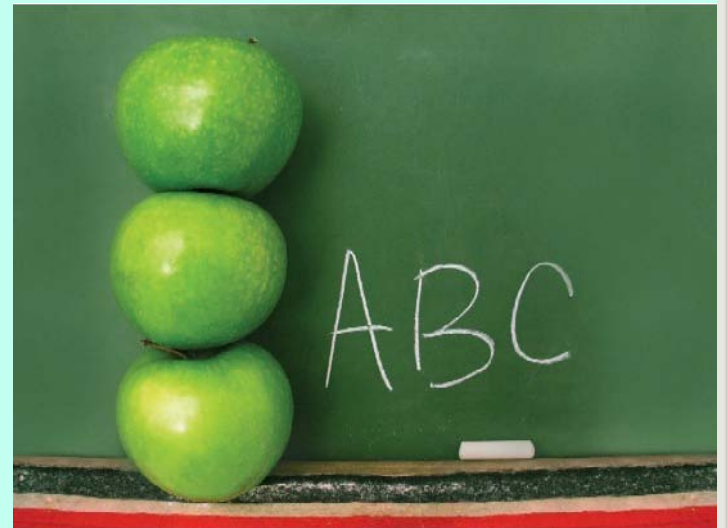
- Don't just kick in to the meat of the presentation
- Discuss something in the news or of particular interest to the agency
- Attract their interest immediately



Then tell them how the hour is going to proceed



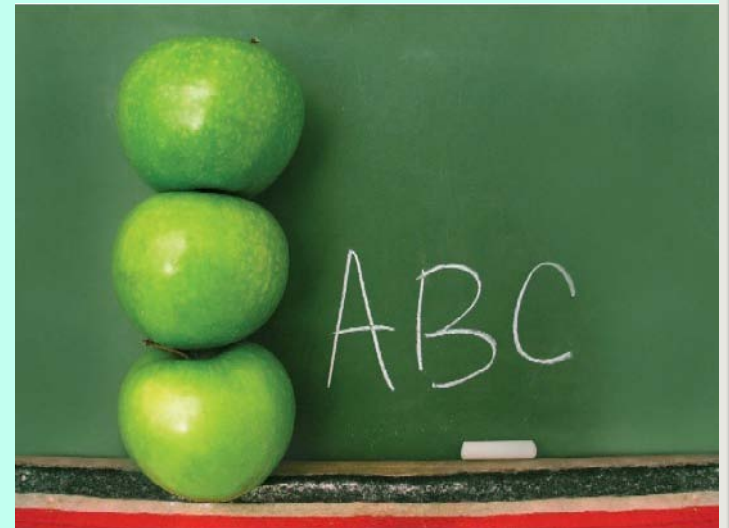
Environment is Important





Environment is Important

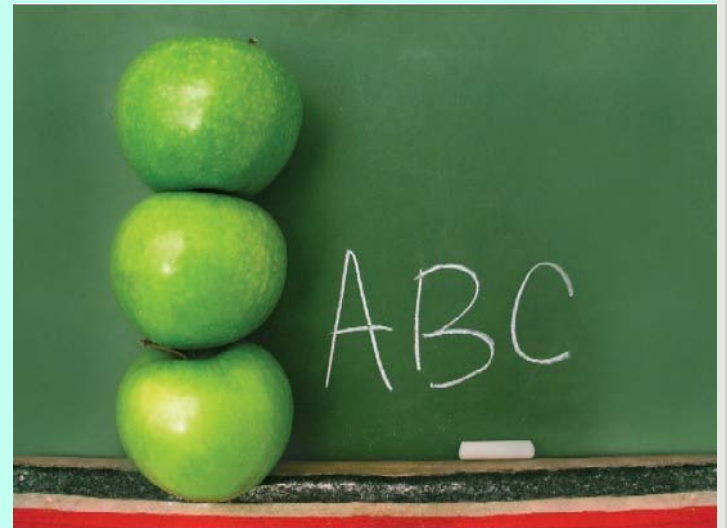
- Think of the class as your own production
- Make sure the room is the proper size for the audience
 - Not too big, not too cluttered
 - Be as close to your audience as you can get
 - **Intimate is better than distant**

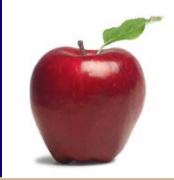




Environment is Important

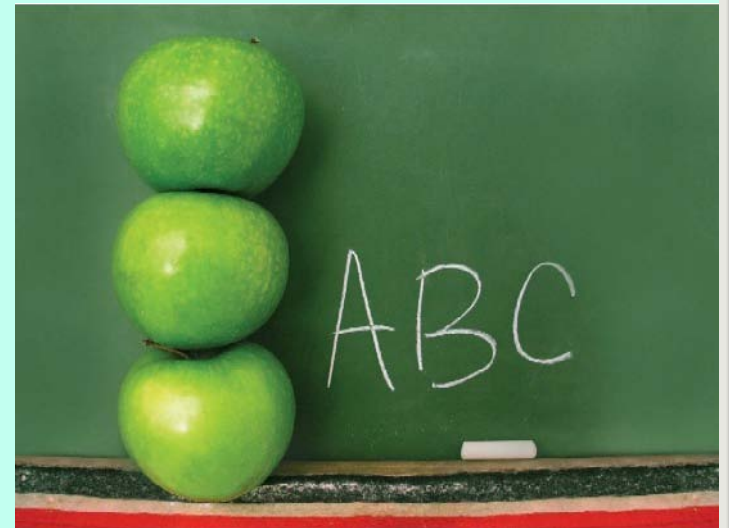
- Watch the Acoustics
 - Use a microphone if you need one.
 - Watch the external sound and activity outside the windows in order to avoid distractions
- Watch the Temperature
 - Better to be too cold than too hot





Environment is Important

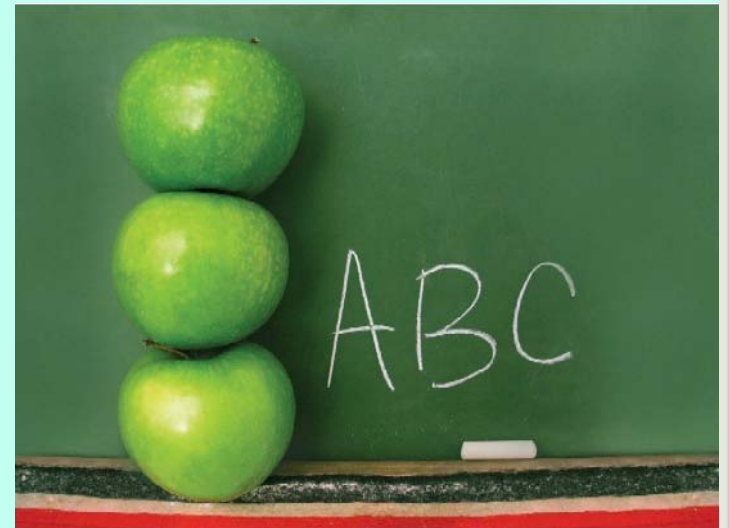
- Watch the Room Set-up
 - Set up the room horizontally as opposed to vertically so you can be equally close to as many participants as possible
 - **If possible, position yourself in the middle of the group**
 - Clean up the room

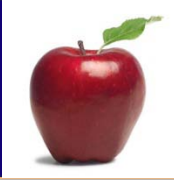




Environment is Important

- Watch the Class Time
 - Morning is usually better than afternoon
 - **If possible, avoid the right-after-lunch spot**
 - Try to get folks coming on to the shift as opposed to those ready to go home

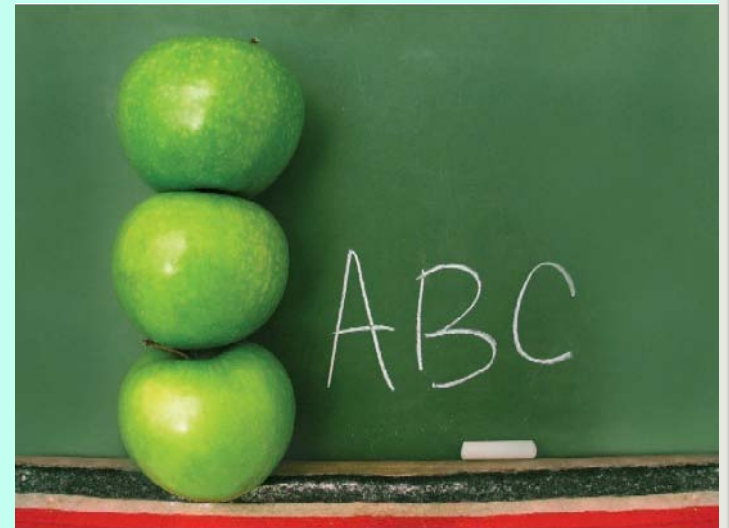




Environment is Important

- Make the Occasion Special
 - Says that this is different, important and special
 - Says that the participants are important and matter
 - If your agency can pay for coffee or light refreshments, consider providing them.

What else can we do to make training special?





- **Have a list on the podium of things you want to make sure to cover that you can review at the break and at the end**





- **Consider the idea of plants in the audience to keep you on track**





- **Review the class list ahead of time**
 - If possible use care in how you group the students
 - Call on people by name as much as possible as it makes a more personal experience





- **Dress up for the occasion**
 - Even if it's a casual work environment, wear a tie/dress





- **Eavesdrop on students before or after class and join their conversation about course topics**



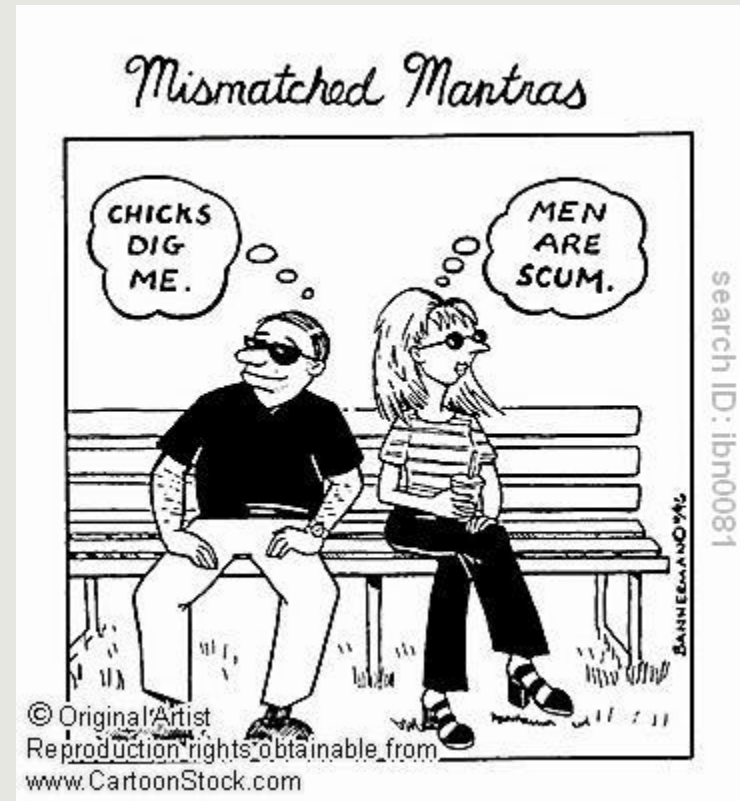


- **More Mental Effort = More Learning**
- **Errors are not necessarily the enemy of learning**
- **There is a dangerous human tendency toward overconfidence**





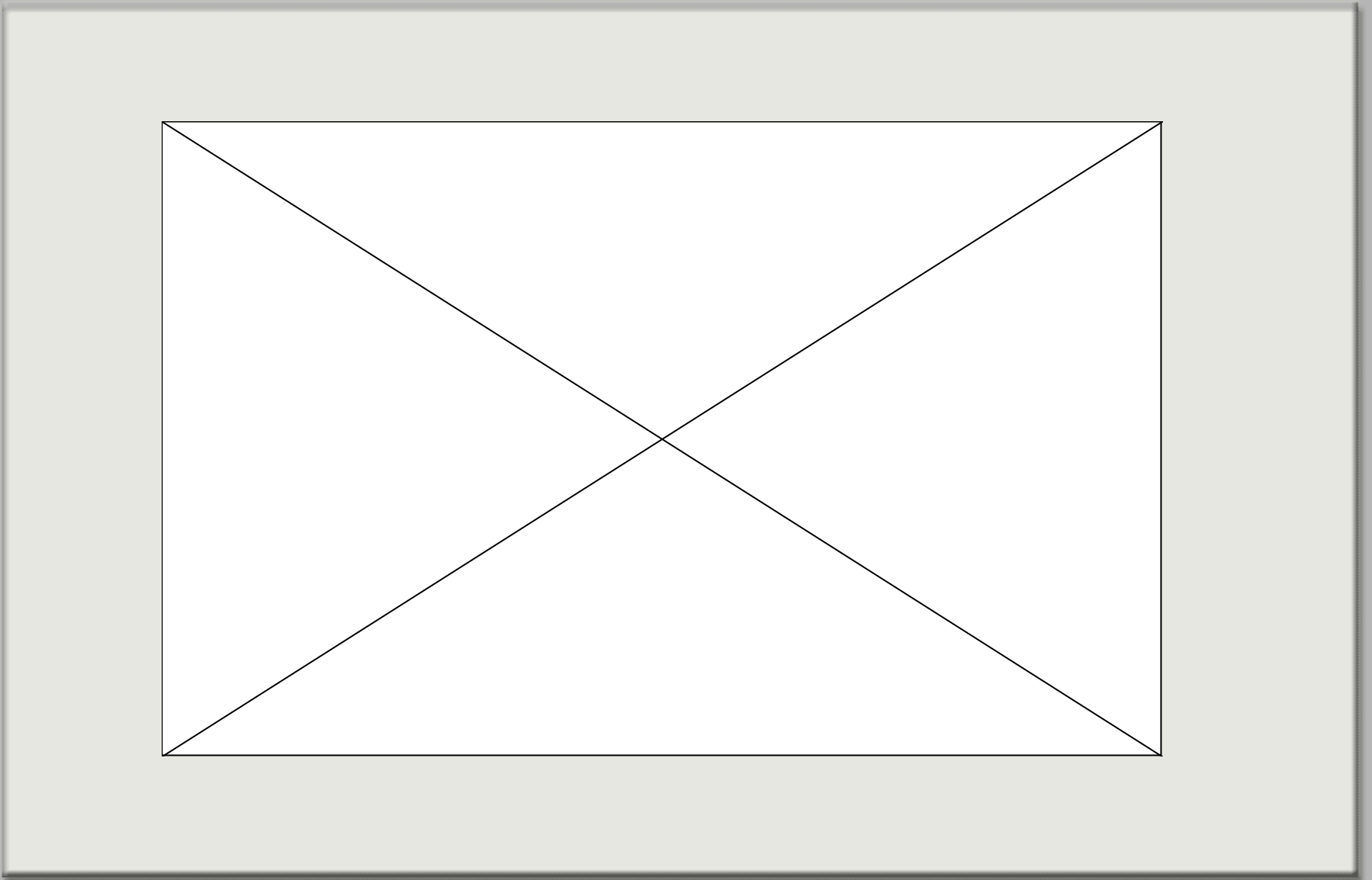
- If people think they know the answer:
 - they will pay less attention ... even if they are wrong
 - They actually don't recognize that what they just heard differs from their preconception
 - They actually get more confident in their earlier preconceptions





The best way to approach this is to attack the misperception straight up.

If you don't make people see their own misconception, they will keep believing the misconception





- **Make 'em struggle a bit and they'll remember!**
- **When we struggle to learn something ... and fail ... the moment we get it, the answer imprints itself more deeply in our mind than had struggle and failure not preceded it.**



- **How can we make this work with ethics?**
 - **Ask questions first, then present the material**
 - **Present difficult scenarios that challenge the students**

Evaluations

- **Boils down to one key question**

- Would you recommend this training to a friend or colleague?
- If not, why not?



Excellent
 Very good
 Good
 Average
 Poor

Evaluations

- If you are going to “Test” what they learned,
 - *don't* do it immediately, wait a month
 - do some sampling (check how they do in various scenarios)
 - **Key: Can they see the red flags**



Conclusion

Wrap Up

