

WILL 

Evidence of Effectiveness

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Table of Contents

Preface..... 3

Executive Summary..... 4

Common Ground Business 1..... 5

Common Ground Healthcare..... 6

Common Ground Business 2..... 7

Misadventures in Money Management.....8

Beyond the Front..... 9

The Anatomy of Care.....10

Interactive Nights Out 2..... 11

My Year with Tony.....12

Pathways to Safer Opioid Use..... 13

Gator Six.....14

Interactive Nights Out..... 15

Dilemmas: Last Call.....16

Active Threat Response.....17

Preface

This document contains selected examples of evidence of the effectiveness of WILL Interactive's proprietary interactive behavior modification system. It contains:

- Publicly available statistics
- Evaluation data from clientele that WILL is authorized to share

WILL is neither authorized to release the findings of our partners' internal assessments nor publish data attributable to their workforce without their consent.

Executive Summary

WILL Interactive's immersive, decision-based learning experiences have demonstrated measurable impacts across various subject areas, populations, and environments—from corporate compliance to military readiness, from public health to education.

The case studies in this document collectively provide compelling evidence that WILL Interactive's core methodology is an effective, scalable solution for achieving behavioral, cognitive, and attitudinal change.

Across Evaluations, Key Themes Emerge

Improved Knowledge Retention

Learners consistently demonstrate significant gains in understanding complex topics. For example, *Common Ground Business 1* users saw a 30.33% improvement in recognizing legal criteria for workplace harassment. At the same time, *My Year with Tony* (2 hours) outperformed a two-day live workshop in learning outcomes.

Shifted Attitudes and Beliefs

Programs like *Common Ground Healthcare* and *Dilemmas: Last Call* show that learners do more than retain information—they internalize values. Participants reported significant shifts in attitudes toward substance use, ethical decision-making, and personal responsibility.

Behavioral Intent and Real-World Application

Learners are more likely to intervene, report, or take responsible actions after training. *Common Ground Business 2* saw a 10.23% increase in behavioral intent to address harassment, while *Beyond The Front* created a 60% reduction of suicide in the US Army month-to-month and continued reductions for a significant period after.

Engagement and Preference

WILL's branching-storylines approach regularly receives higher ratings than traditional training. In the case of *Common Ground Business 1*, 84% of learners rated it better than other harassment prevention programs.

Diverse and Scalable Implementation

Whether targeting educators, hospital staff, or corporate teams, this methodology proves effective across diverse contexts. With millions trained across sectors, WILL's model is evident in its scalability and adaptability.

Conclusions

- The data from these case studies affirm that WILL Interactive's methodology is more than engaging—it is effective.
- The evaluated courses improve knowledge and inspire action, change attitudes, and build real-world behaviors.
- The results support the conclusion that WILL Interactive's methodology transforms training from a requirement into a catalyst for actual change.

CASE STUDY

Common Ground Business 1

Study conducted by WILL Interactive based on anonymized outcome data across hundreds of organizations

Study Abstract

This case study examines the learning impacts of *Common Ground Business 1*, an interactive e-learning course by WILL Interactive aimed at preventing workplace harassment and abusive conduct. *Common Ground Business 1* leverages decision-based storytelling to drive behavioral change, increase knowledge retention, and foster a culture of accountability. With nearly 10 million learners and 120,000 new users monthly, the program has proven itself a powerful tool for transforming workplace culture.

Study Objective

To evaluate the effectiveness of *Common Ground Business 1* in improving learner outcomes in knowledge measures, attitude shifts, and behavioral intent related to workplace harassment prevention.

Methodology

An impact assessment was conducted using data from over 125,000 learners. Learners completed pre- and post-training evaluations measuring comprehension, engagement, and intent to apply lessons in real-world scenarios.

Results

The impact of *Common Ground Business 1* was significant across key metrics:

- **Knowledge Retention:** 30.33% increase in learners correctly identifying the legal definition of workplace harassment (n=31,665).
- **Attitude Shift:** 14.94% rise in employees strongly agreeing they share responsibility for workplace behavior (n=95,163).
- **Behavioral Intent:** 6.22% increase in employees stating they would intervene or report harassment (n=31,411).
- **Perceived Effectiveness:** 84% of learners rated the course better than other harassment prevention programs they had taken (n=126,045).
- **Concept Mastery:** 98% of learners reported confidence in their understanding of course content (n=94,217).

Conclusion

Data confirms that the interactive storytelling in *Common Ground Business 1* not only enhances engagement but also delivers a measurable, lasting impact on employee awareness, attitudes, and actions related to harassment prevention.

Organizations seeking meaningful, culture-shaping training should find *Common Ground Business 1* a proven-effective solution. WILL Interactive's *Common Ground Business 1* goes beyond compliance—it builds a foundation for a respectful workplace culture.

CASE STUDY

Common Ground Healthcare

Evaluation conducted in cooperation with Mass General Brigham Integrated Healthcare System (MGB) and WILL Interactive

Study Abstract

This case study examines the impact of *Common Ground Healthcare*, an interactive e-learning course by WILL Interactive aimed at preventing workplace harassment and abusive conduct. *Common Ground Healthcare* leverages decision-based storytelling to drive behavioral change, increase knowledge retention, and foster a culture of accountability.

Study Authors

Jovita Thomas-Williams, SPHR, GPHR,
Senior Vice President of Human
Resources, MGH and MGPO
Jeffrey Hall, Chief Creative Officer,
WILL Interactive

About Common Ground Healthcare

Common Ground Healthcare was created by WILL Interactive in partnership with Yale New Haven Health System. The program contextualizes contemporary issues into a sitcom-like interactive adventure while satisfying legal requirements in all 50 states and reflecting best practices for the prevention of and response to negative behaviors.

Evaluation Methods and Results

MGB conducted a pilot program that included 521 participants from a wide variety of occupations across their 20+ hospitals and affiliates. *Common Ground Healthcare* was presented in multiple facilitated sessions in a virtual webinar format. Feedback on the program's content was overwhelmingly positive, with 87% of respondents rating the training as Excellent or Good.

Aggregated pre- and post-test measures were gathered for remote learners of *Common Ground Healthcare*. Measures were overwhelmingly positive for improvements in knowledge, attitudes, and behavioral intent. Examples include:

- a knowledge measure of the criteria for harassment improved 11% ($n=1218$),
- an attitude measure of feelings of responsibility for the behavior of other employees improved 11% ($n=1227$),
- and a behavioral intent measure for reporting harassment if it occurred improved 13% ($n=1209$).

In addition, 99.7% of employee participants said the training helped them understand harassment and how to respond if it happens ($n=11,817$), and 99.5% of supervisor participants said the training helped them understand harassment and how to respond if it happens ($n=1,280$).

CASE STUDY

Common Ground Business 2

Study conducted by WILL Interactive based on anonymized outcome data across hundreds of organizations

Study Abstract

This case study examines the learning impacts of *Common Ground Business 2*, an interactive e-learning course by WILL Interactive aimed at preventing workplace harassment and abusive conduct. *Common Ground Business 2* leverages decision-based storytelling to drive behavioral change, increase knowledge retention, and foster a culture of accountability. Used worldwide in different configurations, the course has been shown to have significant impacts on the improvement of knowledge, attitudes, and behavioral intent.

Study Objective

To evaluate the effectiveness of *Common Ground Business 2* in improving learner outcomes in knowledge measures, attitude shifts, and behavioral intent related to workplace harassment prevention.

Methodology

An impact assessment was conducted using data from a group of users in 2024, with follow-up measures gathered from a smaller group of learners in early 2025. Learners completed pre- and post-training evaluations measuring comprehension, engagement, and intent to apply lessons in real-world scenarios.

Results

The impact of *Common Ground Business 2* was significant across key metrics:

- **Knowledge Retention:** 12.35% increase in learners correctly identifying that workplace harassment can occur away from the job itself (n=891).
- **Attitude Shift:** 21.13% rise in employees strongly agreeing they share responsibility for workplace behavior (n=10,806).
- **Behavioral Intent:** 10.23% increase in employees stating they would intervene or report harassment they witnessed (n=867).
- **Perceived Effectiveness:** 81.49% of learners rated the course better than other harassment prevention programs they had taken (n=713).
- **Concept Mastery:** 96.11% of learners reported confidence in their understanding of course content (n=2,567).

Conclusion

Data confirms that *Common Ground Business 2* not only enhances engagement but also delivers a lasting impact on employee awareness, attitudes, and behavioral intent related to harassment prevention.

Organizations seeking meaningful, culture-shaping training should find *Common Ground Business 2* a proven-effective solution. WILL Interactive's *Common Ground Business 2* goes beyond compliance—it builds a foundation for a respectful workplace culture.

CASE STUDY

Misadventures in Money Management

Independent Evaluation Conducted by Consumer Financial Protection Bureau

Study Abstract

Misadventures in Money Management (MiMM) was created to educate youth and young adults on how to make smarter financial decisions in common life situations such as building credit, buying a car, and creating a savings plan. Since 2016, over 30,000 learners have completed MiMM.

Study Methodology

An initial pre/post-test instrument was used with 5,217 users. An updated pre/post-test and survey instrument was completed by 555 trainees over a four-month period. Pre/post-tests and survey instruments assessed knowledge change, attitude change, and program satisfaction.

Results

MiMM increased knowledge and confidence in dealing with financial/consumer situations. Average knowledge gain was +17% across seven outcome measures.

Users self-reported a 38% increase in their confidence that they would know how to handle an unexpected financial burden. Results were statistically significant despite the relatively low number of study participants.

88% of participants said that they were satisfied with *Misadventures in Money Management*, and 77% said they learned something they are likely to use in real life.

Study Conclusion

Data suggests that MiMM is successfully helping to fill a major void in engaging financial/consumer education for youth.

CASE STUDY

Beyond the Front

Independent Evaluation Conducted by U.S. Army

Study Abstract

In 2008 and early 2009, the United States Army was facing a suicide epidemic that averaged over 25 deaths each month.

At the time, a legacy 1-hour annual suicide prevention training course was required for all personnel, built from standard instructional design processes.

About Beyond the Front

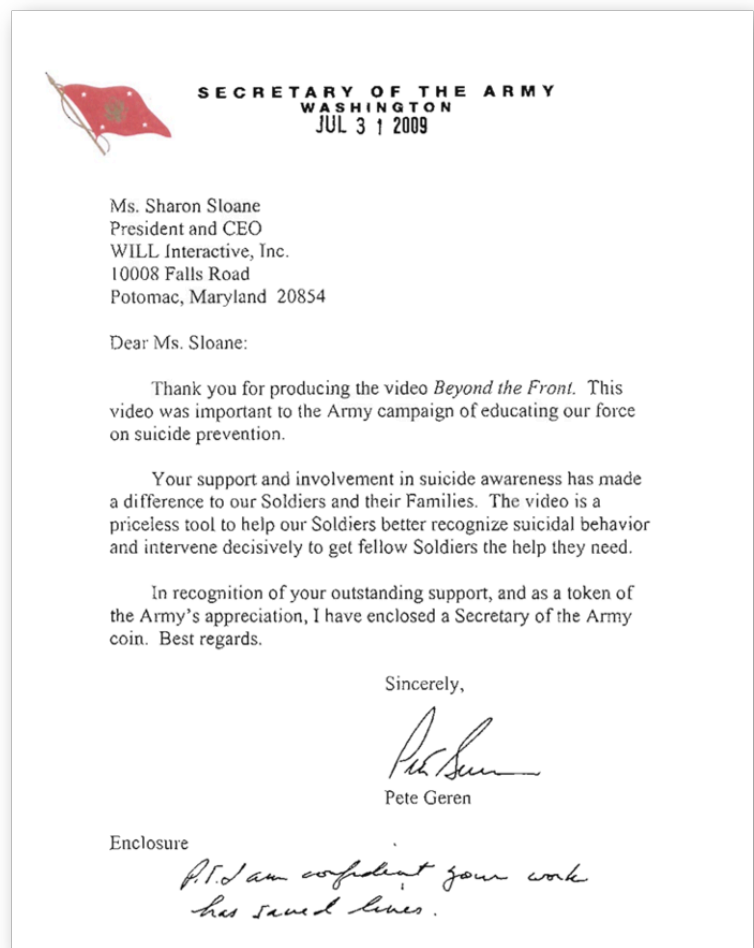
Beyond the Front was developed as a branching-storylines, interactive movie created to help prevent suicides by promoting soldier resilience and mental health, instilling awareness of bystander best practices, and reducing stigma associated with seeking help.

Outcome

In February 2009, all US Army soldiers were required to receive *Beyond the Front* in a 2-hour facilitated session.

After the use of the course, the monthly suicide rate decreased by 60%.

Letter from the Honorable Pete Geren



***"I am confident your work
has saved lives."***

- Pete Geren, U.S. Secretary of the Army

CASE STUDY

The Anatomy of Care

Independent Evaluation Conducted by Washington Hospital Center, Medstar Health

Study Abstract

For many years, Washington Hospital Center's independent customer service satisfaction scores were at unacceptably low levels. *The Anatomy of Care* was introduced to hospital staff to improve customer service, patient satisfaction, and care.

Study Methodology

Over 6,000 Washington Hospital Center employees completed *The Anatomy of Care* through a combination of facilitated sessions and online access.

About The Anatomy of Care

In *The Anatomy of Care*, users become five different hospital team members working at Metro Hospital: a desk clerk, a charge nurse, an environmental services technician, a transporter, and a senior resident.

Patient Satisfaction Results

Independent patient satisfaction surveys (by Press Ganey) showed a satisfaction increase of 30 percentage points six months after hospital employees completed *The Anatomy of Care*.

Post Course Assessment Results

Based on internal post-course assessment surveys, the hospital employees who participated in the program believed it was one of the best learning experiences they had ever had.

95% of the participants rated *The Anatomy Of Care* either "Excellent" or Very Good."

Interactive Nights Out 2

Independent Evaluation Conducted by Boston University, School of Public Health

Study Abstract

A quasi-experimental research design was used to conduct a pilot evaluation of the effectiveness of *Interactive Nights Out 2* (INO2), targeting adolescent alcohol and marijuana use.

Study Authors

Jonathan Howland, Ph.D. M.P.H. and Sara Minsky, M.P.H., Boston University, School of Public Health.

About Interactive Nights Out 2

INO2 helps 12-17 year-olds make educated choices about alcohol and other drugs.

Study Methodology

Subjects were 7th and 8th-grade students (N=298) at three urban junior high schools in Cincinnati, OH.

The mean age of the students was 13.6. Fifty-one percent of the subjects were male, and seventy-nine percent identified themselves as Black, not Hispanic.

Pre- and posttest measures of attitudes and actual and intended alcohol and drug use behaviors were assessed by anonymous self-administered questionnaires.

Post-Intervention Data Results

Relative to comparison students, results indicated effectiveness of the intervention for nine out of ten outcome measures. Four of these attained statistical significance despite the relatively small number of students participating in the study:

- difficulty in saying "no" to a best friend when offered beer or wine (p=0.02);
- difficulty in saying "no" to a best friend when offered marijuana (p=0.01);
- number of drinks would have at a party where alcohol was available (p=0.01); and
- intention to use marijuana in the next year (p=0.02).

Study Conclusion

Process evaluation demonstrated a high level of acceptance of the intervention among targeted students, a convenience sample of parents, and a convenience sample of teachers.

Evidence from the pilot evaluation indicates that adolescents desired repeated access to the intervention and suggests that repeated exposures to the intervention correlate with positive behavioral change.

CASE STUDY

My Year with Tony

Independent Evaluations Conducted by the University of Pennsylvania

Study Abstract

Researchers studied the effectiveness of WILL's educational methodology in comparison to traditional "stand-up" training – measuring knowledge and attitudes of professionals before and after training. In two separate published studies (Journal of School Health, International Journal of Education Development Using Information Communication Technology), WILL's *My Year with Tony*, a 2-hour teacher-education interactive movie, was compared to a 2-day live workshop on the same topic with 120 educators.

Study Authors

Li-Wei Chao, PhD, MD, Population Studies Center, University of Pennsylvania. Mark Pauly, PhD, Health Care Systems Department, The Wharton School, University of Pennsylvania. Jeff Gow, PhD, School of Accounting, Economics and Finance, University of Southern Queensland. Goke Akintola, PhD, Department of Psychology, University of KwaZulu-Natal, Durban, South Africa.

About My Year with Tony

My Year with Tony, an Interactive Year of Teaching, helps teachers understand the challenges, roles, and responsibilities of teaching chronically ill students in a K-12 setting. *My Year with Tony* addresses both cognitive learning objectives (example: bloodborne pathogens) and behavior-change learning objectives (example: overcoming stigma).

Users "play" as a teacher in an interactive movie, make key decisions during a fictional year instructing a student with HIV/AIDS, and experience a variety of outcomes based on their choices.

Post Intervention Data Results

The data from the two studies were similar in their positive results for *My Year with Tony*:

- *My Year with Tony* was shown to significantly increase knowledge, attitudes, and self-efficacy in the target audience.
- *My Year with Tony* and the comparison 2-day workshop were roughly equivalent in effectiveness for cognitive outcomes despite the different lengths of training time.
- *My Year with Tony* was superior in achieving affective outcomes (changing attitudes/behavioral intent) and communicating disease transmission risks.

CASE STUDY

Pathways to Safer Opioid Use

*Independent Evaluation Conducted by U.S. Department of Health and Human Services
Office of Disease Prevention and Health Promotion*

Study Abstract

According to the Centers for Disease Control and Prevention, each day, dozens of people in the US die from overdoses of prescription painkillers. In addition, a 2011 study estimated that nonmedical use of prescription painkillers imposed a cost of \$53.4 billion on the US economy, including \$42 billion in lost productivity, \$8.2 billion in increased criminal justice costs, \$2.2 billion for drug abuse treatment, and \$944 million in medical complications. Health professionals need multiple strategies to ensure the safe prescribing of prescription opioids.

Study Authors

Elizabeth Squire, MA, Division of Health Communication and eHealth, HHS, Office of Disease Prevention and Health Promotion, Rockville, MD

Presented at the 2016 National Conference on Health Communication, Marketing and Media

About Pathways

Pathways to Safer Opioid Use (Pathways) was produced with the DHHS Office of Disease Prevention and Health Promotion by WILL Interactive. Released in April 2015, Pathways is a virtual experience, immersive learning simulation program. It uses key principles of health literacy and a team-based approach to promote the safe and effective use of opioids to manage chronic pain. Pathways allows the trainee to assume the role of four playable interactive movie characters who make decisions about preventing opioid-related adverse drug events. The playable characters are a primary care physician, a nurse, a pharmacist, and a patient.

Evaluation Methods and Results

In an evaluation querying over 470 health professionals, 80% of participants reported that they planned on implementing something they learned during the online activity in their job or practice. The evaluation found that interactive movie simulation-based learning is a popular and effective medium for health professional training. The majority of participants (74%) said the lesson met their needs, and 76% said the lesson provided usable ideas and/or techniques. In addition, the evaluation captured rich qualitative feedback from participants.

Conclusions

Health care professionals are more likely to adopt appropriate opioid prescribing strategies if they experience patient-centered simulation-based learning.

CASE STUDY

Gator Six

Independent Evaluation Conducted by U.S. Army Research Laboratory, Human Research and Engineering Directorate

Study Abstract

In support of the Learning with Adaptive Simulation & Training Army Technology Objective, the Army Research Laboratory investigated select cognitive and affective assessment surveys in the training simulation, Gator Six. Gator Six was chosen because it is used to teach leadership in the Captains Career Course during combat operations and stability and support operations.

Study Authors

Melissa Dixon, PhD, Debbie Patton, Linda Fatkin, MA, Jock Grynovicki, PHD, LTC(R) Charlie Hernandez – Cognitive & Affective Predictors of Simulation Performance

About Gator Six

Gator Six is a virtual experience immersive learning simulation in which students make decisions as Captain Martin, an artillery battery commander in Iraq.

Study Methodology

Thirty-two (32) male Captains enrolled in the U.S. Army Field Artillery Captains Career Course (CCC) at Fort Sill, Oklahoma, participated in the study. After an overview of the study, participants completed the following, in chronological order:

- A Volunteer Affidavit Agreement
- An MAACL-R
- State measurements at 32 critical decision points during the simulation
- Gator Six in a self-paced manner
- An Exit Survey regarding their experience with Gator Six

Study Results

Pearson correlations and linear regression analysis revealed that the desire for change (DFC) subscale was a significant predictor of overall Gator Six performance. Changes in Positive Affect (PA) in response to events within Disc 1, Chapters 1 (pre-deployment) and 4 (decisions under time pressure), implied immersion in the scenario. Immersion is also suggested by correlations showing that the ability to assume the role of CPT Martin was greater for those who experienced decreases in PA during the simulation (range: $r=.0481$ to -0.388 , $p<.05$).

Study Conclusion

Results showed that one's trait "desire for change" is predictive of simulation performance and that positive affect is negatively correlated to reported immersion.

Interactive Nights Out

Independent Evaluation Conducted by Walter Reed Army Institute of Research

Study Abstract

This study was designed to address the need for self-administered, voluntary HIV-prevention interventions targeting high-risk personal activities. *Interactive Nights Out 1* (INO 1) was pilot tested in a population of young Army personnel residing on the Walter Reed Army Medical Center (WRAMC) base.

Study Authors

Dr. Dooly Worth, Final Report, Interactive HIV Prevention Intervention in the United States Army - The U.S. Military HIV Research Program, Walter Reed Army Institute of Research and the Henry M. Jackson Foundation for the Advancement of Military Medicine.

About Interactive Nights Out

INO 1 helps 16-23 year-olds make informed choices about HIV/AIDS, STDs, pregnancy, relationships, alcohol, and other drugs.

Study Methodology

More than 231 male and female soldiers, ages 18-29, played INO 1 during a two-month period on the WRAMC campus. Fifty percent of the participants played INO 1 more than once. Post-intervention data were obtained through focus groups and individual interviews.

Post-Intervention Data Results

The data illustrate that the vast majority of the subjects who played INO 1:

- Reinforced intentions to protect themselves against HIV infection;
- Called into question previous risky behaviors that soldiers had not addressed, but were now thinking about as a result of playing the interactive video.
- Made participants aware of their present risk for HIV and behaviors linked to such risk that they needed to address now and in the future;
- Changed participants' behavioral intentions (in a positive way) to protect themselves and their sex partners from exposure to HIV.

Study Conclusion

Findings demonstrated that it is feasible to implement effective HIV prevention utilizing Interactive Nights Out 1 as a voluntary experience in a free-standing kiosk within a population of soldiers at WRAMC.

CASE STUDY

Dilemmas: Last Call

Independent Evaluation Conducted by U.S. Naval Academy, Annapolis, MD

Study Abstract

To date, the U.S. Naval Academy has utilized *Dilemmas: Last Call* for ethical decision-making training for over 2,400 Naval Academy Midshipmen. A study on *Dilemmas: Last Call* was conducted to assess the program's effectiveness and long-term effects on ethical decision making.

About Dilemmas: Last Call

Dilemmas: Last Call, created in cooperation with the Stockdale Center for Ethical Leadership at the U.S. Naval Academy, models the consequences of ethical and unethical decision-making.

Post Course Evaluation Results

Statement: This course was an effective way to explore leadership and moral decision-making, and I can apply these ideas in the future.

- 81% agreed or strongly agreed
- 15% were neutral
- 4% disagreed

Longitudinal Follow-Up from Class of 2008

- 70% of the survey respondents reported continued retention and influence
- 28% neutral
- 2% negative

CASE STUDY

Active Threat Response

Study conducted by WILL Interactive based on anonymized outcome data across several organizations

About Active Threat Response

Active Threat Response, created in partnership with Crisis Consulting Group, addresses the critical concern of mitigating workplace violence. The course also attempts to foster a culture of preparedness and awareness, encouraging people to recognize warning signs and report suspicious behavior before violence occurs.

Study Abstract

This case study examines the learning impacts of *Active Threat Response*, an interactive e-learning course. *Active Threat Response* leverages decision-based storytelling to drive behavioral change, increase emergency preparedness, and foster a culture of prevention.

Study Objective

To evaluate the effectiveness of *Active Threat Response* for improving knowledge measures, attitude shifts, and behavioral intent related to workplace violence.

Methodology

An impact assessment was conducted using data from learners across several organizations. Learners completed pre- and post-training evaluations measuring comprehension, engagement, and intent to apply lessons in real-world scenarios.

Results

The impact of *Active Threat Response* was significant across key metrics:

- **Attitude Shift:** 20.89% increase in learners feeling that anyone can intervene to prevent threats before violence occurs (n=692).
- **Knowledge Retention:** 30.57% rise in correctly identifying the main cause of mortality in active threat situations. (n=702).
- **Behavioral Intent:** 6.22% increase in employees stating they would intervene or report if they saw warning signs for violence in a coworker (n=31,411).
- **Effective Preparedness:** 9.8% increase in learners stating they have effective mitigations if they found themselves in danger (n=1,959).
- **Concept Mastery:** 66.36% of learners reported better understanding of active threat events and how to respond if one happens. (n=1,959)

Conclusion

Data confirms that *Active Threat Response* delivers a measurable impact on employee awareness, attitudes, and interventions to prevent and mitigate workplace violence.

Active Threat Response prepares employees for an emergency by helping to reduce panic and improve decision-making under stress. *Active Threat Response* empowers individuals and organizations to act swiftly and confidently in high-risk situations.