



ECI WORKING GROUP PAPER

ESSENTIAL SKILLS & QUALITIES OF THE ETHICS & COMPLIANCE PROFESSIONAL: TODAY AND IN THE FUTURE

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ABOUT ECI

The Ethics & Compliance Initiative (ECI) is a best practice community of organizations that are committed to creating and sustaining high-quality ethics & compliance programs. With a history dating back to 1922, ECI brings together ethics and compliance professionals and academics from all over the world to share techniques, research and, most of all, exciting new ideas.

ECI is the leading provider of independent research about workplace integrity, ethical standards, and compliance processes and practices in public and private institutions. Our research includes the long-standing National Business Ethics Survey® (NBES) of workplace conduct in the United States and the more recent Global Business Ethics Survey® (GBES) of workplaces in leading world economies.

ECI assists organizations in building strong cultures and developing High-Quality Ethics & Compliance Programs (HQPs) in line with the five pillars identified by an [ECI Blue Ribbon Panel](#). Embracing these pillars as our own operational standard, ECI provides organizations with tools and benchmarking services that enable them to assess the relative strength of their culture and program, identify areas for attention and stay abreast of new developments and best practices.

ECI also supports E&C officers, individual practitioners, academics and thought leaders with a full calendar of educational programming, networking and idea exchange opportunities and professional certification services. Ours is a vibrant and active community of professionals that shares knowledge, encourages thoughtful innovation and explores new ideas to help organizations and individuals meet key objectives.

For more information about ECI or to download our research reports, please visit www.ethics.org.

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ABOUT ECI'S WORKING GROUPS

In an effort to encourage networking and collaboration among ethics & compliance (E&C) professionals, ECI regularly convenes small groups of our members to network, share ideas, and address issues that are of particular interest. Working groups of 20 to 25 individuals meet to identify, research, and develop new resources to help practitioners prepare for a new or emerging E&C issue. They also learn from best practice with regard to an existing E&C program area.

INTRODUCTION TO THE E&C PROFESSION'S FIRST PEOPLE & PURPOSE SURVEY

Why should the best and brightest professionals seek out careers in the Ethics and Compliance (E&C) profession? What training will they need, and how will their teams successfully confront emerging organizational and technological challenges? What educational opportunities will be available to support them? Will their careers in E&C keep them engaged, and where will those careers take them?

The best source of answers to these questions are the people working in the E&C profession today. This report is the product of an unprecedented survey of hundreds of such professionals, and its purpose is to help them take stock personally of their careers, to inform organizational leaders seeking to build stronger E&C programs, and to tell a “coming of age” story of this maturing profession.

The promulgation of the October, 1991 [United States Sentencing Commission Organizational Guidelines, Chapter 8 \(USSC\)](#),¹ which established expectations for organizations to implement “an effective program to detect and prevent violations of the law” and to “prevent similar misconduct,” was influential to the emergence of the E&C profession. The first generation of E&C leaders were often established professionals whose legitimacy was based on trust within their organizations for being legal experts in technical compliance and innovative problem solvers. The next generation of E&C professionals typically included other functional specialists whose legitimacy came through association with other established professions, such as law, audit, and human resources, and whose disciplinary expertise added to the foundations laid by their predecessors. The practice of E&C has now matured to the point that it has achieved legitimacy as a profession in its own right. Those in the field can deliberately consider what ought to be their area(s) of expertise and career path.

“At work, I get to use “who I am” to help other colleagues understand what’s expected of them, to serve our clients with integrity and quality, and to grow both as people and professionals in ways that will be beneficial to both them and the legacies they will leave behind. I get to help people make a difference – the right way.”

“E&C skills appear to be highly portable, and an area growing in importance and need.”

“I like to think that I’m working to make the company a better place, for employees and customers.”

Note: Quotes from survey respondents appear in text boxes throughout the report.

¹ United States Sentencing Commission Organizational Guidelines, Chapter 8 (USSC) <https://www.uscc.gov/guidelines/2018-guidelines-manual/2018-chapter-8> (2018).

In an effort to encourage networking and collaboration among E&C professionals, the Ethics and Compliance Initiative (ECI) regularly convenes small groups of members to network, share ideas, and address issues that are of particular interest. To this end, in January 2018, the ECI established the Capabilities Working Group.²

Narrowly, its problem statement focused on the absence of “a well-established standard for the skills/capabilities necessary to implement an effective E&C program.” Its associated goal statement was to “determine the skills/capabilities necessary for E&C personnel to support an effective program” now, and in the future. Serving organizational needs is, thus, an essential part of the Working Group’s charge. At the same time, serving a sense of individual purpose among those in the profession now and in the future is also essential. There must be an educated and experienced supply of motivated candidates to fulfill the advancing demands of the E&C profession. Accordingly, a key component of the Working Group’s activities was the E&C profession’s first known people and purpose survey.

The survey’s objectives included identifying the key attributes needed to succeed in the profession today, anticipating how the profession might evolve to adapt to changes and challenges in the future, and understanding how the profession is perceived and experienced by those within it – all in the context of attracting and retaining dynamic and qualified professionals. This report is designed to inform practitioners seeking to enter or advance in the profession, and it equips those who run E&C programs with practical insight about how to staff and allocate responsibility. We hope that it contributes to research and education for the profession and stimulates further such contributions.

Surveys with usable data were received from 490 respondents. Of these, 368 were complete and 122 were partially complete. The respondent sample was remarkably diverse in terms of organizational hierarchy level, years of experience, industry, organization size, organization ownership structure, age and other characteristics. Although respondents came from companies headquartered around the world, about 85% were headquartered in the United States. Sixty-four percent of respondents were women and 36% were men. However, 36% of male respondents were in top management roles compared with 24% of female respondents. The survey results do not allow us to identify the specific causes of this gender disparity in top management, but they yield an interesting and important area for future research.

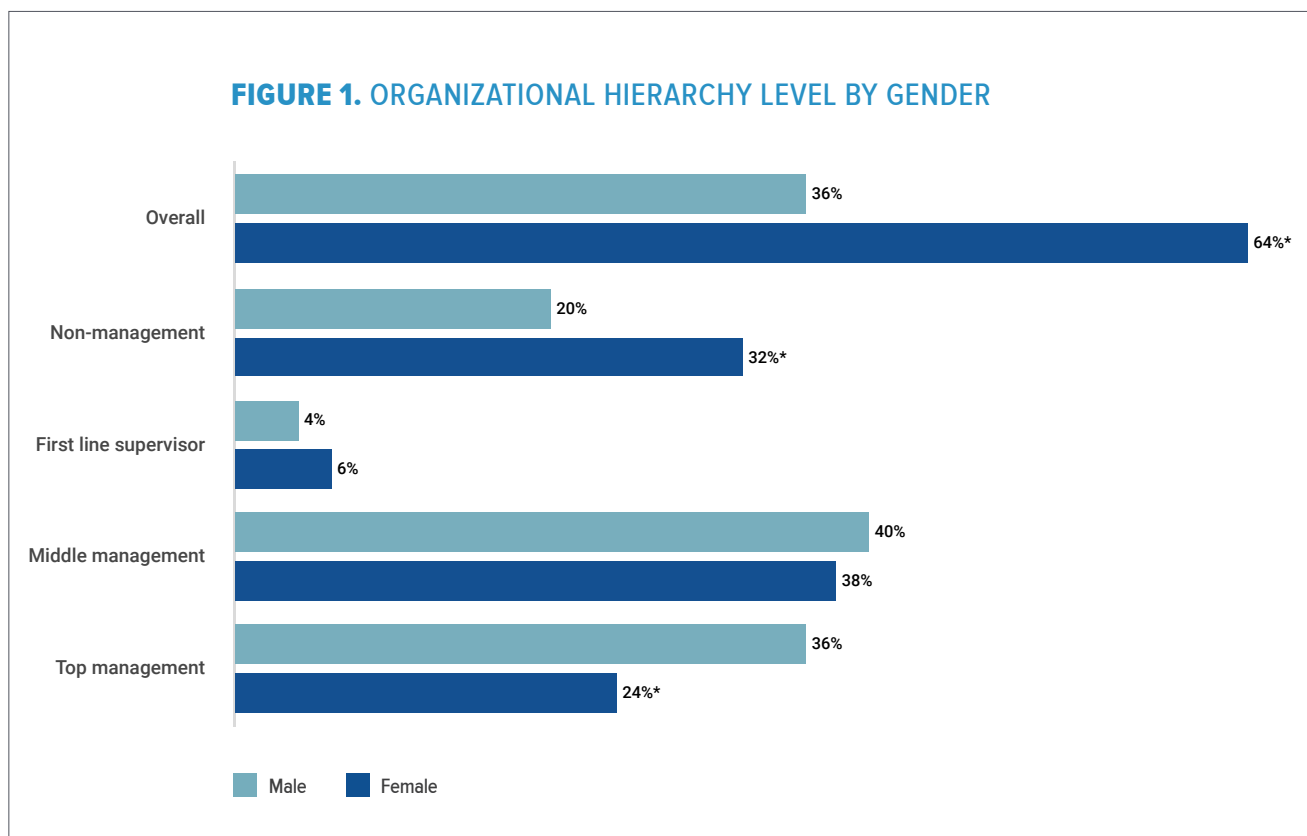
SURVEY METHODOLOGY

The questionnaire was prepared by a survey sub-team of the Working Group, composed of scholars, practitioners, and survey specialists from ECI. It was also informed by a resources sub-team of the Working Group that scoured professional frameworks and standards to identify the qualifications and skills relevant to assess in the survey. The survey was drafted in the summer of 2018, at which time the Working Group provided feedback on the instrument itself, and the ECI team produced and tested the online survey with pilot audiences. The survey was formally distributed to all ECI members and informally disseminated through the Working Group members’ professional networks and posted on social media. It was fielded from October 15 to November 26, 2018. Estimated completion time for the survey was 25 to 30 minutes.

² Working groups of 20 to 25 individuals meet to identify, research, and develop new resources to help practitioners prepare for a new or emerging E&C issue. For information about ECI’s working groups, please visit: www.ethics.org.

At the January 2019 ECI Fellows meeting,³ the Working Group delivered a preliminary report based on the survey results, and feedback from this audience was used to guide subsequent analyses. With data analysis performed by the ECI research staff, and oversight provided by Working Group leaders, a sub-group of the survey team identified the themes and results that comprise this report. While performing the analyses and compiling this report, the Working Group learned that, with some notable exceptions, the variations among demographic groups in responses were rarely substantial. Therefore, we have only reported on those variations in select instances where they were pronounced and/or noteworthy. Please note that this report is a snapshot in time of the profession, and the survey should be repeated periodically, with refinements, improvements, and adaptations based on the needs of the time and the maturity of the E&C profession.

This report also references, where applicable, ECI’s High-Quality Ethics & Compliance Program (HQP) Measurement Framework developed by an ECI Working Group of the same name. The framework provides guidance to organizations measuring the maturity of their E&C program based on the five HQP principles.⁴ As the profession develops, one intent of this report is to compare the capabilities or skills needed at a point-in-time for an E&C professional to support an HQP, as well as how those skills will need to change as the profession matures.



* Estimate for females is significantly different from estimate for males (p<.05).

³ Founded in 1997, the ECI Fellows program is a forum for meaningful discussion related to emerging ethics issues, leading to key collaborative research to prepare for tomorrow’s ethical challenges. The ECI Fellows program brings together a select group of nearly 100 global thought-leaders, including the most experienced senior practitioners with mature programs in Fortune 500 corporations, government organizations, non-profit and educational institutions who share an expertise and interest in business and government ethics, both internally and in the public arena. ECI Fellows lead the conversation.

⁴ Principles and Practices of High-Quality Ethics & Compliance Programs: Report of ECI’s Blue Ribbon Panel (2016).

FIVE DEFINING QUESTIONS FOR THE E&C PROFESSION

Five defining questions for the E&C profession emerged from our analysis, each posing a tension between two ends of a spectrum.

- *Should E&C professionals become specialists or generalists to ensure they have the expertise necessary to build and sustain a High-Quality E&C Program (HQP)?*
- *Do E&C professionals need a Juris Doctor (JD) to develop or contribute to a strong E&C program? Given the importance of E&C risks being identified, owned, managed, and mitigated in an HQP, is it necessary for an E&C professional to have a JD to meet this goal?*
- *Should E&C emphasize technological prowess or soft skills, or are both necessary for a successful E&C program?*
- *Should E&C focus on tactical excellence or strategic influence?*
- *Will E&C be best served by those who find their calling in the profession, or by challenging the constraints on compensation and advancement for E&C professionals?*

Seeking answers to these questions will help inform each of this report's audiences: 1) individuals shaping their educational and career paths, 2) organizational managers forming qualified teams, and 3) educators and professional associations serving the profession through informational and educational programming. Below, we elaborate on the findings that give rise to each question and how they relate to the ECI essentials of an HQP, and suggest points for practitioners, organizational managers, and educators to consider from their relative positions.

1. SHOULD E&C PROFESSIONALS BECOME SPECIALISTS OR GENERALISTS TO ENSURE THEY HAVE THE EXPERTISE NECESSARY TO BUILD AND SUSTAIN AN HQP?

The E&C function is concerned first and foremost with human behavior and is inherently interdisciplinary, demanding a variety of knowledge, expertise, and personality traits to implement a successful program. Those currently in the profession do not fit a specific template or profile, and they bring a mix of educational degrees and professional backgrounds to their work. Yet, once in an E&C function, especially in larger organizations, professionals tend to specialize in one or more areas. Those functional areas tend to draw upon different levels of experience and different types of expertise. However, many E&C professionals foresee increasing demand for data analytics and other applications of technology. The profession seems to have a need for empathetic jacks-of-all-trades alongside a rising need for technological specialists.

Essential to all of the considerations discussed above is whether E&C is central to the business strategy. Organizations that have experienced significant enforcement consequences, and the resulting business disruption, have reasons to appreciate the value of integrating E&C as central to the business strategy. Organizations focused upon maximizing risk tolerance to achieve business objectives are likely to perceive E&C as a necessary measure, or business impediment, rather than a strategic objective. E&C professionals in either type of organization need not only to be E&C specialists, but also business generalists, capable of persuasively explaining the role of E&C in preserving, creating, and realizing business value.

Practitioners should consider what professional profile – a combination of education, expertise, personal qualities, and degree of specialty – fits their skills and interests. Meanwhile, organizational managers should consider the balance of generalists and specialists needed to create a well-rounded staff, taking into consideration the level of regulation in the industry and size of the organization, as well as program maturity. Educators should think about how their programs can prepare rising professionals, or rotational staff, for both types of roles.

2. DO E&C PROFESSIONALS NEED A JURIS DOCTOR (JD) TO DEVELOP OR CONTRIBUTE TO A STRONG E&C PROGRAM?

As prefaced above, the qualifications of current E&C professionals vary a great deal. The JD (along with the LLM) is quite prevalent among those currently in the E&C profession, with 23% indicating they hold a JD and/or LLM, and 45% indicating a JD and/or LLM is currently one of the most valuable educational qualifications for the profession. However, E&C professionals foresee specialized degrees in E&C to grow in perceived value in the next 5-10 years, with 55% indicating a Bachelor's or Master's degree with a specialization in Compliance, Ethics, Law or a related field as currently valued and 76% indicating the same in the next 5-10 years. Historically, a JD has been the educational and professional experience perceived most likely to effectively enable organizations to identify, own, and mitigate risks, to detect and prevent violations of the law, and otherwise prevent similar misconduct (as set out in the USSC Organizational Guidelines).

The JD has a strong history in the E&C profession, and given that E&C is a nascent profession, it is speculated that currently managers tend to hire and promote those with similar credentials. In government organizations, significantly more respondents indicated that the JD is the most valuable educational qualification. Curiously, in heavily regulated industries including financial services and healthcare, this is not the case. These data reinforce the conventional wisdom that, although a law degree can be helpful to E&C success, it is not a prerequisite for it, and the E&C function can, and should, include a diversity of backgrounds.

Before deciding to pursue an advanced specialized degree, solely for its uncertain instrumental value to advancement in the profession, practitioners should also consider the value of more education to their personal goals and professional engagement. When rounding out their teams, organizational managers should be open to a diverse mix of talents, carefully considering for which positions a law degree is a “nice to have” versus a “need to have” and also for which positions other educational and experiential backgrounds may be of equal or greater value. Educators should communicate multiple career paths available in law and compliance to their law graduates and should consider how specialized education in E&C can also provide a path to other professional opportunities. Additionally, employers, educational institutions, and professional associations should assess how to standardize and enhance current certification processes to enable professionals to meet employer needs without a JD.

3. SHOULD E&C EMPHASIZE TECHNOLOGICAL PROWESS OR SOFT SKILLS, OR ARE BOTH NECESSARY FOR A SUCCESSFUL E&C PROGRAM?

ECI's Blue Ribbon Panel Report discusses the importance of leaders building and sustaining a culture of integrity. Soft skills of E&C professionals may help them develop the same in organizational leadership and to lead by example. However, perhaps integrity is not something that can be taught, and E&C professionals should focus on technological tools that enable them to manage risk, such as tracking reports and response times, which is pertinent in an HQP.

Unsurprisingly, technology – how to use it to improve E&C programs, and how to regulate its use in organizations – looms large as a force shaping the future of the profession. At the same time, personal and leadership qualities have a considerable influence in the success of E&C professionals. The most important personal and leadership qualities required of successful E&C professionals remain integrity, critical thinking, and listening skills. These skills are essential to both successful business leadership and building and sustaining an ethical culture, making them skills worth honing for any E&C professional. Soft skills are essential to the people-to-people work required to forge organizational partnerships, develop thoughtful policies, and conduct investigations, all essential to the culture of an ethical organization. Those qualities will remain essential, even as E&C becomes more technology-driven and technology-dependent. E&C must continue to focus primarily on human behavior, in addition to technology capabilities which may aid or broaden the scope of its work.

Even if practitioners do not seek to be technological specialists for E&C, they will still need to understand the potential uses and applications of technology to do their jobs well. Organizational managers should consider how to build teams that use technology to increase efficiency without sacrificing effectiveness, and how to ensure that their decisions are based on the most relevant data - not just on data that is easily measurable. All leaders must ensure that E&C-related data help the workforce measure and understand the current state and the desired state for ethical culture in the organization. Educators should consider how to include technology and considerations around the use of technology in their E&C offerings, as well as how to include E&C in their technology offerings. Educators should also imbue their students with a philosophical understanding of the promise and peril of decision-making that is dependent upon measurable data. Finally, E&C leaders must establish a people strategy for their organization that ensures E&C professionals have the required experience and training in both soft skills and technological methods required for specific roles to enable an HQP.

4. SHOULD E&C FOCUS ON TACTICAL EXCELLENCE OR STRATEGIC INFLUENCE?

Ensuring that one's organization encourages, protects and values the reporting of concerns and suspected wrongdoing, and appropriately investigates and remediates these concerns, is foundational in an HQP. Likewise, E&C being central to the business strategy to proactively identify and mitigate risks before they become issues, also has a profound effect on the success of a program.

With so many urgent demands on their daily time, E&C professionals, like most people, tend to sacrifice long-term strategic planning in the name of short-term goals. Some professionals are content to perform the tried and true tactical work that needs to get done. However, it is essential to understand how the current workforce communication

of perceived, or actual, misconduct will impact the daily activities of E&C professionals. External requirements are clear in the expectation that known or perceived allegations of misconduct are taken seriously and addressed in a professional and consistent manner, however disruptive that may be. Some have even argued that distracting E&C from its fundamental program management role may dilute its influence and compromise the quality of its work. Regardless of the impact of real or perceived allegations of wrongdoing, these reports are an essential element to understand an organization's culture. All allegations must be taken seriously and consistently investigated/addressed. However, most think that the E&C function also has a strategic role to perform as a guardian of the ethical foundations – mission and values – of their organizations. Effectively addressing reported allegations and fostering ethical conduct of the organization are both essential.

Practitioners should consider where they are on the spectrum from tactical to strategic, where they can achieve their personal and professional goals, and in what areas they can develop. Organizational managers should consider how to build strategic reflection, planning, and upward influence into their programs and processes so these important activities do not fall by the wayside. In their programs, educators should teach fundamental strategy concepts, such as the difference between compliance-driven and value-driven strategies in organizational E&C, and explore the potential for E&C professionals to influence the way their organizations justify and implement their strategy and purpose.

5. WILL E&C BEST BE SERVED BY RECRUITING AND RETAINING THOSE WHO FIND THEIR CALLING IN THE PROFESSION, OR SHOULD E&C CHALLENGE CONSTRAINTS ON COMPENSATION AND ADVANCEMENT?

Being a part of the E&C function is challenging. Not only are E&C professionals responsible for ensuring that employees trust the process, but they also work to foster an ethical culture to ensure that the organization holds itself and employees accountable when wrongdoing occurs. Do intrinsic or extrinsic motivators best predict the ability to achieve this important factor in becoming an HQP? The career potential of E&C professionals continues to be complicated by an emerging practice to identify high-potential leadership talent (rotational staff) with deep and current knowledge of business practices for rotational assignments to supplement E&C professionals who provide stability to an HQP. This report focuses solely on the needs of E&C professionals for an HQP. The number of survey respondents who are rotational staff is unknown and is a topic for future exploration.

One of the great attractions of a career in E&C is that it is ultimately a helping profession, serving people and organizations, and potentially making the world a better place. Our survey results indicate that E&C professionals primarily relate to their work as a calling, something that can be both personally fulfilling and socially valuable.

However, any role – even one perceived as a calling -- does not come without its difficulties. To be successful E&C professionals, practitioners must act upon confirmed violations and drive improvements to organizational practices. Research suggests that work as a calling can potentially have an organizational cost, for example, when passionate professionals persist at activities for which they may not be well-suited in terms of talent and training. Experiencing work as a calling can also have a personal cost to practitioners themselves. E&C professionals experience high psychic benefits from their work, but they feel under-valued by their organizations and that the value of their work is not always adequately reflected in their compensation. At times, fulfilling E&C responsibilities may even come at an actual, or perceived, cost to the career aspirations of the E&C professional.

A key element in the objectivity of an E&C professional is the willingness to take a stand for the betterment of the organization, potentially at a personal cost. It is essential that E&C professionals are independent and objective, as well as experienced and informed in organizational operations, and qualified in the essentials of an effective E&C program to conduct their role successfully. As the E&C profession matures, external regulators have increasing expectations on the experience, qualifications, and independence of an E&C professional as communicated in the US Department of Justice's *Evaluation of Corporate Compliance Programs*,⁵ published in April 2019. In an HQP, an E&C professional should be prepared to sacrifice short-term career ambitions to uphold their professional responsibilities.

Practitioners should consider why they are motivated to work in E&C and whether the value they provide is reflected in the value – prestige, pay, and professional opportunity – they receive. Organizational managers should consider how they can communicate the value that E&C creates – in addition to the value that it preserves and protects – to support their team members' material needs, career goals, and job satisfaction. Educators should consider integrating reflection on professionalism and work meaning into their programs.

⁵ US Department of Justice's Evaluation of Corporate Compliance Programs <https://www.justice.gov/criminal-fraud/page/file/937501/download> (April 2019).

THANK YOU AND FUTURE CONSIDERATIONS

The team that prepared this report would like to thank several parties for making it possible: the respondents, who gave their valuable time to provide their opinions and insights; ECI leadership, which supported the vision for the project and provided the resources to carry it out; ECI staff, who juggled this project among many others to produce, execute, and analyze the results from this survey; the Capabilities Working Group members, who volunteered their time to contribute to, provide feedback on, and encourage participation in the survey; the co-chairs and coordinator of the Working Group, who provided guidance and project management throughout; and each other, because understanding this massive and complex dataset required a mix of scholarly and practical experience and insight for which collaboration was necessary.

“ We are “not just working to save the organization, but working to make the organization worth saving.” ”

This report provides an intriguing picture of a profession at an auspicious point in time. Individuals are seeking meaning in their work, organizational leaders are testing new tools and technologies for performing and advancing their work, and educators are developing programs to serve new and shifting demand in the E&C profession. As the E&C profession matures and grows, this report will inform practitioners and other stakeholders on how to lead the field toward a future that is valuable for them and valued by their organizations. The stakes for E&C professionals, their organizations, and for the profession itself are high.

APPENDIX: DETAILED FINDINGS

Below, we report additional details on each of the seven topical categories within the survey. Some results deal primarily with preparing for and advancing in the profession (Education, Expertise, Personal and Leadership Qualities). Others deal primarily with the daily work of the profession (Functional Areas and Time Allocation). Still others focus on professional identity (Career Advancement and Professional Engagement). Each of the seven sections below consists of an overview and interpretation of key findings, illustrative charts and graphs, and a key question for each audience - practitioners, organizational managers, and educators - to consider.

EDUCATION: AS THE PROFESSION MATURES, EDUCATIONAL SPECIALIZATION INCREASES.

Education arguably provides the knowledge foundation for a mature professional. When the E&C profession was in its formative stages, knowledge came from experience in related functions or from on-the-job training.

“ In the future, E&C “will be more structured with more professional standards which is good and bad.”

In the future, “it will become less of a melting pot collection of degrees and backgrounds and become more specialized with individuals who either set out to be in Compliance or decide early in their career to pursue a career in Compliance.

In the future, there will be “more education required” of E&C professionals.

“Communication, marketing, teaching, advertising, psychology...Think liberal arts background vs. Law School.”

TABLE 1. WHICH EDUCATIONAL DEGREES AND/OR CERTIFICATES HAVE YOU COMPLETED?

Associate's degree	6%
Bachelor's degree with a major in Business or related field or in any other major	59%
Bachelor's or Master's degree with specialization in Compliance, Ethics, Law, or related field	8%
Master's degree in any other major	23%
MBA	21%
JD and/or LLM	23%
Ph.D. in Psychology, Ethics, or related field or any other major	4%
Professional certificate in E&C	23%
High school diploma or equivalent	2%
Other	12%

As the profession has matured, the educational backgrounds of today's practitioners have become more varied. Law degrees are considered especially valuable today among those with the most experience (> 11 years) in the profession. In addition, the value of a law degree is consistent across management levels; the same is true for professional certificates in E&C.

FIGURE 2A. JD AND/OR LLM SELECTED AS AN EDUCATIONAL QUALIFICATION MOST VALUABLE FOR E&C PROFESSIONALS CURRENTLY BY MANAGEMENT LEVEL⁶



Note: There were no statistically significant differences by management level.

FIGURE 2B. JD AND/OR LLM SELECTED AS AN EDUCATIONAL QUALIFICATION MOST VALUABLE FOR E&C PROFESSIONALS CURRENTLY BY YEARS IN THE E&C PROFESSION⁷



¹ Estimate is significantly different from the estimate for the <1 year in E&C profession group ($p < .05$).

² Estimate is significantly different from the estimate for the 1-6 years in E&C profession group ($p < .05$).

³ Estimate is significantly different from the estimate for the 6-11 years in E&C profession group ($p < .05$).

⁴ Estimate is significantly different from the estimate for the >11 years in E&C profession group ($p < .05$).

⁶ Respondents were invited to select up to five options from various types of educational qualifications, such as a professional certificate in ethics and compliance, an MBA and a JD and/or LLM.

⁷ Respondents were invited to select up to five options from various types of educational qualifications, such as a professional certificate in ethics and compliance, an MBA and a JD and/or LLM.

However, with the advent of professional certifications in E&C, followed by the proliferation of degree-granting Bachelor's and Master's programs with a specialization in Compliance, Ethics, Law or a related field, the future seems prepared for demands in increasing specialization. Today's E&C professionals anticipate specialized E&C degrees to be one of the most valuable educational qualifications in the next 5 to 10 years; the same is true across all management levels and years of experience in E&C.⁸

TABLE 2. EDUCATIONAL QUALIFICATIONS MOST VALUABLE FOR E&C PROFESSIONALS IN THE FUTURE (5 TO 10 YEARS)⁹

Associate's degree	2%
Bachelor's degree with a major in Business or related field or in any other major	32%
Bachelor's or Master's degree with specialization in Compliance, Ethics, Law, or related field	76%
Master's degree in any other major	19%
MBA	26%
JD and/or LLM	43%
Ph.D. in Psychology, Ethics, or related field or any other major	21%
Professional certificate in ethics and compliance	69%
Other	7%

Perhaps not surprisingly, lawyers were more likely to value law degrees in the future (72% of JDs and/or LLMs indicated JDs and/or LLMs would be the most valuable educational qualification in the future compared with 33% of non-JD and/or LLMs). This human tendency to be biased toward one's own training and traits may translate into hiring and promotion practices that favor candidates that resemble current leaders, leading potentially to more gradual evolution within E&C organizations than might be necessary to confront new challenges in the E&C community. However, it is important to note that 74% of JDs and/or LLMs indicated that specialized E&C degrees will be one of the most valuable educational qualifications in the future.

Key questions to consider:

- **For practitioners:** What educational degrees and efforts can cultivate my advancement in the E&C profession and beyond?
- **For organizational managers:** What educational guidance can I give team members that will also help me cultivate a well-rounded team? What educational backgrounds should I look for in new hires?
- **For educators:** Is there demand in my market for non-degree E&C certificate programs and/or specialized degree programs, and what are my institution's capabilities to deliver them?

⁸ First-line supervisors not included in analysis due to insufficient data (i.d.).

⁹ Respondents were invited to select up to five options from various types of educational qualifications, such as a professional certificate in ethics and compliance, an MBA and a JD and/or LLM.

EXPERTISE: THE COMPLEX VARIETY OF EXPERTISE REQUIRED IN THE FUTURE RANGES FROM TECHNOLOGY TO STUDYING THE WAY HUMANS THINK AND BEHAVE IN ORGANIZATIONS.

“With the “rapid pace of technological advancement...innovation will move faster than regulation, so there will be more gray space in which to operate.”

“I think we’re just getting started with AI and seeing how bots and other performance support tools could help “prime” people to take the right path in the midst of their daily work.”

“The use of predictive analytics will require more in depth discussions on ethics and integrity. As we move away from “the person” and focus more on the numbers, how do we ethically evaluate a person’s worth?”

In the future, there will be a growing “need for understanding moral and behavioral psychology as it relates to compliance and ethics.”

The E&C profession requires a significant breadth of expertise and, in general, the areas of expertise that are most valuable to practitioners appear to remain stable over time in terms of perceptions of importance now vs. predicted importance into the future. The top five areas of disciplinary expertise considered crucial to professional success today – compliance, risk management, training and education, investigations, and organizational ethics – are expected to remain the same in five to 10 years, except for investigations, which will be replaced by data analytics. However, it is important to note that even though compliance is expected to remain in the top five, fewer anticipate it being an essential area of expertise in the future than currently (44% vs. 58%). Some of the areas of expertise that are expected to gain value the most over the next five to 10 years include technology-related disciplines such as data analytics (21% vs. 36%); privacy/data protection (23% vs. 31%); and Governance, Risk, and Compliance application technology (17% vs. 27%).

MOST FREQUENTLY OCCURRING WORDS IN OPEN-TEXT RESPONSES:

“Over the next 5-10 years, what do you anticipate will be the most significant developments that will change the E&C profession?”



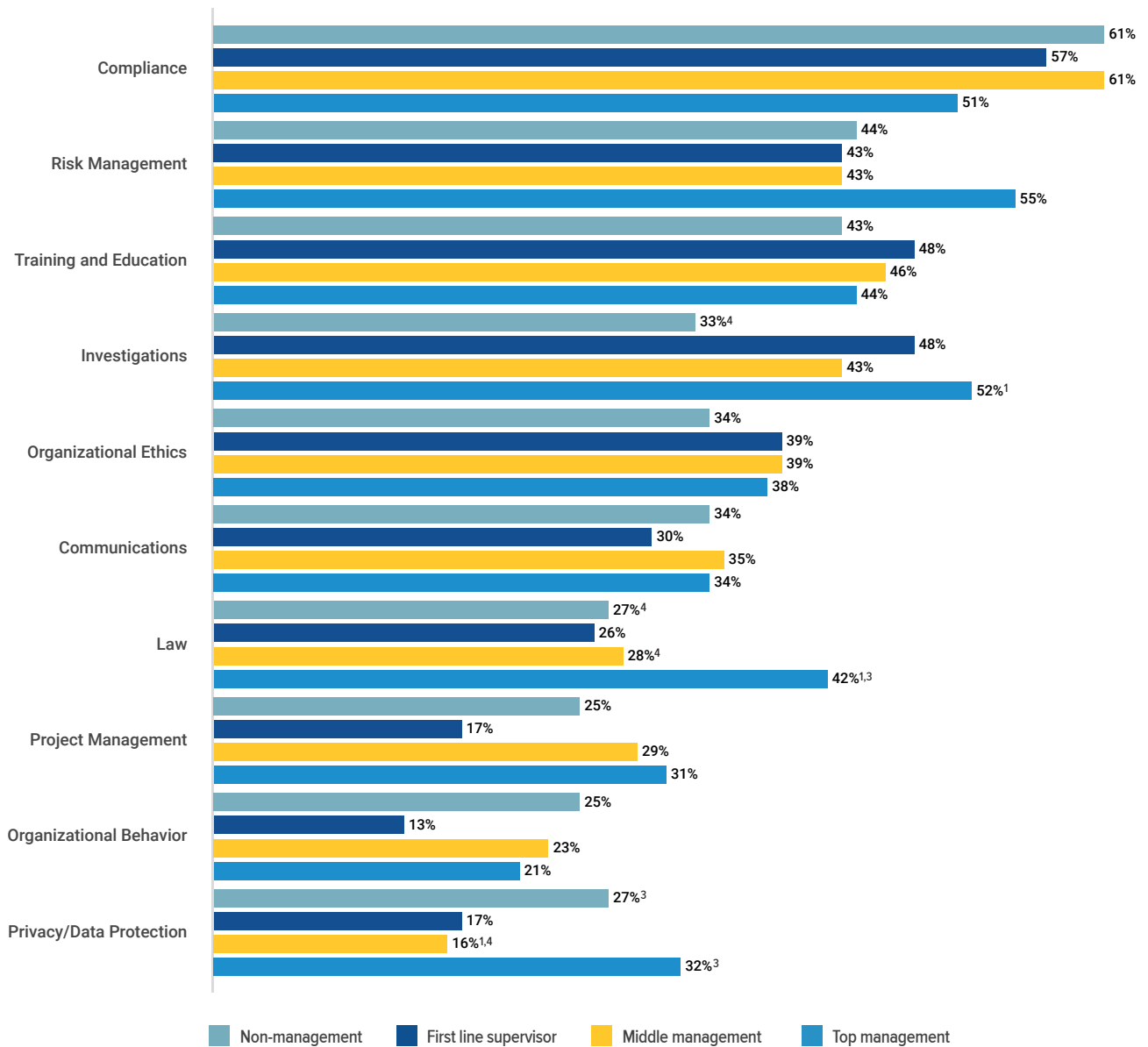
Yet, several so-called “soft skills” also rise in value with time, including organizational behavior, strategy, innovation, and moral psychology.

TABLE 3. AREAS OF PROFESSIONAL OR DISCIPLINARY EXPERTISE MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL - CURRENTLY AND IN THE FUTURE (5 TO 10 YEARS) [TOP 10]

CURRENTLY		FUTURE (5 TO 10 YEARS)	
Compliance	58%	Compliance	44%
Risk Management	47%	Risk Management	43%
Training and Education	43%	Organizational Ethics	41%
Investigations	43%	Training and Education	37%
Organizational Ethics	39%	Data Analytics	36%
Communications	34%	Investigations	32%
Law	32%	Privacy/Data Protection	31%
Project Management	27%	Technology (Governance, Risk, and Compliance applications)	27%
Organizational Behavior	24%	Organizational Behavior	27%
Privacy/Data Protection	23%	Strategy Development Planning, and Implementation	26%

Moreover, top management is significantly more likely than non-management to consider investigations to be essential to the success of an E&C professional, suggesting that investigations may be a potential path to professional advancement. Top management was also more likely than both non-management and middle management to point to expertise in law as essential to success in the E&C profession (42% vs. 27% and 28%, respectively). This points, again, to the value of holding a JD and/or LLM.

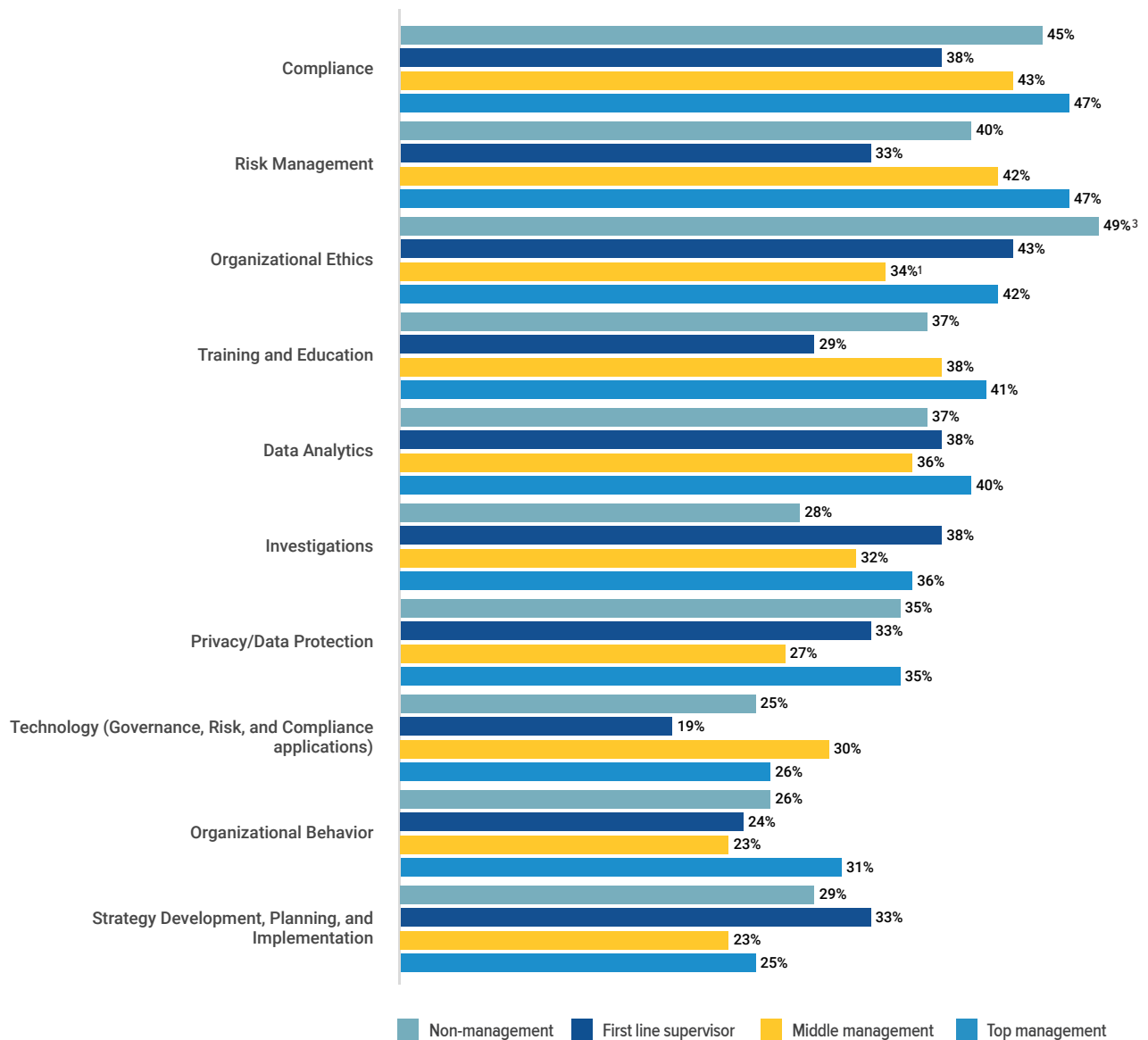
FIGURE 3. AREAS OF PROFESSIONAL OR DISCIPLINARY EXPERTISE MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL - CURRENTLY BY MANAGEMENT LEVEL [TOP 10]



¹ Estimate is significantly different from the estimate for the non-management group ($p < .05$).
² Estimate is significantly different from the estimate for the first-line supervisor group ($p < .05$).
³ Estimate is significantly different from the estimate for the middle management group ($p < .05$).
⁴ Estimate is significantly different from the estimate for the top management group ($p < .05$).

However, these same findings are not seen for the success of E&C professionals in the next 5 to 10 years. In fact, law was not in the top 10 for the most essential areas of expertise in the future, and, although investigations was in the top 10, no differences were found across management levels.

FIGURE 4. AREAS OF PROFESSIONAL OR DISCIPLINARY EXPERTISE MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL – FUTURE (5 TO 10 YEARS) BY MANAGEMENT LEVEL [TOP 10]



¹ Estimate is significantly different from the estimate for the non-management group ($p < .05$).
² Estimate is significantly different from the estimate for the first-line supervisor group ($p < .05$).
³ Estimate is significantly different from the estimate for the middle management group ($p < .05$).
⁴ Estimate is significantly different from the estimate for the top management group ($p < .05$).

It is not possible for every E&C professional to represent the full breadth of technological and non-technological expertise. So, it is essential for E&C teams to be carefully composed to represent an increasingly complex variety of disciplines, with a focus on those with the expertise found to be the most valuable for the success of an HQP.

Key questions to consider:

- **For practitioners:** What unique expertise do I bring to complement the needs of the E&C function and existing personnel (if applicable), and what expertise should I seek to advance on the job?

- **For organizational managers:** How can I augment the generalist needs of my E&C team with the emerging specialties required by an evolving organizational landscape? How do I develop perspective and expertise in current and emerging leaders to understand and support the requirements of an HQP?
- **For educators:** How can I support the E&C profession with a balance of timely technical education and timeless general knowledge foundations? How can I advance both awareness and practice of a proliferating portfolio of technology tools and a continuing need for soft skills in my students?

PERSONAL AND LEADERSHIP QUALITIES: A SUCCESSFUL E&C PROFESSIONAL MUST BE A PERSON OF INTEGRITY WHO IS A CRITICAL THINKER AND A GOOD LISTENER.

“ We can’t be viewed as the police but as a trusted business partner.”

In the future, E&C “will be seen as a value-add and grow stronger roots in organizations. Viewed as good business rather than the cost of doing business.”

E&C “has been a perfect blending of head and heart.” ”

The successful E&C professional must be, not surprisingly, someone who leads with integrity. Yet, they must also be a critical thinker, a communicator, a listener, an influencer, and a collaborator in order to cultivate an ethical organization. The top three personal or leadership qualities indicated as most essential to the success of an E&C professional were integrity, critical thinking, and listening skills.

TABLE 4. PERSONAL OR LEADERSHIP QUALITIES MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL [TOP 10]

Integrity	61%
Critical thinking	49%
Listening skills	47%
Relational/Interpersonal skills	40%
Communication skills - Verbal	40%
Trustworthiness	37%
Influence/persuasion	34%
Communication skills - Written	34%
Collaborative	29%
Approachability	28%

There were some important variations in personal and leadership qualities most valued across respondents based upon organizational size. In very large organizations (100,000+ employees), relational/interpersonal skills and verbal communication skills were endorsed by about twice as many respondents compared to organizations with 50,000-99,999 employees (53% vs. 28% and 51% vs. 25%, respectively). Conversely, written communication skills were endorsed by about twice as many respondents in organizations with 50,000-99,999 employees compared to organizations with 100,000+ employees (44% vs. 25%). When it came to assessing the value of influence/persuasion, respondents in very large organizations were more than twice as likely as respondents in very small organizations (less than 100 employees) to note this as a personal or leadership quality essential to the success of an E&C professional (42% vs. 16%).

TABLE 5. PERSONAL OR LEADERSHIP QUALITIES MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL BY ORGANIZATION SIZE [TOP 10]

	Less than 100 employees	100-499	500-1,999	2,000-9,999	10,000-49,999	50,000-99,999	100,000+
Integrity	61%	59%	75%	62%	63%	55%	60%
Critical thinking	39%	33%	44%	52%	50%	50%	51%
Listening skills	52%	54%	47%	47%	46%	41%	49%
Relational/Interpersonal skills	55% ^{2,6}	31% ^{1,7}	38%	36%	46% ⁶	28% ^{1,5,7}	53% ^{2,6}
Communication skills - Verbal	35%	36%	41%	41%	43% ⁶	25% ^{5,7}	51% ⁶
Trustworthiness	35%	38%	41%	32%	38%	48% ⁷	30% ⁶
Influence/persuasion	16% ^{5,7}	31%	19% ^{5,7}	32%	42% ^{1,3}	31%	42% ^{1,3}
Communication skills - Written	26%	33%	25%	35%	38%	44% ⁷	25% ⁶
Collaborative	29%	33%	19%	33%	29%	30%	25%
Approachability	29%	28%	31%	29%	29%	27%	28%

¹ Estimate is significantly different from the estimate for the less than 100 employees group ($p < .05$).

² Estimate is significantly different from the estimate for the 100-499 employees group ($p < .05$).

³ Estimate is significantly different from the estimate for the 500-1,999 employees group ($p < .05$).

⁴ Estimate is significantly different from the estimate for the 2,000-9,999 employees group ($p < .05$).

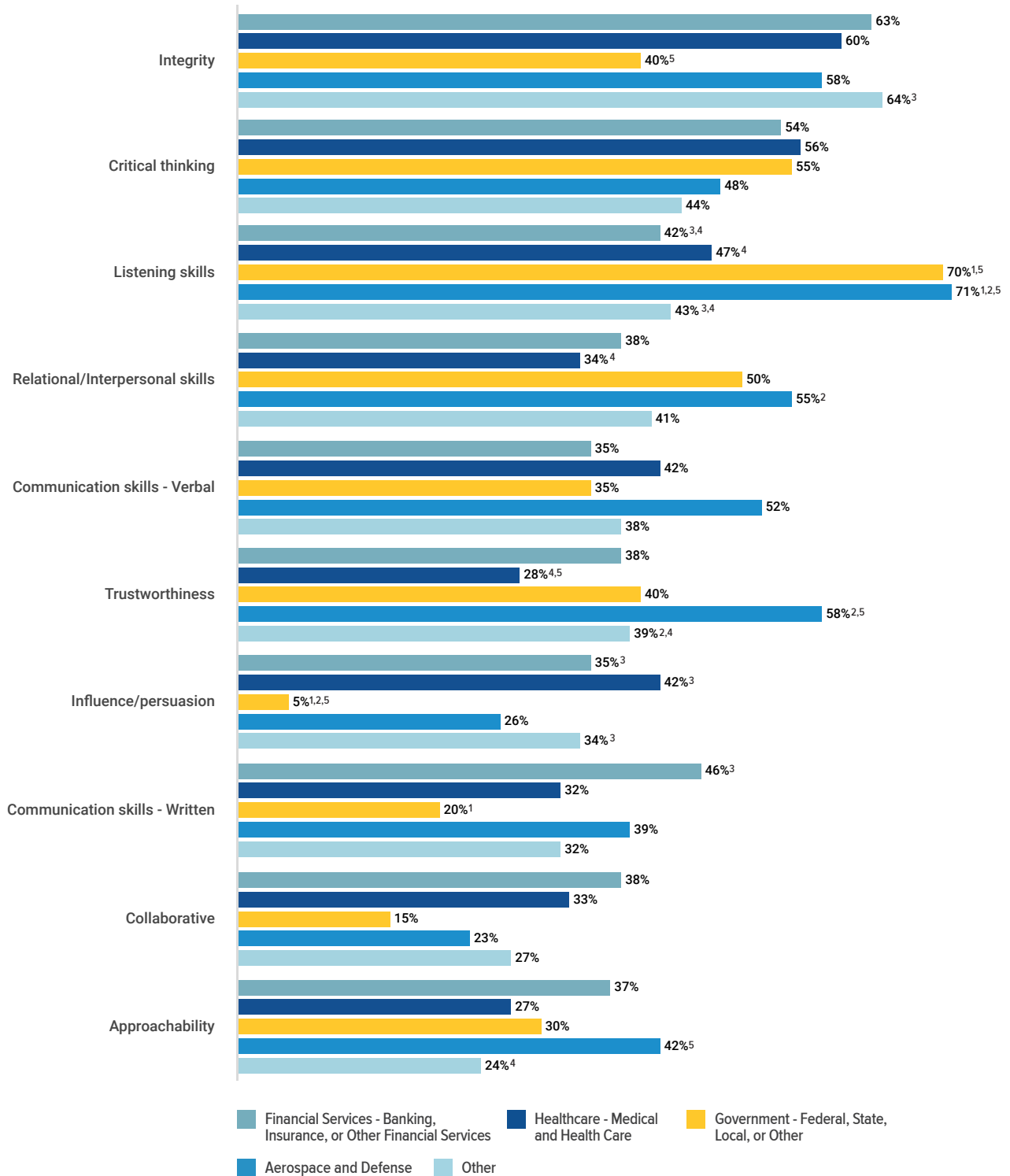
⁵ Estimate is significantly different from the estimate for the 10,000-49,999 employees group ($p < .05$).

⁶ Estimate is significantly different from the estimate for the 50,000-99,999 employees group ($p < .05$).

⁷ Estimate is significantly different from the estimate for the 10,000+ employees group ($p < .05$).

There were numerous differences in perceived personal or leadership qualities most essential to success as an E&C professional by industry as well. The most noteworthy was the difference in the perceived value of influence/persuasion across industries – the financial services and healthcare industries were more than seven times more likely to endorse influence/persuasion as essential compared with the government (35%-42% vs. 5%). Listening skills are substantially more valued in the government and aerospace and defense industries compared with financial services (70%-71% vs. 42%), and trustworthiness is substantially more valued in the aerospace & defense industry compared with healthcare (58% vs. 28%). In general, government organizations tended to be less likely to place value on integrity, influence/persuasion, and collaborative qualities. Written communication skills are also more valued by professionals in financial services than by those in the government (46% vs. 20%). Taken together, these findings may suggest that there are more constraints in rule-driven cultures on leading individually and organizationally.

FIGURE 5. PERSONAL OR LEADERSHIP QUALITIES MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL BY INDUSTRY [TOP 10]



¹ Estimate is significantly different from the estimate for the Financial Services group ($p < .05$).

² Estimate is significantly different from the estimate for the Healthcare group ($p < .05$).

³ Estimate is significantly different from the estimate for the Government group ($p < .05$).

⁴ Estimate is significantly different from the estimate for the Aerospace and Defense group ($p < .05$).

⁵ Estimate is significantly different from the estimate for the Other group ($p < .05$).

A substantial difference was seen in the endorsement rate of being collaborative as essential to success as an E&C professional by number of employees within a decentralized E&C function (i.e., part of a business line Compliance and/or Ethics team). Respondents from smaller groups (those with 2-10 E&C employees) were more than twice as likely to indicate being collaborative as important than those from organizations with 101+ employees (42% vs 17%), suggesting that in larger teams, there may be more “siloining” of responsibilities.

Key questions to consider:

- **For practitioners:** What personal and leadership qualities do I need to cultivate to advance in the E&C profession in my type of organization and/or industry?
- **For organizational managers:** What are the strengths and opportunities to develop my reputation in my organization and among my professional peers?
- **For educators:** How can integrity, critical thinking, and good listening, among other personality traits, be prioritized and taught alongside more conventional E&C educational content?

FUNCTIONAL AREAS: E&C PROFESSIONALS' FUNCTIONAL RESPONSIBILITIES VARY BY MANAGEMENT LEVEL, EXPERIENCE LEVEL, AND EDUCATION.

“Currently E&C is about controls, training, and risk mitigation. It is evolving to be a profession in which counseling based on values and numbers will be the most valuable aspect.”

In the future, E&C will be “intertwined more with other parts of the organization – more collaboration with compliance, legal, HR, etc.”

“Communication channels are going to change. E&C communications will soon be delivered via social media and interactive chat features. E&C professionals will do well to adopt these methods so that they can be easily accessible to employees who have questions or concerns.”

The reality of the E&C professional's day-to-day existence is revealed through the various functions they perform and the time allocated to performing them. Whereas the demands of the profession may require E&C leaders to be jacks-of-all-trades, E&C teams operate more efficiently and effectively by matching experience and skills to functional tasks and by prioritizing practical responsibilities.

Although not statistically significant, survey results show a possible pattern that communications occupies a greater share of the functional responsibilities of non-management employees, suggesting that it can be part of an early foot in the door of the E&C profession. Somewhat paradoxically, although risk assessment is more often the province of higher-ranking managers, it is inversely related to tenure, suggesting that senior leaders new to the function are most focused on it. Hotline and investigations are more typically essential for first line supervisor roles and tend to be held by E&C professionals with at least one year of experience, especially those with law degrees.

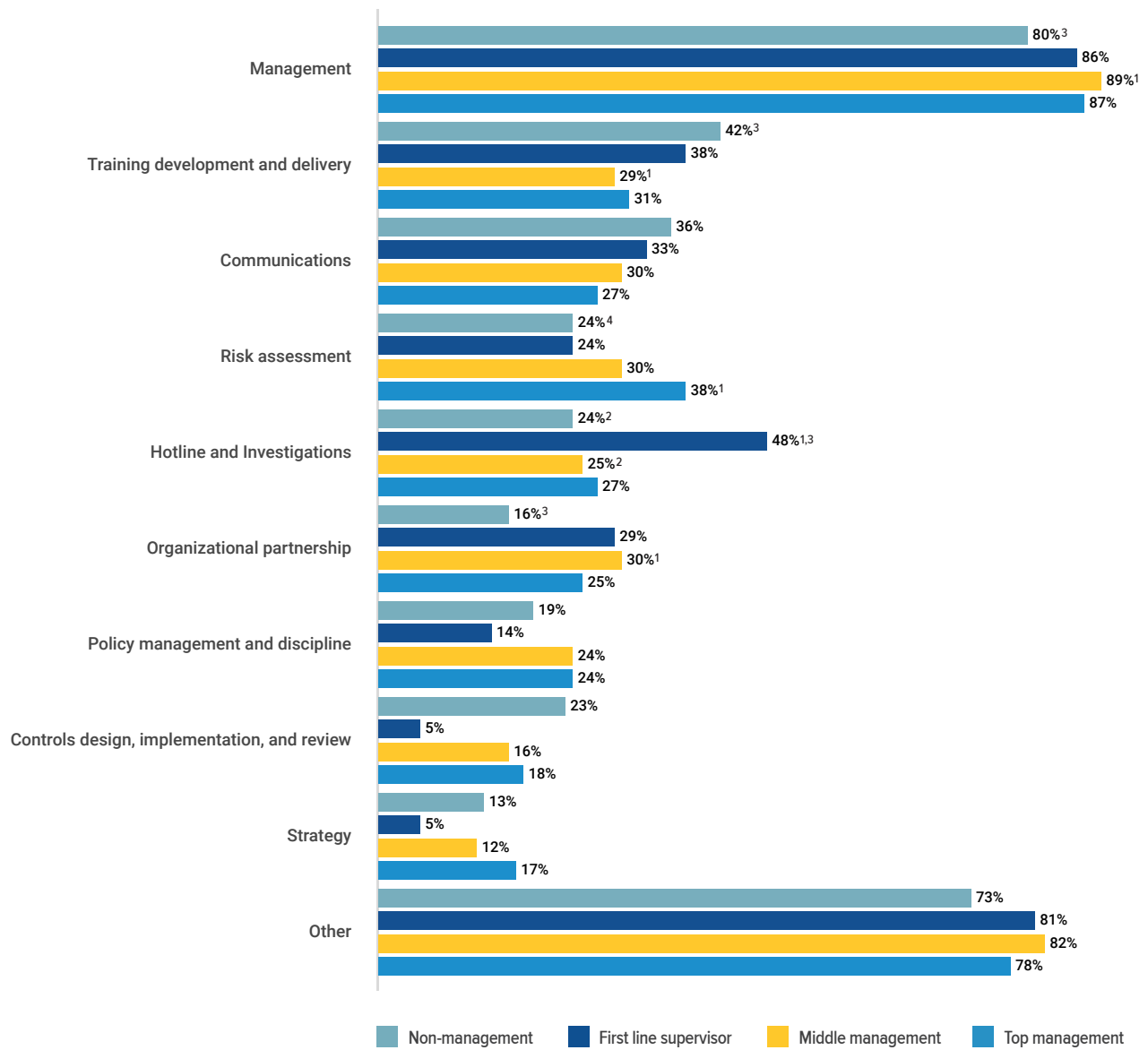
The following chart summarizes who is most likely to perform various functions in the profession today.

TABLE 6. PERSONAL OR LEADERSHIP QUALITIES MOST ESSENTIAL IN THE SUCCESS OF AN E&C PROFESSIONAL

Function	Level most likely to perform	Tenure most likely to perform	More or less likely to be performed by JD
Hotline and investigations	First line supervisor	More tenure	More
Policy management and discipline	Middle and Top management	Less tenure	Less
Risk assessment	Top management	Less tenure	More
Controls design, implementation, and review	Various	Middle tenure	Less
Organizational partnership	Supervisors and up	More tenure	More
Strategy	Various	Various	More
Communications	Supervisors and below	Least and most tenured	Less
Training development and delivery	Non-management	Middle tenure	Less

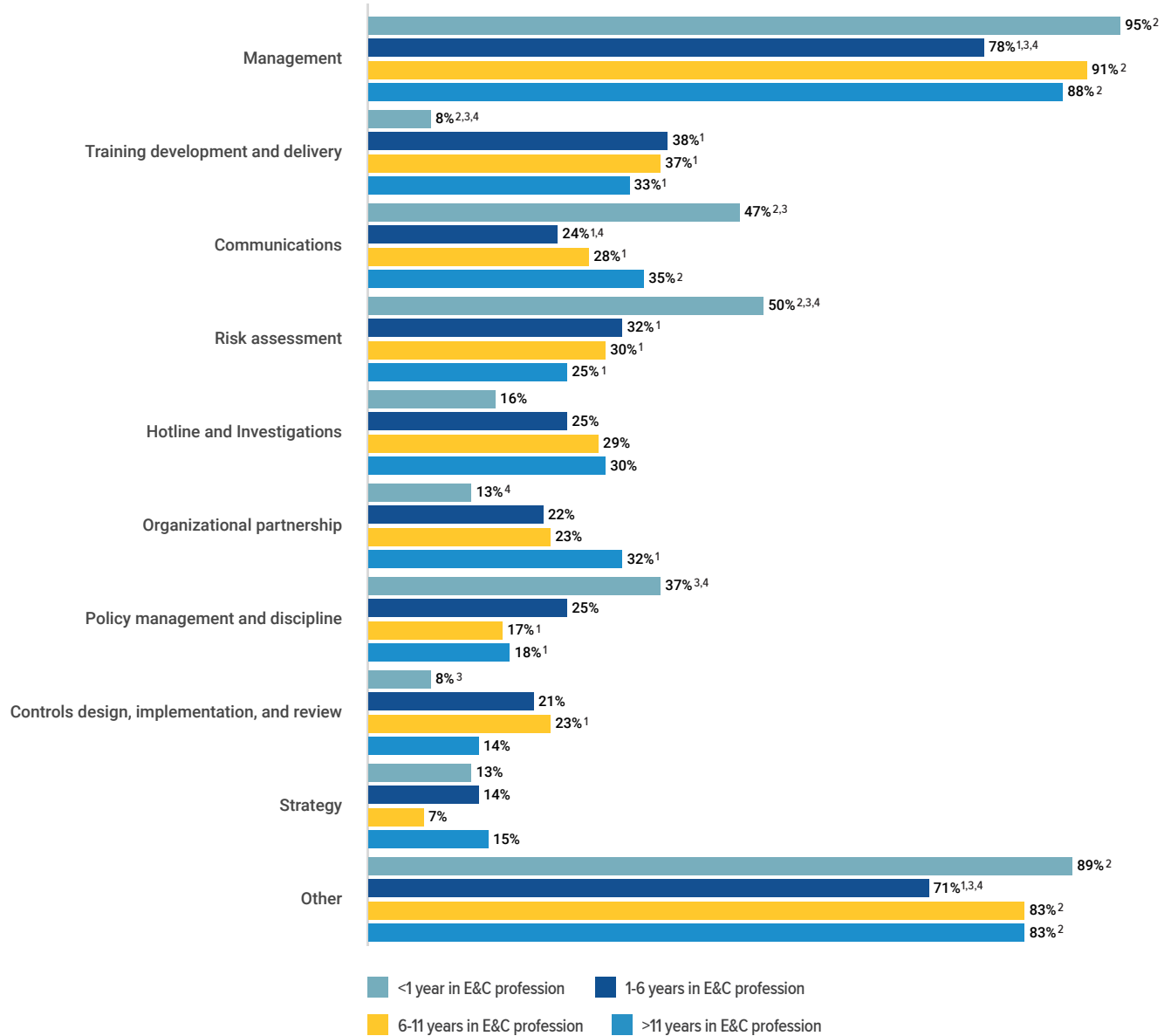
Note: Table is based on actual functional distribution and should not necessarily be taken to imply that this is how functional distribution ought to be allocated. Moreover, not all differences represented here were statistically significant.

FIGURE 6. FUNCTIONAL AREAS MOST ESSENTIAL TO CURRENT ROLE AS AN E&C PROFESSIONAL BY MANAGEMENT LEVEL



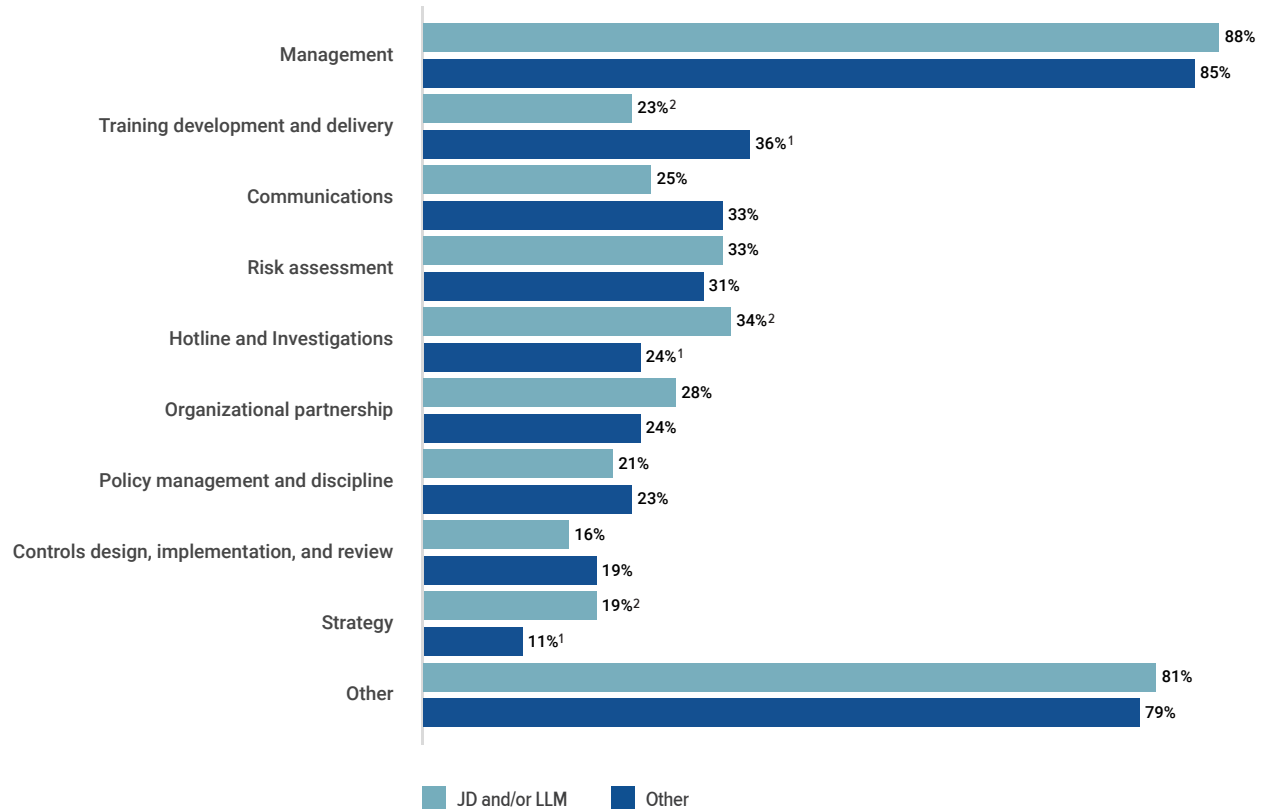
¹ Estimate is significantly different from the estimate for the non-management group ($p < .05$).
² Estimate is significantly different from the estimate for the first-line supervisor group ($p < .05$).
³ Estimate is significantly different from the estimate for the middle management group ($p < .05$).
⁴ Estimate is significantly different from the estimate for the top management group ($p < .05$).

FIGURE 7. FUNCTIONAL AREAS MOST ESSENTIAL TO CURRENT ROLE AS AN E&C PROFESSIONAL BY YEARS IN E&C PROFESSION



¹ Estimate is significantly different from the estimate for the <1 year in E&C profession group ($p < .05$).
² Estimate is significantly different from the estimate for the 1-6 years in E&C profession group ($p < .05$).
³ Estimate is significantly different from the estimate for the 6-11 years in E&C profession group ($p < .05$).
⁴ Estimate is significantly different from the estimate for the >11 years in E&C profession group ($p < .05$).

FIGURE 8. FUNCTIONAL AREAS MOST ESSENTIAL TO CURRENT ROLE AS AN E&C PROFESSIONAL BY EDUCATIONAL BACKGROUND (JD AND/OR LLM VS. OTHER)



¹ Estimate is significantly different from the estimate for the JD and/or LLM group ($p < .05$).

² Estimate is significantly different from the estimate for the Other group ($p < .05$).

Key questions to consider:

- **For practitioners:** What functional areas are best suited to my educational background, expertise, and experience – and what functional responsibilities will help me advance in the profession?
- **For organizational managers:** Are my team’s educational backgrounds, expertise, and experience optimally allocated to the functional needs of our work? What about for candidates applying to join my team?
- **For educators:** How can we guide our management and law students toward opportunities to more deeply examine functional areas to either fit or advance their capabilities?

TIME ALLOCATION: WITH TIME A SCARCE RESOURCE, EXECUTION TENDS TO TAKE PRIORITY OVER STRATEGY.

“E&C “speaks more to noble cause. That works for me. That's worth getting in to the office early.”

In the future, “the continued adoption of GRC and GRC-like technologies will make our work more efficient.”

Each functional area is composed of a myriad of tasks that occupy the scarce time of E&C professionals. These tasks reveal the different skill sets and personality types required to perform the complex work of E&C. The most time-consuming tasks within some functions tend to emphasize more thought than action – for example, analysis, monitoring, development, and planning. Others, however, involve more action – for example, communicating, interacting, guiding, and executing. Understanding these differences may help practitioners choose their areas of specialty and organizational managers match individual strengths to organizational needs.

TABLE 7. COMMUNICATION: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED¹⁰

Email (Written communication)	22%
Listening	18%
Persuasive communication	9%
PowerPoint (Written communication)	9%
Leading meetings (Verbal communication)	9%
Managing sensitive information	9%

¹⁰ Includes ties across more than one task.

TABLE 8. TRAINING DEVELOPMENT AND DELIVERY: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED

Development of training materials	28%
Delivery of training	17%
Training needs identification	13%

TABLE 9. HOTLINE AND INVESTIGATIONS: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED¹¹

Oversight of cases	16%
Report writing	10%
Interviewing	10%
Case follow ups	10%
Triage of cases (e.g., from case management system)	10%
Case review (e.g., team meetings to review cases)	10%

TABLE 10. POLICY MANAGEMENT AND DISCIPLINE: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED

Written communication effectiveness	17%
Engaging business leaders for support of policy	15%
Managing and updating policy portal (technology proficiency)	14%

TABLE 11. RISK ASSESSMENT: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED

Compliance risk identification and analysis	17%
Engaging business leaders in assessment or proactive mitigation planning	14%
Leadership of cross-functional meetings, focus groups or interviews to identify risk areas	12%

¹¹ Includes ties across more than one task.

TABLE 12. CONTROLS DESIGN, IMPLEMENTATION, AND REVIEW: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED¹²

Monitoring of behavior or controls	16%
Design and implementation of controls	15%
Connecting business processes to controls	15%

TABLE 13. ORGANIZATIONAL PARTNERSHIP: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED

Providing ethics/compliance guidance	24%
Networking, collaboration, and partnership-building	19%
Advising and providing oversight to others	15%

TABLE 14. STRATEGY: TOP THREE TASKS BY PERCENTAGE OF TIME ALLOCATED¹³

Preparing for the future	22%
Executing business strategy	18%
Creating E&C strategy	15%
Connecting E&C objectives to organizational strategy	15%

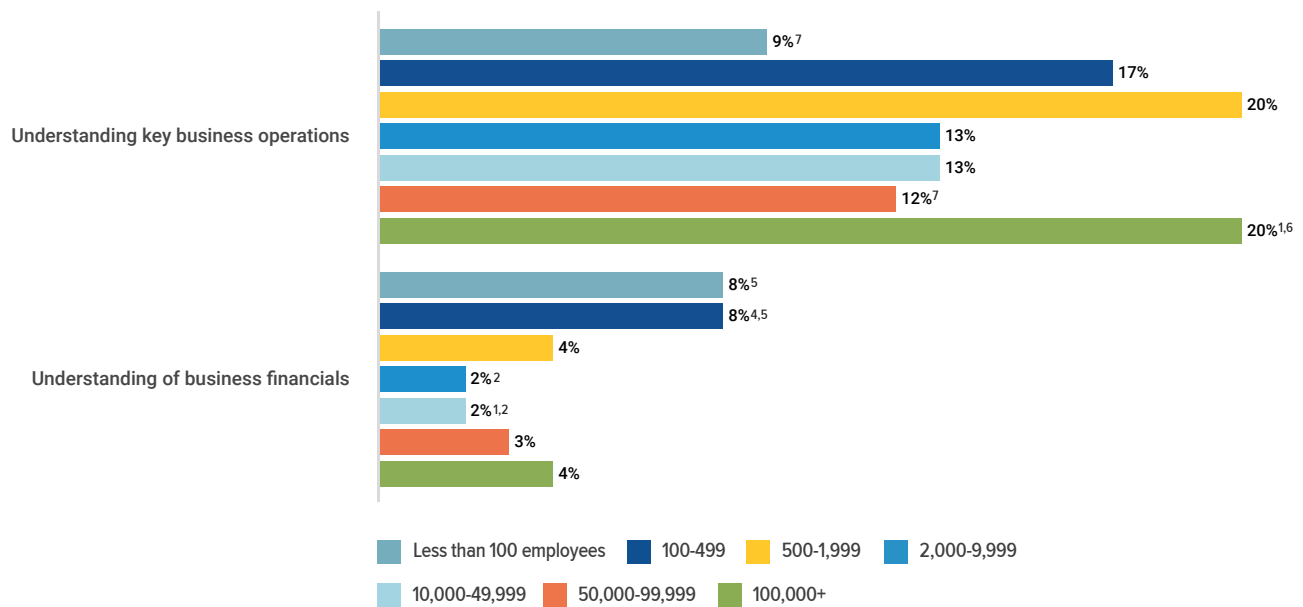
Similar to other white-collar professions, E&C professionals indicated allocating most of their time to communicating in the form of emails (22%). In terms of training and development, the development of training materials takes up the greatest percentage of time (28%), and oversight of cases takes up the most time in terms of tasks related to hotline and investigations (16%). When it comes to organizational partnership, E&C professionals spend the most time providing guidance on E&C (24%). For strategy, 22% of E&C professionals indicated preparing for the future, while 18% indicated executing business strategy takes up most of their time.

For E&C to demonstrate its strategic value to the organization, it needs to understand the organization’s business and financial goals. E&C professionals in the largest organizations (100,000+ employees) spend substantially more time “understanding key business operations” than their counterparts in smaller organizations, whereas those in the smallest organizations (less than 500 employees) tend to spend significantly more time on “understanding of business financials.”

¹² Includes ties across more than one task.

¹³ Includes ties across more than one task.

FIGURE 9. PERCENTAGE OF TIME IN THE PAST MONTH ALLOCATED TO THE FOLLOWING TASKS BY ORGANIZATION SIZE



¹ Estimate is significantly different from the estimate for the less than 100 employees group ($p < .05$).

² Estimate is significantly different from the estimate for the 100-499 employees group ($p < .05$).

³ Estimate is significantly different from the estimate for the 500-1,999 employees group ($p < .05$).

⁴ Estimate is significantly different from the estimate for the 2,000-9,999 employees group ($p < .05$).

⁵ Estimate is significantly different from the estimate for the 10,000-49,999 employees group ($p < .05$).

⁶ Estimate is significantly different from the estimate for the 50,000-99,999 employees group ($p < .05$).

⁷ Estimate is significantly different from the estimate for the 10,000+ employees group ($p < .05$).

Key questions to consider:

- **For practitioners:** How can I build in time in my schedule to thoughtfully plan and prepare for the long-term while attending to short-term execution demands?
- **For organizational managers:** How can our programs and processes account for our organization’s strategic and financial plans so that our organizational partners and customers understand how E&C programs add value to their objectives?
- **For educators:** How can our programs cultivate professional attributes in our students, such as time management, teamwork, and understanding business fundamentals?

CAREER ADVANCEMENT: HOW MIGHT THE E&C “CEILING” INFLUENCE THE CAREER PROSPECTS OF E&C PROFESSIONALS OUTSIDE OR BEYOND E&C?

“My career hasn't been a "path" but more of a haphazard scabble up the side of a very rocky mountain.”

“I am an attorney who got tired of writing briefs while practicing law at a law firm. I joined the US sales division of my company. There, I heard about ‘compliance matters.’ This led to my shadowing the E&C team which then led to my first E&C role. In 10 years in E&C, I have had a variety of roles, each providing different experiences and insights into the business. I never envisioned a career in E&C 20 years ago because the profession did not exist. It is...fascinating...work.”

“I tripped into it – I had a successful, blossoming career in HR. I was asked to help build a program for 6 months- and I never went back. I was one of the youngest in the field for years. My career has progressed over the years, and now I report directly to the board and am in a C-level position. My next step will be to help mentor future E&C leaders and serve on a board.”

In the future, E&C “will be a profession that people choose, not one they fall into.”

It remains common for professionals to have “fallen into” the E&C profession. Most often, they move from other risk and control-related functions, with an interesting exception. Sales is a common feeder for E&C functions, perhaps because its practitioners have experience encountering E&C programs and processes and an understanding of associated E&C risks.

For the first generation of E&C professionals, there was no defined career path. They were often plucked from other legal or management roles to create their organization’s first E&C function and sometimes finished their careers there. As the profession matures, however, defining a career path is important to attracting and retaining E&C talent from competing opportunities. If the organizational pyramid is truly a pyramid, E&C is rarely at the pinnacle of that hierarchy.

If E&C has a “ceiling,” do E&C specialists risk being perceived as unambitious? Many E&C functions are not large enough to offer guaranteed stepping-stones, so how is E&C connected with the rest of the organization as a feeder or rotation opportunity to groom rising managers? For those who have reached the CECO position, what comes next?

TOP 5 “FEEDER CAREERS” FOR THE E&C PROFESSION:

Please describe your E&C career path. What led you to E&C as a career, and how have you progressed in that career?

- **Audit**
- **Human Resources**
- **Investigations**
- **Law**
- **Sales**

Post-E&C, the good news is that E&C professionals do not see their futures as limited. A majority of them – from all educational backgrounds – regard senior-level E&C experience as “definitely helpful” to attaining an officer-level position in another function (e.g., HR, Law, Audit, and Risk), and more than one-third see E&C as a “definitely helpful” potential road to the C-suite, board directorship, or private consulting and law practice.

TABLE 15. HELPFULNESS OF SENIOR-LEVEL E&C EXPERIENCE TO FUTURE CAREER ADVANCEMENT INTO HIGH-LEVEL POSITIONS OUTSIDE OF E&C

	Definitely helpful	Possibly helpful	Neither helpful nor unhelpful	Possibly unhelpful	Definitely unhelpful
Membership on a corporate board of directors	44%	45%	7%	2%	2%
Senior-most corporate management position (e.g., CEO, CFO, COO)	42%	38%	13%	3%	3%
Senior-most functional corporate management position (e.g., Chief Human Resources Officer, Corporate General Counsel, Internal Audit Director, Chief Risk Officer)	57%	33%	5%	2%	3%
Government regulator	33%	45%	17%	4%	2%
Advisory, consulting, or law practice	36%	49%	11%	2%	2%
Professor/higher education	22%	52%	20%	4%	2%
Other	16%	24%	56%	0%	4%

However, a challenge faced by E&C professionals is that only 23% “strongly agree” that their work “offers them clear opportunities for professional advancement.” We recommend additional research on the career paths of current E&C professionals to help inform those currently in the field, as well as those considering a career in E&C.

Key questions to consider:

- **For practitioners:** What are my career goals within and beyond E&C, and what education and experiences within and outside of E&C do I need to achieve them?
- **For organizational managers:** How can my team’s structure and processes attract the best talent to support an effective E&C function that is seen as a training ground and opportunity to advance within E&C and/or the organization?
- **For educators:** How can educational institutions and professional associations work together to advance the stature of E&C within the market to advance the perceived value of E&C in organizational leadership and governance?

PROFESSIONAL ENGAGEMENT: WHILE E&C PROFESSIONALS ARE PASSIONATE ABOUT THE INTANGIBLE BENEFITS OF THEIR WORK, THEY MAY EXPERIENCE TANGIBLE PRESTIGE, PAY, AND PROFESSIONAL GAPS AS A RESULT.

“ Since I joined the E&C team...there is no day that passes by without me saying to myself ‘I was born to do this.’”

In the future, “Ethics won't be something separate. It will be embedded in why the organization exists and what it does.”

My work in E&C has meaning and purpose because of the “ability to live out my personal values on the job.”

My work in E&C has meaning and purpose because I am “bringing order to chaos.”

My work in E&C has meaning and purpose because “my passion is helping.” ”

Beyond E&C, engagement of all employees at work is perennially low, which is a problem for employers faced with incoming generations who, based on research on millennials, care more than their predecessors for work that is meaningful.¹⁴ Professional engagement is influenced by a variety of forces, including material factors (such as compensation and career opportunities) and non-material factors (such as passion for the work and the feeling of being valued) that can compete with each other. In general, E&C professionals exhibit greater intrinsic motivation (driven by the self-perceived importance of their work) than extrinsic motivation (driven by rewards and accolades). While E&C professionals' passion for their work may be integral to the strength of the profession and the dedication of those who are in it, it can have some downsides.

¹⁴ PwC, 2016. Putting purpose to work. <http://www.pwc.com/us/en/purpose-workplace-study.html>.

MOST FREQUENTLY OCCURRING WORDS IN OPEN-TEXT RESPONSES:

"What, if anything, gives your work in E&C a sense of meaning and purpose?"



One challenge for the E&C profession is illustrated by a “prestige gap,” which is a gap between the value E&C professionals believe their work contributes to the organization’s mission and the relatively lower value that they think their organizations place on their work. Sixty-one percent of E&C professionals strongly agreed that they have a clear understanding of how their work contributes to the higher purpose or mission of their organization, whereas only 37% strongly agreed their work is valued by their organizations.

TABLE 16. AGREEMENT WITH STATEMENTS RELATED TO SENSE OF ENGAGEMENT IN WORK AS AN E&C PROFESSIONAL

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My work as an E&C professional is valued by my organization.	37%	48%	11%	4%	0%
I have a clear understanding of how my work as an E&C professional contributes to the higher purpose or mission of my organization.	61%	34%	4%	1%	0%
My work as an E&C professional offers me clear opportunities for professional advancement.	23%	36%	29%	11%	1%
I am fairly compensated for my work as an E&C professional.	25%	46%	18%	9%	2%
I am passionate about being an E&C professional.	57%	31%	9%	1%	1%
Being an E&C professional gives me immense personal satisfaction.	52%	31%	13%	3%	1%

Another challenge is a “pay gap” - between the high internal rewards that E&C professionals derive from their work and the lower career and compensation rewards they experience. Whereas a majority of respondents strongly agree that they are “passionate” about their E&C work (57%) and it gives them “immense personal satisfaction” (52%), only about one-quarter of them strongly agree that they have “clear opportunities for professional advancement” (23%) and are “fairly compensated” (25%).

Finally, there may also be a “professional gap” between E&C’s actual and ideal involvement in shaping the ethical foundations of organizations. Our survey results clearly illustrate that E&C professionals believe their actual role in shaping organizational core values and mission is far lower than they believe it should be (17% strongly agree vs. 37%). The same is true for shaping the creation, communication, and/or evolution of their organization’s mission or statement of purpose (32% vs. 55%).

TABLE 17. AGREEMENT WITH STATEMENTS REGARDING INVOLVEMENT OF E&C IN THE CREATION OR ONGOING EVOLUTION OF AN ORGANIZATION’S CORE VALUES

	Strongly Agree
As an E&C professional, I have had formal responsibility (above and beyond the shared responsibility of every organizational member) for the creation, communication, and/or evolution of my organization’s core values.	17%

The E&C function should have a formal role (above and beyond the shared responsibility of every organizational member) in the creation, communication, and/or evolution of my organization’s core values.	37%

TABLE 18. AGREEMENT WITH STATEMENTS REGARDING INVOLVEMENT OF E&C IN THE CREATION OR ONGOING EVOLUTION OF ORGANIZATION’S MISSION OR STATEMENT OF PURPOSE

	Strongly Agree
As an E&C professional, I have had formal responsibility (above and beyond the shared responsibility of every organizational member) for the creation, communication, and/or evolution of my organization’s mission or statement of purpose.	32%

The E&C function should have a formal role (above and beyond the shared responsibility of every organizational member) in the creation, communication, and/or evolution of my organization’s mission or statement of purpose.	55%

Key questions to consider:

- **For practitioners:** For me, is E&C primarily a job (means to the end of material rewards), career (means to the end of advancement), or calling (a personally fulfilling and/or socially valuable end in itself), and are the pay, prestige, and professional rewards commensurate with my experience?
- **For organizational managers:** How can my understanding of why individual team members are in E&C help me to motivate them to perform at their best? How can I ensure that members of my team are fairly rewarded and that their work is recognized by employees and leaders throughout the organization?
- **For educators:** How can educational institutions and professional associations work together to reinforce the value of E&C, to influence the market for E&C, and to support understanding of the strategic importance of E&C to help close the prestige, pay, and professional gaps?

CLOSING REMARKS

The intent of this working group was to gather data on the current state of the Ethics and Compliance profession, and to determine the skills/capabilities necessary for E&C personnel to support an effective program, now and in the future. As the first known people and purpose survey, we have been able to obtain input from E&C professionals of varying tenure and levels to gain insight into the key skills and attributes needed to succeed today, and the skills, educational experiences and professional experiences needed in the future. Thank you to those who invested their time in completing the survey. Additionally, we have gained insight into the motivators and experiences that may help organizations attract, develop and retain the E&C professionals essential to establishing and maintaining a High-Quality Ethics & Compliance Program (HQP). In order for the developing profession of E&C to advance, there must be an educated and experienced supply of motivated candidates to fulfill the advancing demands of the E&C profession. We hope that this project is a foundational research element to inform a “well-established standard for the skills/capabilities necessary to implement an effective E&C program.” Most importantly, we hope this contributes to ongoing research and education for the profession and stimulates further such contributions.



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