Flagging for Fraud- Facilitator Guide Script

Objectives:

By the end of training, learners can

1. List the top ways to identify fraud.
2. Improve time to resolution.

Slide #	Facilitator Notes	Time	Notes	Slide Text
	- Spot the Difference - Why Do We Review for Fraud - Why is it Fraud? - How to Review - Identifying Frauds - Summary		Table of Contents	
	How to Use This Guide The instructions and materials in this guide are written for facilitators to more easily deliver an engaging learning experience for audiences with a variety of levels of experience. Though participants may struggle through some activities or be uncomfortable with some of the teaching methods found in this manual, these activities have been created with principles of adult learning and dialogue education at their core. Within the instructions for each activity, you will find: **Suggested Time**. Each activity in the lesson has been broken down with a suggested time. While some activities		How to use this guide	

	may run longer or shorter based upon discussions and participant needs, it will be important to keep an eye on time. If you run long in one activity, you may need to cut some important activities or content later in the lesson or later in the day. ● **Activity Instructions.** These instructions are written to help you guide participants through the progression of exercises throughout the day. It will be important to review these instructions in advance of delivering the course and make notes or come up with specific examples from your own experiences. As you can see, this is not a verbatim script, so each facilitator can make this curriculum their own. While it is important for you to bring your own experiences and personality to the curriculum, it is also important to keep in mind that these activities have been reviewed, tested, and revised, and you should make every effort to stick with the activities as written.			
	● Participant workbooks ● Fraud Index Cards ● Fraud Files ● Pens ● Highlighters		Supply Checklist	
	● Make sure each participant has access to a computer during the training.		Advanced Preparation	
1			Title Slide for SD	How to Identify Fraud
2	**Welcome** participants to this module on Identifying Fraud			Welcome!
	Spot the Difference	7 min		

3			Transition slide/section title slide	Spot the Difference
4	Introduce the Spot the Difference activity. Tell participants to call out the differences in the images. Allow participants a few minutes before offering hints.		Two sets of images with 5 differences. The differences are fairly obvious.	Spot the Difference ● Identify the differences between the two images on the screen.
5	**Debrief** by **discussing** the importance of attention to detail and introducing that they will be using similar skills in this session to identify fraud.			What skills did you use to find the differences?
	Why Do We Review for Fraud?	10 minutes		
6	**Discuss** some general rules of when to and when not to flag for fraud. **Say:** *"Our documents contain very sensitive, personal information. Only review as a last resort."*			Why Do We Review for fraud
7	**Say:** *"Here are the situations when we review for fraud* ○			Fraud reasons
10	**Say:** *"Let's look at a few scenarios for when we flag for fraud."* **Ask groups to** either decide to flag or decide there is not a need to flag.			Should you ask for a bank statement?

11	**Show Scenario 1.** Ask participants to share their thoughts on flagging for fraud in this scenario. **Explain** that Scenario 1 is not a reason to flag the account. Read the reason why from the index card.		*Should not ask*	*Scenario 1* ● Show Scenario 1
12	**Show Scenario 2.** Ask participants to share their thoughts on flagging for fraud in this scenario. ● **Explain** that Scenario 2 is not a reason to flag the account. Read the reason why from the index card.		*Should not ask*	*Scenario 2* ● Show Scenario 2
13	**Show Scenario 3.** Ask participants to share their thoughts on flagging for fraud in this scenario. ● **Explain** that Scenario 3 is reason to flag the account. Read the reason why from the index card.		*Should ask*	*Scenario 3* ● Show Scenario 3
14	**Show Scenario 4.** Ask participants to share their thoughts on flagging for fraud in this scenario. ● **Explain** that Scenario 4 is a reason to flag the account. Read the reason why from the index card.		*Should ask*	*Scenario 4* ● Show Scenario 4
	Why is it Fraud?	25 minutes		
15	● Ask participants to open the **Process Flow page** in their workbooks.			**Why is it Fraud?**
16	● **Play the video Flag for Faud 1** ● Tell participants to open the first fraud review file example on their computers. Give them 90 seconds to review the document and take notes in their workbooks. After a 90-second document review period, ask participants if it should be flagged.			Identifying Fraud

	● **Call on a few participants** to explain why they believe it is real or fraud. Provide feedback and guidance as appropriate. ○ **Discuss** the key points from this example of Flag for Faud 1.			
26	● **Show** the slides with additional examples of this. Discuss examples and ask the group to identify key identifiers.			Sample 1
	● **Play the video Flag for Faud 2** ● Tell participants to open the second fraud review file example on their computers. Give them 90 seconds to review the document and take notes in their workbooks. After a 90-second document review period, ask participants if it should be flagged. ● **Call on a few participants** to explain why they believe it is real or fraud. Provide feedback and guidance as appropriate. **Discuss** the key points from this example of Flag for Faud 2.			Identifying Fraud
28	● **Show** the slides with additional examples of this. Discuss examples and ask the group to identify key identifiers.			Sample 2
	Identifying Fraud	45 minutes		
33				**Identifying Frauds**

34	• This is the culminating activity for this module. Participants will use the skills they have gained so far to complete this activity. • Explain to participants that this activity will include 3 rounds. In the first round, they will be working in pairs. In the second round, they will switch partners, but will again work in pairs. In the final round, they will be working on their own. • Divide participants into groups of 2. • They are working on their computers for this activity. • On their computers, they have 5 bank statements to review. • Using the Process Flow job aid, they have 10 minutes to write down what fraudulent information is on the documents.			Your Turn • In groups of 2, use the Process Flow page to help you identify fraudulent information on each document.

35	• After 10 minutes, review answers and ask teams to score their papers.
	• Review the answers to each document as a group.
	• Ask the participants to grade the review using the following grading system:
	    • +1 point for correctly identifying information in a fraud.
	    • -1 point for not spotting fraud information.
	    • -2 points for incorrectly tagging a good customer's document as fraud.
				Score Your Work
				• +1 point for correctly identifying information in a fraud document.
				• -1 point for not spotting fraud information.
				• -2 points for incorrectly tagging a good

			customer's document as fraud.
36	- On their computers, they have 5 more bank statements to review. - Using the Process Flow job aid, they have 10 minutes to write down what fraudulent information is on the documents.	Round 2	Your Turn (Again) In groups of 2, use the Process Flow page to help you identify fraudulent information on each document.
37	Review the correct answers with the large group and ask them to score their work.		Score Your Work +1 point for correctly identifying information in a fraud. -1 point for not spotting fraud information. -2 points for incorrectly tagging a good customer's document as fraud.
38	Participants need to work on their own for round 3.	Round 3	Let's change things up!

	● Participants get to keep the points they earned in the first 2 rounds. ● On their computers, they have 5 bank statements to review. ● Using the Process Flow job aid, they have 10 minutes to write down what fraudulent information is on the documents.			● Individually review the last 10 bank statements. ● You get to keep the points from the last 2 rounds.

39	● Review the correct answers with the large group and ask them to score their work.
	● Go around the room asking each participant's score. The participant with the most points at the end of round 3 wins.
	● Keep in mind that more than one participant may win.
				Score Your Work
				    ● +1 point for correctly identifying information in a fraud.
				    ● -1 point for not spotting fraud information.
				    ● -2 points for incorrectly tagging a good customer's document as fraud.

40	● Ask participants if they noticed any common themes or errors.			What did you notice?
	Summary	8 minutes		

41				**Summary**
42	**Say:** *"Thank you for taking the time to learn a bit about identifying fraud* Tell participants that they should expect a few emails in the coming weeks. These emails will contain items to evaluate. Participants will be graded on their ability to correctly identify fraudulent information in these bank statements. **Say:** *"You all did great today! We want to further hone your skills. Please expect more exercises like this in the coming weeks, which will help us assess your ability perform your job.* ●			Thank You! ● Learning boosts ● Keep your materials!
	Supplemental Activities			
	Once participants leave the training room, they will continue learning with help from learning boosts. While the nature of these is not as linear as the classroom time, they are important to deploy during the employee onboarding process.			
	Three Rise 360 Learning Boosts When participants return to their desk, they receive three different emails with Rise 360 links. Each Rise module has 10 items to evaluate. Each module is graded immediately with feedback and scores are recorded.			