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**ARE YOU
EXPERIENCED?**

APPLYING EXPERIENTIAL EDUCATION TO ETHICS

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TODAY'S OBJECTIVES

- Explore the role and value of experiential learning in ethics and compliance education
- Share multiple EE approaches through engaging interactive exercises

EE = Experiential Education
(~ Experiential Learning)

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This will be an interactive workshop to provide participants with the **experience** of experiential education as applied to ethics and compliance. The opportunity is to 'learn by experience' about the value of and approaches to applying this learning approach to this important topic.

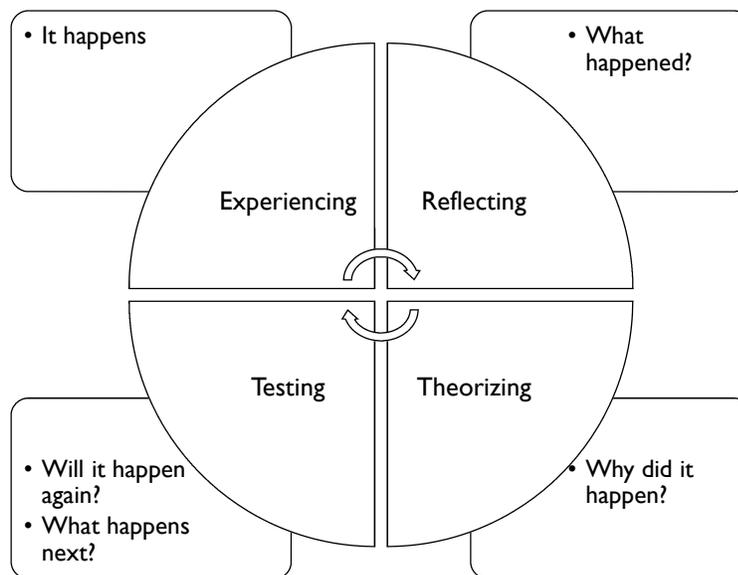
Please plan to actively participate in the several exercises we will conduct!

Today's Agenda

- Exercise 1
- Exercise 2
- Exercise 3
- Exercise 4

(With discussions of EE concepts and application interspersed through the exercises.)

AN OVERVIEW OF EE (KOLB)



OBJECTIVES FOR EE

- Knowledge
 - Provide new knowledge (though not a key strength of EE)
 - Apply knowledge to discrete situations
- Challenge existing perspectives/attitudes and introduce new ones
- Skills (acquire and test 'learned' abilities in multiple, discrete situations)

CHARACTERISTICS OF EE

- Takes longer to develop and deliver than “presentation” education
- Challenges the learner in real time
- Involves a sensory/psychological/emotional component – Why do we learn so well from painful experiences?
- Incorporates others' knowledge and perspective – greater credibility and learning
- Provides up to a full-cycle (x2+) experience (experience, outcome, reflections)
- Can apply increasingly harder challenges to test the same or advanced lessons (“Ender’s Game”)

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VALUE OF EE TO ETHICS & COMPLIANCE

- EE is well-suited for building judgment skills
- EE is well-suited for skill building in gray situations where concrete answers are not common
- EE incorporates the role of feelings and emotions in learning
- Ethics and EE are social on various levels
 - role of influence, direct and indirect
 - role of judgment in social dynamics
 - role of individual vs community standards
 - role of social and behavioral
- EE can address learning related to dynamics like slippery slope, emerging social concern, greasy wheel, bystander effect, bias, etc.

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EXERCISE ONE: 18 TERMS

Instructions

1. The facilitator will read aloud 18 terms.
2. Participants should only listen to the terms and not write anything down.
3. After all terms are read, participants will have a few minutes to write down as many terms as they can remember.

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EXERCISE TWO: INTEGRITY BUILDING BLOCKS

Instructions

1. Separate into groups of 4-8.
2. Read the scenario card together out loud.
3. As a group, discuss the following:
 - What ethical issues does the scenario raise?
 - Why did the issue occur?
 - How can the issues be avoided?
 - What should be done about the issues?

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EXERCISE THREE: STOPLIGHT

Instructions

1. We will run through a business scenario by providing a series of events.
2. For each event, each participant must indicate one of the following:

– Green: No issues, keep moving forward.

– Yellow: Potential concern, worth pausing to discuss

– Red: Clear problem, stop until resolved

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1. Your company wants to enter a new regional market where it does not yet have experience nor a salesforce.
2. In lieu of a local salesforce, your company decides to find a third-party agent to assist with promoting your company and building local business relationships.
3. Your company identifies and contracts with a specific third-party agent that appears to have the best local relationships.

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4. The agent identifies several prospective clients. The agent begins holding meetings with these companies over business lunches to introduce your company and its products.
5. The agent begins to narrow down the prospective clients with nice evening dinner meetings to further discuss prospective business.
6. The agent qualifies just a few prospective clients and invites their representatives to an afternoon at the World Cup regional championship games.

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7. The agent requests that your company provide it with additional information on your product's clinical performance.
8. The agent helps your company win two very nice contracts which, when you ask how, the agent refers to his strong knowledge of the local culture and business practices.
9. Suddenly the agent rapidly begins winning numerous contracts, including with a few of the initial prospects who originally passed on the opportunity.
10. Because you are a US company, the agent informs you that you are permitted to make facilitating payments to customs agents to get your product samples across the border more quickly.

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EXERCISE FOUR: ETHICAL LEADERSHIP

Instructions

1. Separate into smaller groups of 4-8.
2. Reflect back on your career and identify:
 - One highly ethical manager (or other leader you worked under)
 - One ethically-challenged manager (or other leader you worked under)
3. Have one person tell a short story about a leader they identified.
4. By reflecting on the above, with your group members, list common traits of ethical and ethically-challenged managers.

(Please do not disclose the names of these leaders!)

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EXERCISE EXTENSIONS

- Share stories that represent these leaders' traits.
- Discuss how you as a leader can model an ethical leader's traits.
- Discuss how you as a leader can avoid an ethically-challenged leader's traits.

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**THANK
YOU!**

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APPENDIX

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ROLE OF THE FACILITATOR

- Create a comfortable and enthusiastic learning environment
- Run the exercise
- Facilitate debrief discussions*
 - What happened?
 - What's important?
 - So what?
 - Now what?
- Pull knowledge from learners in a managed way
- Move emerging knowledge into a framework
- Manage new, unexpected lessons
 - How can we use that?
- Manage exercise/debrief dynamics
 - Extroverts and introverts
 - Overly dominant learners (it's everyone's learning experience)
 - Someone having a bad day vs. common cynics/pessimists/"questioners" (these are sometimes the most valuable participants!)
 - Those demonstrating an unwillingness to participate/learn

*Pfeiffer and Jones' Experiential Learning Cycle¹⁷

ROLE OF LEARNER

- Actively engage in the activities
- Ensure openness to experience, experiment, learn
- Ensure willingness to share experiences, thoughts, ideas
- Work to learn from one's experience (and experiences of others)

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STRATEGIES FOR EE

- Inductive vs. deductive learning (experience to theory)
- Face a problem without a clear solution (vs. learning from a prior example)
- Socratic discussion; challenge to analysis and decision-making
- Present multiple possibilities
- Build on earlier lessons

IMPORTANCE OF THE DEBRIEF

- Pull reflections – and then lessons – from others' perspectives on the experience
- Find some unity – and differentiation – from the shared experience
- Identify and evaluate the lessons
- Develop a theory/framework from the lessons

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EXAMPLES OF EE EXERCISES

- Scenario discussion
- Case study decision making; unfolding case study/scenario (esp. in quick-moving situation)
- Games – best if these are situation-based; can create spirit of competition
- Role play
- Learning simulation (usually incorporates multiple trials)
- Active learning (structured learning on the job)

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CONSIDERATIONS FOR USING EE

- Align learning needs with EE methods – use EE if it is needed
- Plan ahead with enough time
- Customize to the audience's reality – does the content apply to them?
- Use longer, more complex EE only after sufficient experience using EE
- Pilot activities – adjust program based on session lessons
- Continuous improvement loop: incorporate new and unexpected lessons into ensuing sessions

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RESOURCES

- *Experiences in Teaching Business Ethics*, Ronald R. Sims, Jr., William I. Sauser (editors), Information Age Publishing, 2011.
- *Developments in Business Simulation and Experiential Learning* (academic journal), The Association for Business Simulation and Experiential Learning, Meinders School of Business - Oklahoma City University [<https://journals.tdl.org/absel/index.php/absel/index>].
- *Experiential Learning: Experience as the Source of Learning and Development*, David Kolb, Prentice-Hall, 1984.

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FACILITATORS

Michael Levin
Senior Director of Compliance (Ethics and Business Practices), Freddie Mac

Michael Levin is the senior director of compliance at Freddie Mac overseeing the ethics and business practices (EBP) program. Mr. Levin leads a team of compliance professionals and corporate investigators, and sets the strategy to manage and mitigate ethics and business practices risk across Freddie Mac. This includes the Compliance & Ethics Helpline, the Code of Conduct and associated policies, and corporate investigations.

Previously, he served as director of ethics and business conduct for The Boeing Company, managing the ethics program for Boeing's government operations and international business areas. Prior to Boeing, Mr. Levin was the director of ethics and business conduct for BAE Systems' electronic solutions sector. At BAE, he served on the electronic solutions leadership team and the BAE Systems, Inc. ethics working group to develop, establish, and lead the ethics program across all of BAE Systems, Inc. Prior, Mr. Levin worked at Integrity Interactive Corp., where as vice president, compliance solutions, he developed solutions to reduce risk amongst third party business partners. He began his career practicing law in Boston, MA, focusing primarily on litigation.

Mr. Levin earned a BA. degree from the University of Maryland and a JD degree from the Massachusetts School of Law.

Jason Lunday
Consultant, IntegrityFactor

Jason Lunday has worked in ethics and compliance for over twenty-five years. His work has spanned the business ethics and compliance spectrum, including assessing and strengthening corporate values initiatives, instituting leadership engagement efforts, developing and revising codes of conduct and policies, designing and implementing related procedures, developing monitoring systems, conducting risk, culture and program assessments and presenting to senior leadership and corporate directors.

Jason has previously worked in ethics/compliance positions at Goldman, Sachs & Co., Arthur Andersen LLP, Premier, Inc., VeriSign, Inc., the Ethics Resource Center and as an independent consultant.

He has authored or co-authored over thirty articles that have been published in *Compliance & Ethics Professional*, *Corporate Compliance Insights*, *ethikos: A Journal of Practical Business Ethics*, *Ivey Business Journal*, *the Federal Ethics Report*, *aEPAC Magazine* (Ethics Practitioners' Association of Canada), *The Business Roundtable Institute for Corporate Ethics' 2009 Compliance and Ethics Forum Summary Report* and the International Business Ethics Institute's *Comprehensive Guide to Developing an Effective Global Business Conduct Program*.

Jason received his MBA from the Darden Graduate Business School at the University of Virginia, with a focus in business ethics and organizational behavior, and a BA also from the University of Virginia.