




synermetric

How to overcome behaviour change challenges



21 October 2015


Agenda

- Welcome and introductions
- Psychometric assessments
 - What they are, why do we care, and how do they apply?
- Change is hard
 - What research tells us about how behaviour change works
- Making the change
 - How to support successful behaviour change
- Applying technology to science
 - Designing the perfect behaviour change assistant: *Propel*
- Q&A

Presenters


Ruth Gibson, Product Manager

- Curates Synermetric catalogue
- Provides training and advice on assessments and best practice use
- MSc in Occupational Psychology
- Member of the British Psychological Society
- Certified in Test User Ability and Test User Personality
- Trained practitioner of numerous psychometric tools




Kieran Davies, Business Development

- Builds relationships with new clients
- Supports existing clients
- MSc in Psychology of Sport and Exercise
- Member of the British Psychological Society
- Certified in Test User Ability and Test User Personality



Synermetric

Synermetric Model



- Provider and developer of online assessment tools and integrated platforms
- Founded in 1991
- Headquartered in Cambridge, UK
- Worldwide client base of consultants, coaches, recruiters, and human resource professionals
- Operate internationally through a partner network in over 30 countries
- Emphasise science and validity, technology and security

Psychometric assessments

What are they, why do we care, and how do they apply?

Psychometric assessments

What are they?

- Assessments which measure some aspect of a person or group's psychology
 - Personality
 - Ability
 - Behaviour
 - etc.
- Many forms including written tests, games, observations, surveys, etc.

Why are they important?

- They provide specific and comparable data
- They are objective measures
- They promote understanding with common language and visualisations
- They are convenient at scale

Psychometrics in the workplace

- Candidate selection
- Personal development, identifying training needs
- Coaching
- Career guidance
- Building and developing teams
- Organisational performance

****Psychometrics should always be based on validated scientific research and administered by trained professionals!****


The expected outcome of a process involving psychometric assessments is often some form of individual or group **change**.

When armed with the data from a psychometric assessment and insight from a great feedback or coaching session, the change process should then be easy, right?...

...unfortunately, no.


Change is hard

What research tells us about how behaviour change works



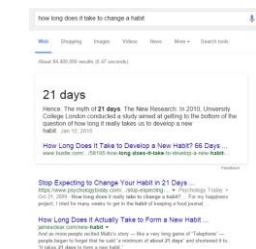
It's hard to change; harder to sustain

Resolutions maintained after New Year's Eve



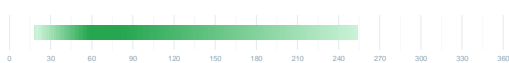
- **New Years Resolutions:** >25% abandon new behaviours after 15 weeks; 60% make the same resolution the next year (Marlatt, 1996)
- **Weight Loss:** 95% of those who lose weight gain it all back within 2 years (Mann, 2007)
- **Smoking:** Only 13-14% are still abstinent 6 to 12 months after quitting (Messer, 2008)
- **Alcohol:** 90% of those treated have a drink within 3 months; 50% return to pre-treatment levels within a year (Moos, 2006)
- **Leadership Change:** Meta-analysis of 26 longitudinal 360-degree studies indicate significant but small improvements in ratings (Smither, 2005)

How long does it take to change?



- Between 21 and 28 days is a common refrain, but in fact there's no solid evidence for this
- The myth may come from a 1960 source noting that amputees took 21 days on average to adjust to the loss of a limb, and extrapolating to any major life change


How long does it *really* take to change?




- Lally, 2009:
 - On average, it takes 66 days before a new behaviour becomes automatic
 - Anywhere from 18-254 days depending on the difficulty of the behaviour, the person involved, and the circumstances
 - Expectations need to be adjusted for much longer term commitment
 - But, it's also okay to make mistakes every once in a while
- **Key takeaway:** there are no quick fixes and change requires support

Triggers

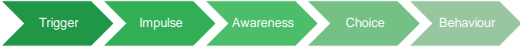

- Goldsmith (2015)
- Deliberately designed environmental cues that continuously move people in the direction of productive, beneficial change
 - Self-chosen
 - Internal or external; they can be daydreams or thoughts
- Many forms, including:
 - Habits
 - Smells
 - People
 - Sounds
 - Sights



Triggers

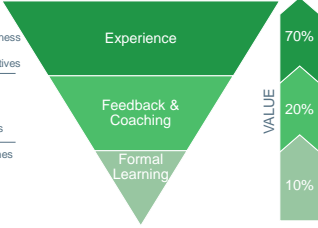


- By becoming aware of our typical triggers, we can control our resulting behaviour with choice
 - Anticipate: anticipate triggers that may arise in a given situation
 - Avoid: arrange to avoid triggers which produce detrimental behaviour
 - Adjust: recognise triggers as they occur and adjust behaviour in the moment





Developing Leaders: 70/20/10 Rule

- Lombardo & Eichinger (1996)
- Job change
- Special projects and assignments
- Exposure and involvement in key business challenges
- Task forces, committees, change initiatives





- Job performance feedback
- Executive coaching
- Personality feedback process
- Developmental assessment workshops
- Critical skill-building training programmes
- Transition training programmes
- Key external executive programmes
- Self-directed learning initiatives





Making the change

How to support successful behaviour change







Focus on implementation

- It is more important to focus on how to implement your goals than the goals themselves
 - Intentions have been shown to impact actual change only modestly (20-30%) (Gollwitzer, 1999; Ziegelmann et al., 2007)
 - Implementation intentions double a person's likelihood of achieving their goals (Gollwitzer & Sheeran, 2006)
- Having plans for how to achieve your goals will help ensure that you make progress towards them
 - **WHEN:** when will you have opportunities to practice the behaviour?
 - **WHERE:** where will the opportunity come about?
 - **HOW:** how will the behaviour change in these opportunities?
- Behaviour must be observable and measurable





Use ranged goals

- People are more likely to engage when they have set a high-low ('ranged') goal than when they have set a single-number ('static') goal (Scott & Nowlis, 2013)
 
- People are more likely to give up on static goals, which are a compromise between what they find achievable and challenging
 
 - Using a ranged goal instead allows people to take it easy (and still make progress) at difficult times, but encourages them to achieve more when they're up for the challenge




Keep a record and share goals



- Those that document their targets, actions, and progress are significantly more likely to achieve their goals
- Those that share their documented goals and progress with supportive listeners increase their success rate even more (Matthews, 2012)

Understand 'commitment' vs 'progress'



COMMITMENT:
continued effort over time


PROGRESS:
work towards a goal

Reinforcing **commitment** makes people more likely to continue improving in future, whereas rewarding them for perceived **progress** may actually make them lazier.


Remember, change is hard! If someone fails to complete a task, focus on the fact that they still want to make a change – they just need to work harder. (Fisbach, Eyal & Finkelstein, 2010)

Applying technology to science

Designing the perfect behaviour change assistant: *Propel*



What is *Propel*?



- An online professional development platform based on research, specifically designed to support behaviour change
- A system which facilitates lasting awareness from personality assessments into lasting behaviour change
- Able to integrate with any competency-based assessment through API

Propel For Personality

What does *Propel* do?

- Sets goals**
 - Enables participants, coaches, and managers to create custom goals
- Monitors progress**
 - Tracks and monitors development plan progress
 - Sends updates via email to participants, coaches, and managers
- Promotes insight**
 - Allows participants to reflect on their personality report and summarise strengths and potential development areas
- Prompts action**
 - Sends weekly reminders about goal progress to keep participants on track
- Educates**
 - Includes a resource library with over 1,500 readings, websites, media, and suggestions to facilitate development



Behavioural engineering theories behind *Propel*

Theorist	Elements of Change	Propel Features
McCall, Lombardo, & Morrison (1988)	70/20/10 Development Model	Goal Setting—Action Plans
Golowitz, P. (1999)	Implementation Intentions as Triggers for Behaviour Change	Goal Setting—Practice Plans
Fogg, BJ (2014)	Persuasive Design—Behaviour Change goals Based on Time-Frame (e.g., one-time vs. permanent) and Type (e.g., start, stop, increase, decrease, etc.)	Goal Setting—Outcome Goals, Action Plans, and Practice Plans
Ariely, D. (2009)	Predictably Irrational—People Have a Natural Tendency to Underestimate the Influence of Factors Affecting Behaviors	Goal Mentors
Deci & Ryan (2002) Pink, D. (2009) Goldsmith, M. (2002).	Self-Determination Theory Posits that Autonomy, Competence & Relatedness/Purpose Drives Behaviour Change	Goal Evaluation/Progress Pulse
Heath, C. & Heath, D. (2005)	Switch—Environmental/Cultural Issues Affecting Behaviour Change	Coaching Portal
Thaler & Sunstein (2008)	Nudge/Behavioral Economics—Choice Architecture (Libertarian Paternalism)	Reminders (email/text)—Practice Plans, Goal Progress & Goal Evaluation

Propel Coach Portal

Coaches, external consultants, or HR can be added as a 'coach' when we set up *Propel*. They will then have access to a dashboard to review, track, and monitor their participants' goals and then initiate the goal evaluation system to determine coaching progress.

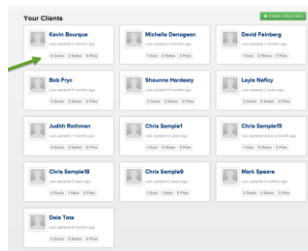
When a coach logs onto the system they can:

- Choose development areas and set goals
- Add action items to selected goals
- Select resources to support goals from the vast resource library
- Create a practice plan
- Invite goal mentors to help support the individual
- Request feedback as often as they like to help evaluate goals



Participant Dashboard

The coach will have access to a dashboard of all coachees for a quick snapshot of how many development or coaching goals have been initiated for each participant.



Participant Development Log

- Overview of Goals, Action Items, selection of Goal Mentors, scheduled Practice Plans and Goal Evaluations initiated by each individual being coached.
- The coach can also create Goals, Goal Mentors, suggest Practice Plans and Action Items, or initiate Goal Evaluation via the Coach Portal if they wish.



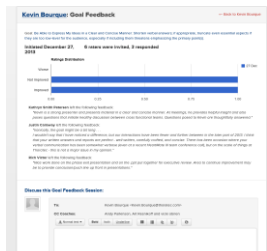
Resource Library

- Complete access to a competency-based resource library of over 1,500 developmental tips, recommended books and articles, audio and video media, and other resources that the coach can automatically recommend as a part of an individual's development plan (access for 12 months).
- The coach can also build their own personal resource library within the Coach Portal. Once their resource library is built, they can add their resources to their client's Goals as Action Items.



Goal Evaluation

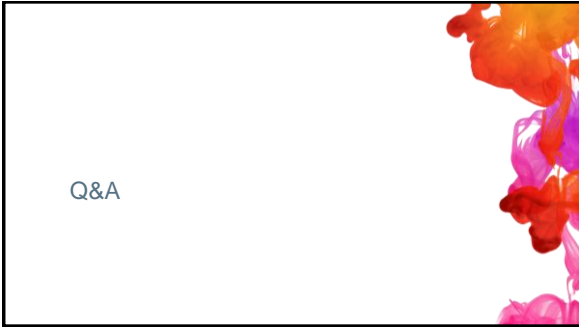
The coach can review the progress evaluation on each coaching goal once it is initiated by coachee (or by the coach themself) and can immediately see the results within the Coach Portal.



The value of *Propel*

<p>Demonstrates Coaching ROI</p> <ul style="list-style-type: none"> Participants can invite peers, managers, mentors and/or coaches to track and monitor their progress Participants get just-in-time feedback and support to reinforce new behaviours Coaches can demonstrate their effectiveness 	<p>Makes coaching more efficient</p> <ul style="list-style-type: none"> Sends weekly reminders to facilitate behavioural practice Maintains confidential coaching notes Provides over 1,500 developmental resources Provides action items and assignments for each coaching session 	<p>Keeps participants focused</p> <ul style="list-style-type: none"> Participants can invite peers, managers, mentors and/or coaches to track and monitor their progress Provides action items and assignments for each coaching session Provides professional nagging reminders on a weekly basis iOS app delivers daily goal suggestions
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Thank you for attending!

You will receive a short survey to provide feedback on today's webinar – we would be very grateful for your responses.

We will also email you with a link to the webinar recording and a copy of the presentation slides.

If you would like more information on *Propel* please contact me:
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