

# GAMIFY ONLINE SAFETY TRAINING

*Case studies from Roche and  
Regis Corporation*

Presented by:  
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**Bottom-Line  
Performance**



## ABOUT ME

Mom, wife, writer, pop-culture fanatic, die-hard Colts fan, vice president of client relations at Bottom-Line Performance.



# ABOUT BLP

A custom learning solutions company founded in 1995. We focus on eLearning, blended learning, curriculum design, mobile solutions, and serious games. We also specialize in needs analysis and project management.

**Bottom-Line**  
**Performance**

WHY  
ARE  
YOU  
HERE  
?

“We are developing safety training and are not sure what type of training is needed.”

“We know we need safety training to be more engaging but are not sure how to do so.”

“We are unsure about what gamification is or how to apply it to safety training.”

# AGENDA

- 1 What is gamification and why use it?
- 2 Roche Safety Group and their challenge
- 3 Examples from three Roche safety courses
- 4 Regis Safety Group and their challenge
- 5 Examples from one Regis safety course
- 6 Building Your case, tips and resources
- 7 Q&A

GAMES?  
GAMIFICATION?  
*WHAT'S THE  
DIFFERENCE?*



## WHAT WE MEAN BY GAME

An activity that has an explicit **goal or challenge**, **rules** that guide achievement of the goal, **interactivity** with either other players or the game environment (or both), and **feedback mechanisms that give clear cues** as to how well or poorly you are performing. It results in a **quantifiable outcome** (you win/you lose, you hit the target, etc). Usually generates an **emotional reaction** in players.



## WHAT IS GAMIFICATION?

Applying **game-design thinking** to non-game experiences to make them more fun and engaging. You can gamify online learning through the use of **game design techniques** and **game elements** to **solve problems** and **engage learners**. Features such as **aesthetics, story, conflict, chance, and strategy** are all game elements designers can be used to help create memorable, fun learning experience.



## WHY GAMIFY? TO...

- Motivate
- Challenge
- Incorporate fun
- Meet learning objectives
- Provide feedback
- Focus on the DO
- Minimize the TELL



## THE MORE DETAILED ANSWER...

Learning Element	Game Elements that Match
Motivation	Game goals or challenges, conflict, time, cooperation, reward structures (feedback, points, achievements), - all help equate to the "fun" in games.
Relevant practice	Game goal or challenges, rules within game, reward structures, game loops
Feedback	Pretty much a 1:1 here – reward structures in game supply feedback. "Game loop" also supplies feedback
Retrieval later	Lots of ways games help with retrieval: Context, story, desire for repeat play, emotion attached to game play.

## STRATEGIES FOR LONG-TERM RETENTION



Provide frequent, spaced intervals



Provide multiple repetitions



Provide immediate feedback



Use stories



# Our Partner: Roche Diagnostics

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*Excellence in science is at the core of what we do*

[▶ Let us show you how](#)

## The Roche SHE Group's Challenge

- OSHA-Required training topics
- Include OSHA requirements; match to learning objectives
- Employees required to take annually
- E-Learning = checkbox activity



# Current State of Safety Training

**Hazard Communication**

Course Introduction

**Learning Objectives**

This course provides:

- Awareness to the Hazard Communication Standard.
- Information on how to find the standard on a Material Safety Data Sheet (MSDS).
- An introduction to common physical characteristics of chemicals.
- Labeling requirements for containers, and
- Chemical inventory requirements within work areas.

After completing this course, you will be able to:

- Define what an MSDS is and where to find a Roche Diagnostics or vendor MSDS file.
- Identify the important physical characteristics of chemicals.
- Recognize labeling requirements for containers with chemicals.
- Recognize inventory requirements for chemicals in work areas, and
- Recognize your responsibilities in the safe use of chemicals.

Page 2 of 3

Building 1 - Service Provider  
Roche Diagnostics  
Page 2 of 2

**3. ACTIONS TO BE TAKEN WHEN THE EVALUATION ALARM IS SOUNDED**

**EVACUATE YOUR AREA IMMEDIATELY!**

1. **STOP** all work and proceed to the nearest exit. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

2. **EXIT** the building using the nearest exit. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

3. **PROCEED** to the designated assembly area. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

4. **OFFER** assistance to anyone who is unable to evacuate on their own. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

5. **REPORT** to the designated assembly area. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

6. **REMAIN** in the designated assembly area. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

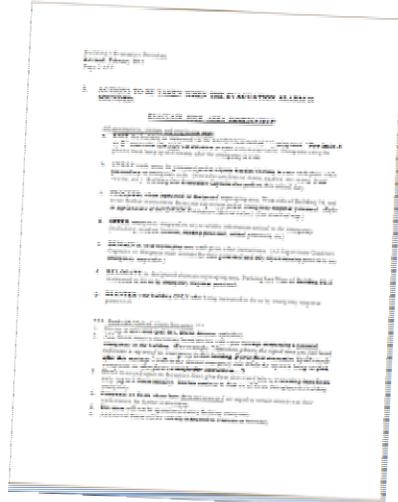
7. **RECEIVE** instructions from the designated assembly area. Do not use elevators or other means of vertical transportation. Do not return to the building until you are notified to do so.

## Example 1

From “Read & Understood”  
to “What Should You Do?”

## The Course: Building Evacuation

- Nutley, NJ campus of 25 buildings
- Alarm systems and evacuation guidelines vary by building type
- Required training = Read and Understand
- Guidelines outdated and difficult to use



## The Gamified Course

HOME HELP RESOURCES

**BUILDING evacuation** What Should You Do Now?  
Click the high rise building to go to the first scenario.

Roche 7-Step Evacuation Process Return to Course Welcome Screen

# Building Evac Course Approach

- Outcome focused
- Scenario-driven
- Highly visual, less text
- Learner help: Ask Frank and Process Job Aid
- Three challenge levels



# What Should You Do Now Challenges

The screenshot shows a challenge screen with the following elements:

- Navigation:** HOME, HELP, RESOURCES buttons at the top.
- Character:** A man in a white shirt and dark pants with a speech bubble saying "What's that smell?".
- Text:** "You thought you could handle the spill yourself, but it just keeps getting larger. A co-worker smells the odor and asks you what's going on. **Please try again.**"
- Buttons:** "TRY AGAIN" button, "Ask Frank" button, and "Return to Course Welcome Screen" button.
- Footer:** Roche logo and "7-Step Evacuation Process" button.

## Learner Help and Feedback



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## Example 2

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The Power of Theme and  
Characters

## The Original Course: HazCom

- Required course
- Click Next to Continue
- Text-driven
- Linear, very controlled
- Post-test



## HazCom Course Approach

- Agile and iterative: Prototype to Design Proof to Alpha
- Activity-driven
- Use of Learning agent
- Superhero theme and storyline
- Challenge: Become a Safety Sidekick

The screenshot shows a "Bottom-Line" section with a "Learning Activities" table. The table lists objectives and their completion status across four activities (A, B, C, D). Below the table is a character illustration of a female scientist in a lab coat and goggles.

**Learning Activities**

Objective	Activity A	Activity B	Activity C	Activity D
1. Recognize how to detect the presence of chemicals.			X	X
2. Identify the risk posed by the hazardous chemicals they work with.			X	X
3. Recognize the need for proper personal protective equipment (PPE).			X	X
4. Explain the need for control measures, including proper ventilation.			X	X
5. Locate and use Safety Data Sheets (SDS), labels, and signs.		X		
6. Recognize when to report an accidental exposure.				
7. Recognize the meaning of the symbols, signal words, and hazard and precaution phrases from the Globally Harmonized System of Classification and Labeling of Chemicals (GHS).	X			

**Activity A**

...the production for the symbol  
...of other hazards.  
...that and how do I protect myself?  
...need to add or leave behind? How can you help Clarke if something bad happens?

# HazCom Design Proof

**HAZARD COMMUNICATION** Get Started Toolkit Roche Provide Feedback

This screen describes how learners will complete the rest of the course. It introduces them to their learning agent and advisor. Included in the screen will be an overview of the course objectives:

1. Recognize the meaning of the symbols, signal words, and hazard and precaution phrases from the Globally Harmonized System of Classification and Labeling of Chemicals (GHS).
2. Locate and use Safety Data Sheets (SDSs), labels, and signs.
3. Recognize how to detect the presence of chemicals.
4. Identify the risk posed by the hazardous chemicals they work with.
5. Recognize the need for proper personal protective equipment (PPE).
6. Explain the need for control measures, including proper ventilation.
7. Recognize what to do in case of an accidental exposure.

**Note to Roche:**  
We have two learning agent options identified. Do you like either of these women on the course host?

Click Next to continue. Next

Click Next to continue. Next

**FUNCTIONALITY NOTE:** After the animation is done playing, it will automatically take learners to the test screen. For this Design Proof, please click the Next button to continue.

# The Gamified Course

**HAZARD COMMUNICATION** Main Menu Menu Toolkit Roche

Click a menu item below to begin. You must complete every topic to unlock the Test Yourself module.

Identify the Hazard

Use Your Resources

Protect Yourself

Test Yourself

Take the Challenge: Save Clyde

Have a HazCom question?  
Contact your Safety, Health, and Environmental Department for answers.

## Example 3

Tailored Learning, Levels vs  
Modules, and Video “Tells”

### The Course: Bloodborne Pathogens

- Required course
- Click Next to Continue
- Text-driven
- Linear, very controlled
- Post-test

Meet the bloodborne pathogen...

A dangerous organism that you want to avoid. Some common bloodborne pathogens include malaria, syphilis, brucellosis, Hepatitis B (HBV), Hepatitis C (HCV), and the Human Immunodeficiency Virus (HIV).

Back Forward

## The Gamified Course



## Minimize the Tell



## Results



## Our Partner: Regis Corporation

A screenshot of the Regis Corporation website. The header includes the Regis Corporation logo and logos for STYLISTS, City Look Salons, and FAMOUS HAIR. The main content area features a large image of a man in a suit and a "Headlines" section with four articles:

- Supercuts ranked #1 haircare franchise and 5th franchise overall**  
Entrepreneur magazine's 2015 Franchise 500 issue has named Supercuts the number one haircare franchise in the U.S. [Click here](#) to learn more.
- Selling your salon?**  
We make it easy to turn your operation into cash. [Click here](#) to learn more.
- Franchising Opportunities**  
If you're thinking about franchising, consider Regis – a Fortune 1000 company and the global leader in hair services and products. [Click here](#) for more information.
- Annual Clip for the Cure Campaign**  
Regis stylists, guests and business partners have raised over \$11 million for the Regis Foundation for Breast Cancer Research. [Click here](#) to learn more.

## Regis Corporation's Challenges

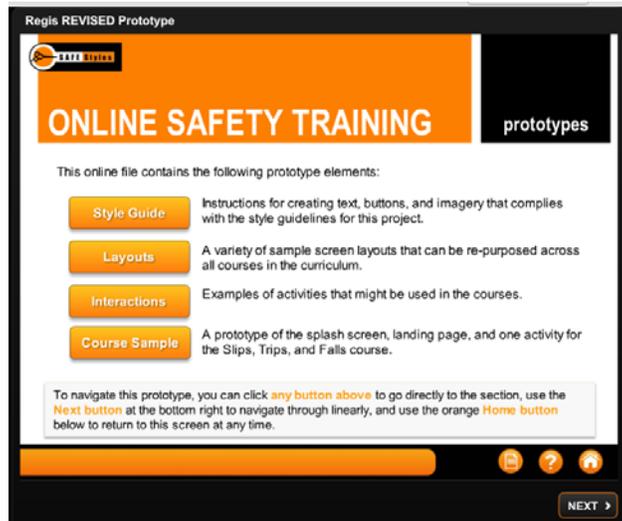
- Health and safety training delivered to 40,000 salon employees and managers in instructor-led format only
- Eager to try online learning but implementation across salons difficult given one computer per salon
- Need improved learner experience with high engagement and modular approach
- Learners from a multitude of different salons—where products, customer types, and branding differ

## Our Approach

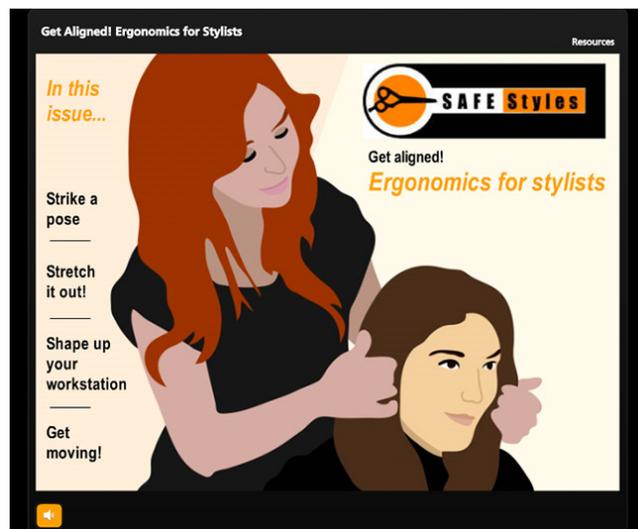
- Multi-course design and prototype using 5-minute learning “bursts”
- We created the first few courses; Regis created courses with our support
- Provided an eLearning template catalog with multiple screen layouts
- Illustrated, magazine-style look-n-feel



# Online Template and Image Catalog



# Magazine Style Look & Feel



## Illustrations: Fun and Relevant



## Example 1

Slips, Trips, and Falls

## The Gamified Course



## Slips, Trips and Falls

- Scenario-driven
- Consequence based with immediate feedback
- Highly visual, less text
- Motivating challenges
- Audio or transcript option



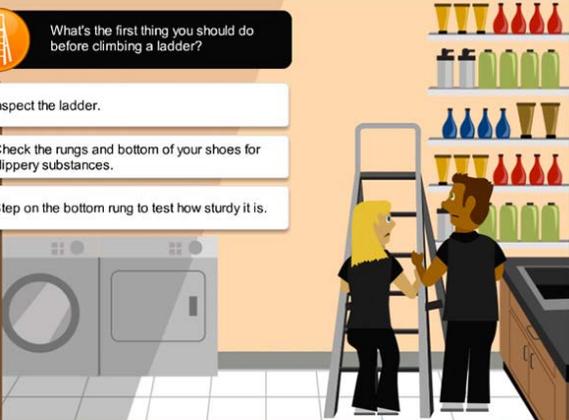
## Activity Driven... With Consequences

Put your best foot forward! Avoiding slips, trips, and falls

Resources

What's the first thing you should do before climbing a ladder?

- Inspect the ladder.
- Check the rungs and bottom of your shoes for slippery substances.
- Step on the bottom rung to test how sturdy it is.



CLIMB OR FALL?

## Activity Driven... With Feedback too

Inspect the ladder.

Check the rungs and bottom of your shoes for slippery substances.

Step on the bottom rung to test how sturdy it is.

**Ouch!**

There's something else you should do first to make sure you don't get hurt.

Try Again

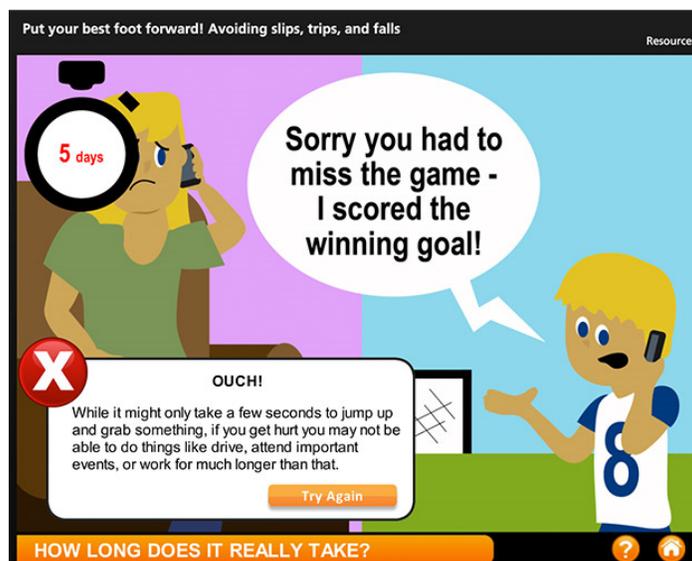


CLIMB OR FALL?

## Activity Driven... With Relevance



## Activity Driven... With Stories



Results



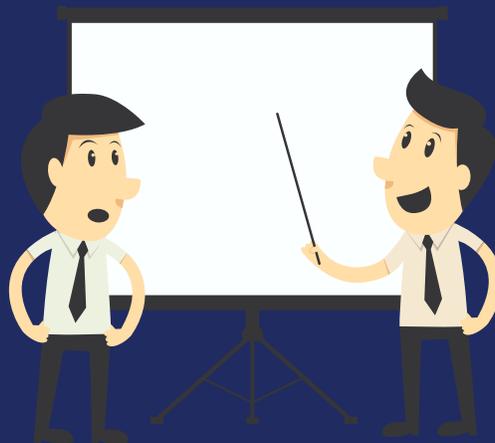
BUILDING YOUR CASE



## The Business Case for Engaging Safety Training

1. Online learning = easier to show OSHA compliance
2. Engaging learning = create a culture of safety, not a culture of compliance.
3. Illustrations = more transference to different job sites.
4. Activities and “game elements” = safe practice opportunities.

## GAMIFICATION TIPS



## Gamification Tips:

- Play and evaluate lots of digital games before you design your next course.
- Select one course as a pilot.
- Start with learning objectives, then match game elements to the course goal.
- Create practice activities for each objective. Consider sketching!
- Aesthetics and theme dramatically affect desire to complete a compliance course.
- Fantasy has high appeal – even to “corporate” learners.



## STRATEGIES FOR LONG-TERM RETENTION



Provide frequent, spaced intervals



Provide multiple repetitions

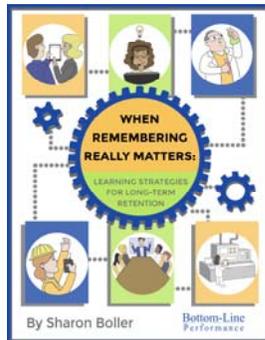


Provide immediate feedback



Use stories

# STRATEGIES FOR LONG-TERM RETENTION



## When Remembering Really Matters: Learning Strategies for Long-Term Retention

By Sharon Boller

## Additional Resources



## What do we know, anyway?



### We've learned from experience

- Our sweet spot: engaging safety training for Fortune 500 clients.
- Approaches and concepts in this presentation are “lessons learned” from dozens safety training initiatives we have supported

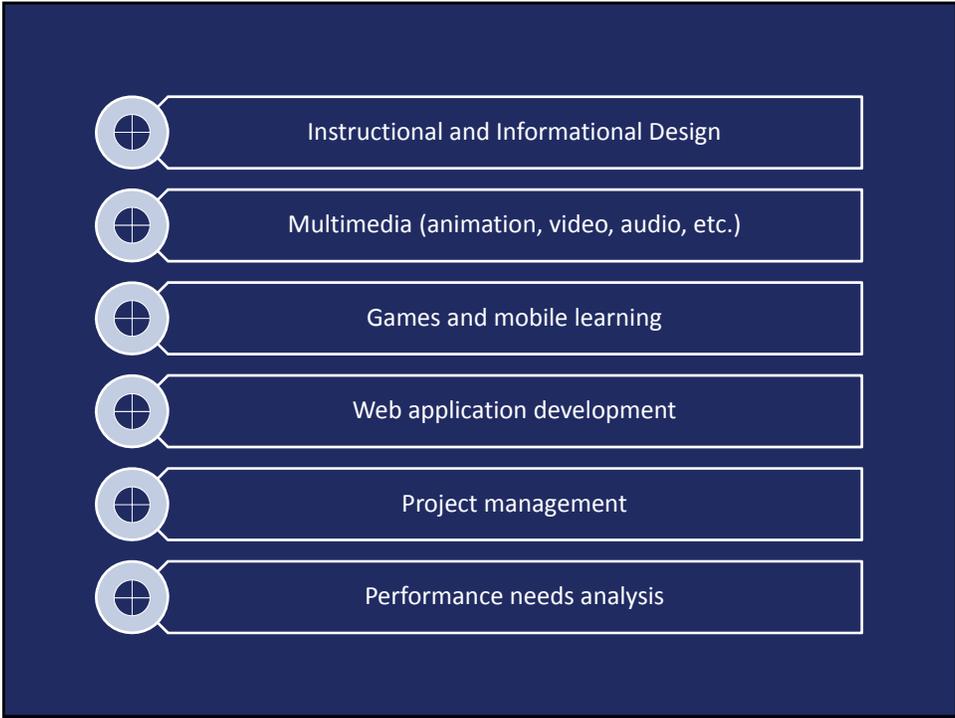




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## Our capabilities

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# GET IN TOUCH

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