

Enterprise Diversity, Equity, and Inclusion Training Equity Lens

It is important to incorporate diversity, equity, and inclusion (DEI) principles into all training activities. Training and development support employees' growth and opportunities. In order to support all employees, it is important to create and provide training that represents and includes everyone.

The power of DEI and its concepts must be embedded in all state agency activities and training.

- Ensure training materials are created and designed with inclusive language, scenarios, and photos.
- Seek stakeholder feedback on trainings to reduce the chance that biases will affect participants.
- Consciously work to provide a safe environment, invite all individuals' perspectives to be included, all voices to be heard, and all people to participate fully.
- Encourage everyone to share their unique contributions and experiences. Learning improves when participation is authentic, without fear or self-editing. Expect non-closure.

Considerations when creating/designing training

When creating/designing a training course, every decision made has the potential to include or exclude learners, from the initial selection of materials and methods to the assessment of the participants' learning. Consider the following:

Training Design and Materials	Example	DEI Competency Supported
Consider participant language fluency, learning styles and abilities, physical/sensory and cognitive abilities, and lived experiences.	Consider different and alternative learning styles and abilities - auditory, verbal, visual, kinesthetic Provide access through accommodation Assess learning level of documents	DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.
Provide training materials in different languages and accessible formats, incorporating accommodation requests.	Include closed captioning and audio descriptions whenever possible.	

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	<p>Consider the color choices for marking pens to ensure readability and access for participants who have low vision or are partially sighted (high-contrast; black/white or blue/black/white, etc.).</p> <p>Use a clear and legible font large enough to be read easily from all parts of the room.</p> <p>Consider providing handouts electronically in addition to printed copies.</p> <p>Creating Accessible Documents</p> <p>Braille Translations Resource</p> <p>Ogden Resource Center 2310 East 13th Street Vancouver, WA 98661 Phone: 360-947-3344 Fax: 360-737-2120 Email: braille@wssb.wa.gov</p>	<p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Create curriculum that allows participants to learn and engage at their own pace.</p>	<p>Consider breaking the learning into “blocks” with adequate break times to permit participants time to process new information.</p> <p>Provide materials/visuals in advance or following the training so participants can</p>	

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	<p>review and reflect on the content according to their needs.</p> <p>Consider recording the training.</p> <p>Provide a list or links to additional resources so participants can deepen their learning.</p>	
When preparation is required, provide training materials in advance.	Links to supporting materials, reading materials, etc.	
Determine whether an interpreter is needed.	ASL, foreign language, limited English proficiency	
Consider how to deliver training in order to “lock” the learning – use the right delivery method to reinforce the learning.	<p>Select an appropriate combination of lecture, small group discussion, large group discussion, role play, working in pairs, individual work, writing, tactile/hands-on learning, and physical movement, etc.</p> <p>Consider blended learning as an option.</p>	
Do the visual materials (photos, videos, graphics, etc.) reflect diversity?		
Do examples appropriately and respectfully reflect different cultures?	Don’t portray stereotypes. For example, don’t use all Asian representation for an IT training.	
Vary your presentation materials to accommodate different learning styles and visual needs.	Use a combination of text, videos, presentations, charts, diagrams, pictures, games, color choices, clear and legible fonts, etc.	
Are the training materials relevant to the participants and do they support full understanding of the content? Modify	Consider including a glossary of terms.	

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the materials as needed based on the audience – relate the exercises to the work being done.	<p>Rephrase or describe difficult concepts to aid in participants’ understanding.</p> <p>Make sure your information and examples are relevant and current. Situations and the way they are perceived change over time.</p>	
Apply a DEI lens to all training components.	<p>Assess needs analysis, data analysis, and feedback through DEI lens. Are there differences that should be addressed?</p> <p>Provide for participant evaluations/feedback options in multiple ways – electronic, written, spoken, anonymous, etc.</p>	
Seek Review and Input from Stakeholders		
Solicit review of training materials (SME or peer review) prior to presenting the training to ensure they are free from bias, whether implicit or explicit.		<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p> <p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
Present the training to individuals who are aware of/in tune with DEI concepts to gain input/feedback.	Provide this document as a guide.	
Encourage participants to raise concerns and discuss alternatives should they identify potential bias in the training materials.	Accept feedback as a gift and thank the participant.	
Ask for feedback on the impact of the training.		
Encourage New Ideas and Fresh Perspectives		

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The training should reflect and encourage a diversity of thought and points of view.	Even when presenting “how-to” or process training, encourage exploring alternate ways to achieve the same goals. This may be especially useful when seeking to improve service delivery.	Self-Awareness and Commitment to Growth: State employees will engage in critical self-reflection and lifelong learning and growth.
Be open to learning from the participants and their experiences. Increasing the diversity of experiences that people hear brings valuable learning.	Encourage participants to share their experiences, as appropriate.	
Foster and facilitate open, transparent and authentic exchange of ideas, viewpoints and opinions especially with difficult or unpopular topics or viewpoints.	Trainer/facilitator should be skilled in managing difficult or conflicting viewpoints; redirecting, mediating, etc.	
Create an Inclusive Learning Environment		
Create a safe place for all to participate in/by establishing “ground rules” or “group norms” that include building psychological safety, brave space, real talk, etc. Include the participants in development of the group norms. Have an approach to effectively moderate participants who are especially vocal or speak over others.	Have an intervention plan if participants engage in non-inclusive behaviors, such as stereotyping or humor that targets others. When facilitating a training, avoid making any participant “the enemy.”	DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace. Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through
Disrupt oppression of groups typically marginalized. Be aware of the dominant culture in the room.	Call out oppressive, violent, verbal, and non-verbal behaviors and microaggressions when they are present.	

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	Support and encourage participants to speak up when they experience or identify non-inclusive/ disrespectful behaviors.	equitable, inclusive and respectful behavior.
Create an inclusive communication culture and environment. Be sensitive and aware of cross-cultural communication styles and dynamics.	Face participants when speaking so they can see your expressions and lips. Set up classroom for interpreters. Ask open-ended questions to generate discussion.	
Be diligent about creating a learning environment that supports individual learning needs.	Consider providing baskets with fidget toys at the center of tables for sensory processing. These often reduce anxiety and offer self-regulation for people with attention deficit hyperactivity disorder and autism. Brief participants who have low vision, are partially sighted, or are blind.	
Consider events and holy days important to all cultures and religions when scheduling training, as well.	Have a calendar that includes all religious events. Be intentional about seeking out this information.	
Plan for assigning tasks equally.	Assign note-taking or group lead activities regardless of gender or language abilities, and with personal preference in mind.	
Consider how you can make the training a welcoming place.	Plan for all participants' needs, such as personal space, time for prayer, or other culturally important behaviors.	

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	<p>Greet people at the door.</p> <p>Consider light refreshments or beverages.</p> <p>Consider playing soft instrumental music as people arrive.</p> <p>Provide pens, tissues and hand sanitizer.</p> <p>Provide sufficient personal space and comfortable seating.</p>	
<p>Assess the training environment and situations where environmental cues may be required in order to be inclusive of all people.</p>	<p>Use visual cues and prompts that may help people with hearing and speech difficulties and sounds/noises for people who have low vision, are partially sighted, or are blind.</p>	
<p>Allow participants to share their personal stories as they feel led, without pressure to speak for/represent a whole community.</p>	<p>Don't single out a participant and ask them to share their experience. Their stories are individual, and individuals within a community will have different stories.</p>	
Layout/Facility		
<p>Is the facility suitable?</p>	<p>Consider all accessibility needs, including parking, width of doorways, stairs/elevators, emergency procedures, variability of lighting levels; availability of nursing rooms; gender-affirming restrooms; distance between instructor and participants; distance between participants; sound/acoustics; distractions, etc.</p>	<p>DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.</p>

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	<p>Include information about the location of accessible parking with confirmation materials.</p> <p>Room setup should allow participants to see each other and be comfortable.</p> <p>Include microphones/sound system to facilitate clear communications.</p>	<p>Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.</p>
<p>Ensure check-in instructions and directions to training are available at the facility entrance.</p>	<p>Consider the accessibility of these materials. Provide a guide/attendant as appropriate.</p>	
<p>Develop and communicate a guide/plan for clear emergency evacuation instructions for participants with disabilities.</p>	<p>Instruct participants with mobility impairments where to wait for assistance in case of emergency.</p> <p>Identify the evacuation coordinator in advance and make sure they are aware of participant needs.</p>	
<p>Communicate accessibility options to participants in advance and invite requests for additional accommodations.</p> <p>Follow-up with notices to participants of any accommodations that will affect others.</p>	<p>Reaching out to understand people's needs early gives sufficient time to make necessary arrangements.</p> <p>Notify all participants of the need for a fragrance-free environment, food allergies, etc.</p>	
<p>Ensure facility does not have any derogatory, offensive, and/or non-inclusive messaging or displays.</p>	<p>Carefully consider nonpublic-entity facilities, such as religious/faith-based buildings and/or casinos.</p>	

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Consider virtual/remote participation options. Look into connectivity and Wi-Fi availability, and pre-test remote participation options to ensure the best experience for all participants.	Individuals with disabilities, such as chemical sensitivities or limited mobility, may be more comfortable with remote participation. Plan for microphones/sound system to facilitate clear communication.	
Look at Your Own Behavior and Biases		
Be aware of the concept of unconscious bias in yourself and others.	Include a checklist or tool that can be used by you and trainers, such as Strategies to Address Implicit Bias .	Self-Awareness and Commitment to Growth: State employees will engage in critical self-reflection and lifelong learning and growth.
Identify your personal triggers to help you consciously notice and shift your initial response.	Have a plan to give yourself time and space to respond appropriately. Have “back pocket” questions available to defuse tension, such as “How did that make you feel?” or “Why do you think that might be?”	DEI Knowledge, Understanding, and Commitment: State employees will know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.
When participants are unconsciously or consciously trying to discredit you, avoid getting into a power struggle. Ask for more information to deepen your knowledge of where they are coming from.	“Could you give me an example?” “Help me better understand why you feel that way.” “Tell me more about _____.” “I’m sensing that you are (insert emotion). What’s going on for you right now?”	Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through

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Facilitator behavior should model inclusion.	<p>Make sure the same participants aren't being called on each time and that you're giving equal talking time to all participants.</p> <p>Greet all participants equally.</p> <p>Learn each participant's preferred name and how to pronounce it properly.</p> <p>Encourage including preferred pronouns.</p> <p>Examine your language for slang, jargon, colloquialisms, microaggressions, abbreviations/acronyms, and jokes that may offend or not be easily understood by all.</p>	equitable, inclusive and respectful behavior.
Consider trainer/facilitator diversity.	Work to achieve a mix of facilitators who represent the customers/employees you serve and who bring different perspectives and experiences. Be aware of intentional or unintentional tokenism that could occur.	
Other Considerations		
Strive for long-term effectiveness of training.	Consider establishing communities of practice to encourage ongoing engagement.	Inclusive Excellence & Allyship: State employees will demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive and respectful behavior.