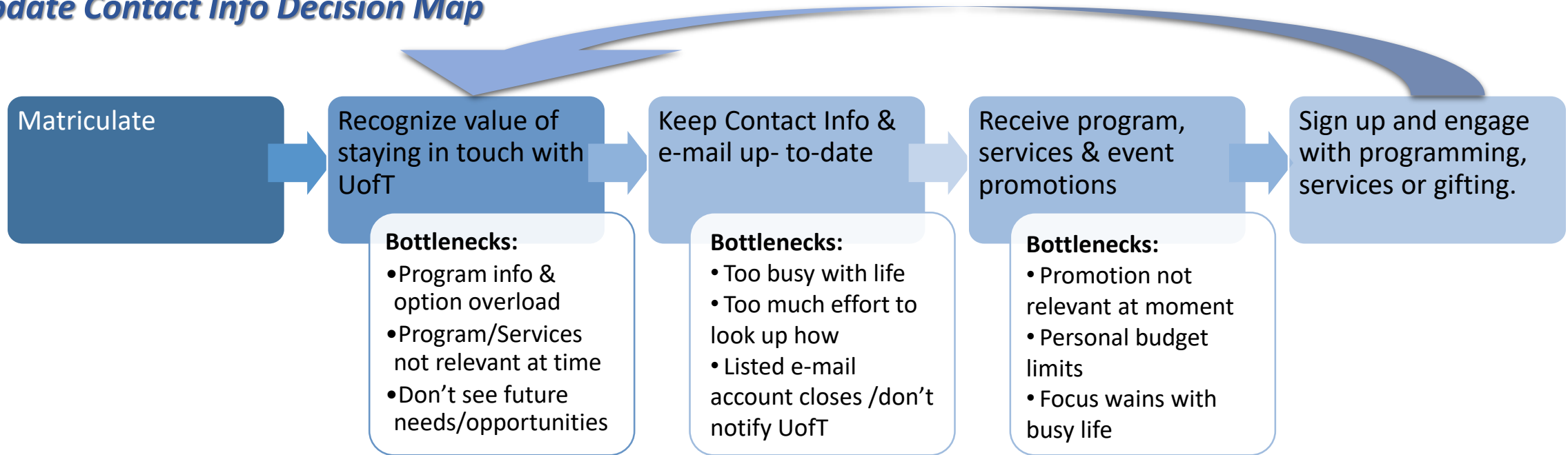


S Phelps - Nudge Challenge - Option 1

Update Contact Info Decision Map



Behavioural Influences at Play:

- **Information availability and Choice overload** of programming, products and services for Alumni Decision Makers at time of graduation and later on.
- **Hyperbolic Discounting** - The newly graduated Alumni mindset may not understand the value or relevance that programming, products and services could hold for them in the future. Hence new grads are not motivated to stay engaged with the University and keep information updated. This issue may also persist in future when Alumni receive random promotions for product, program, services and gifting.
- **Willpower is lost over time** to proactively keep contact information up-to-date.

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POSSIBLE NUDGES

		Mindful		Mindless	
		Encourage	Discourage	Encourage	Discourage
Activating Desired Behaviour	Externally Imposed			<i>NOT IN EXPERIMENT</i> <ul style="list-style-type: none"> • Automated conversion prompt to transfer UofT e-mail to personal e-mail • Mandated contact info & e-mail update step <u>during</u> every on-line purchase/ enrollment for all UofT products, events and services; And when gifting. 	
Boosting Self-control	Externally Imposed	<ul style="list-style-type: none"> • (after next) Receive text or e-mail reminders about top 3 personal goal reasons for engaging with UofT to stop/think about goal progress and update contact information. 			
	Internally Imposed	<ul style="list-style-type: none"> • Set Goals for self on how to engage with UofT's alumni program before completing "request to graduate form" and enroll for reminder program. 			

S Phelps - Nudge Challenge - Option 1

Nudge Challenge Option 1 Paper Overview				
Objective	Testing whether Goal setting for future engagement in products, programs and service is motivating for keeping their information up to date. And see whether reminders about those goals and updating their profile will nudge an Alumnus to keep their e-mail profile up to date.			
Study Details				
Type	Field Experiment			
Design	Factors			
	1. Goal Setting	- 3 levels (yes, no and not offered)		
	2. Reminders	- 5 levels (1)Yes Choice with Goals; 2) Yes Choice without Goals; 3) Automatic enrollment without Goals; 4) No Reminder Program choice; 5) No Reminders offered)		
Participants	1000 graduating students (randomly assigned to groups at time of on line matriculation request form completion)			
Method	1. Control Group	2. Goal Setting w choice of Reminders Group	3. Reminder Program Choice Group	4. Automatic Reminder Program Enrollment
	<ul style="list-style-type: none">• Asked to review overview of services & programs• Directed to Matriculation form	<ul style="list-style-type: none">• Asked to review overview of services & programs• Asked to set Goals (Y/N)• Asked to sign-up for Reminder program (Y/N)• Directed to Matriculation form	<ul style="list-style-type: none">• Asked to review overview of services & programs• Asked to sign-up for Reminder program without Goals (Y/N)• Directed to Matriculation form	<ul style="list-style-type: none">• Asked to review overview of services & programs• Automatically enrolled in Reminder program without Goals• Directed to Matriculation form
Analysis	Regression Analysis			