

Instructional Design Proposal:

Diversity, Equity, and Inclusion: An Interactive and Innovative Corporate Training Design Proposal

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ABSTRACT

Workplace inclusion transcends policy intervention; cultivating a genuine equitable and inclusive workplace requires conscious acknowledgment, commitment, and educational employee interventions so that they might grasp the significance of inclusivity and its overall impact on the workplace culture. While the responsibility rests on an organization to determine and implement a diversity, equity, and inclusion (DEI) policy and follow federal regulations, there also exists a need to educate leaders and employees who may not grasp or give credence to the complete depth of this topic and its broader implications. Through an interactive Computer Based Training (CBT), students who progress through our training will be presented with scenarios that might help them understand the nuances of unconscious biases and their impact on everyday interactions. This CBT will be useful for individuals working in various sectors, from corporate, educational, government and public sector, etc. DEI spans across diverse workplace environments, and its core principles are relevant to individuals at every level.

NEED

In an effort to engage an increasingly diverse public and consumers, many organizations have developed trainings and workshops designed to inform their staff on matters of diversity, equity, and inclusion (DEI). A greater number of companies have offered these trainings virtually, to reach their entire staff and to provide an asynchronous option for individuals to begin a private, reflective journey about their institution and their role within. These online forms of engagement are an important first step in understanding that, on a foundational basis, issues of marginalization, discrimination, and inequity belong to all of us – we all play a role in curtailing and contesting practices that debilitate and disenfranchise our colleagues. When complemented with face-to-face meaningful discussions in the workplace, where a plurality of viewpoints are being engaged and where one can truly foster the relationships necessary for empathy, these efforts can lead to the success of long-term equity and inclusion efforts.

At a nationwide, organizational level, the needle has moved dramatically in recent decades, and in many ways progressively. However, there are still many gaps that need to be filled in this area, and we still remain stratified; enduring, rooted patterns contribute to continued inequality, inequity, and marginalization. Now, more than ever, these existing patterns need to be addressed – the US Bureau of Labor Statistics estimates that 10.5 million people will enter the labor force

between 2016 and 2026, and the composition of these individuals will become older and more racially and ethnically diverse (Lacey et al., 2017). As our organizations become more diverse, we are prompted into having difficult yet important conversations about marginalization, implicit bias, and vulnerability; slowly, we begin to recognize that these conversations are imperative if we want to strive for excellence at an individual, organizational, and even national level. If this need isn't met, we risk further perpetuating the disparities that have persisted for generations, and

There will be several learning and teaching challenges in the development of our Computer-Based Training (CBT). The subject of 'workplace DEI' is a very broad topic, and covers many themes (i.e., leadership, identity and intersectionality, pay equity, cultural competency, microaggressions, implicit bias, etc.), groups (i.e., women, people of color, the LGBTQ+ community, the elderly, veterans, people with disabilities, etc.). All of these themes and the groups involved play an important role and are deserving of being addressed in our training, though we must be mindful of the challenge of the appropriate balance between content and breadth. Additionally, designing our CBT presents a unique challenge due to its intended wide-ranging audience encompassing individuals of various ages, job roles, and backgrounds. The training's universality may come as a challenge as we try to engage and resonate with an audience in which there is no demographic specifically aimed at. While we acknowledge that a single online training cannot comprehensively address the complexity of DEI issues, the primary need that we are attempting to satisfy through this CBT is to initiate awareness and reflection and to promote a foundation for further exploration. Given the sheer diversity of our audience for this training, our training will include content that addresses aspects of cultural sensitivity. Additionally, we will emphasize ethical considerations in order to promote constructive dialogue and understanding among participants from various backgrounds and perspectives. This training serves as an important initial step in fostering dialogue and reflection, with the intention of encouraging individuals to engage in long-term, face-to-face efforts toward equity and inclusion within their organizations and society as a whole..

TARGET AUDIENCE / USER PERSONAS

The target audience will consist of approximately a thousand employees for a fortune 500 company comprising two branches, pharmaceutical and consumer products. Offices are located throughout the United States. The minimum qualification for employees is a high school diploma or equivalent. However, most employees possess a college degree and have above average reading and visual literacy skills. Onboarding training at the company is done through CBT training. Therefore all employees will have at minimum, familiarity with computer use.

Employees vary in age range from 18 to 65 and are generally in good health. An unknown percentage of the employees may have a documented disability recognized by the ADA. Our target audience is ethnically and culturally diverse. They have varying lifestyles (ie. sexual orientations, gender identities and religion). They pursue a multitude of interests outside of the workplace. Our target population is concerned with having a productive workplace and achieving a balance between work commitments and personal life. Many are altruistic and have strong convictions tied to the company's mission and vision. Others are highly ambitious and motivated by economic incentives and status.

Much of our target audience is highly skilled in using computers and digital literacy as it is a major part of their daily work. Most have participated in some type of DEI training in the past within this organization or an outside source. However, DEI remains a topic that is not well defined by our target audience and at times provokes uncertainty in workplace interactions. The Pew Research Center issued their latest findings report in May of 2023. They found that employee attitudes towards DEI are varied and partisan. In addition, significant differences on the value placed towards DEI were reported between genders and ethnicity. This reinforces the need for continued development of DEI training.



PROFILE

Name : James Smith
Gender : Male
Age : 36
Address : 123 Palm St.,
Tampa Florida

DEI CONFIDENCE

Survey rankings on level of confidence in addressing DEI scenarios at work.

Diversity

Equity

Inclusion

BIOGRAPHY

James is a marketing manager. He comes from upstate New York and has been with the company for five years. Outside of work, he likes fishing, hanging out with friends and playing football. He is married and has one child.

MOTIVATIONS

He wants to continue to build on his success in the company and one day become Chief Marketing Officer. He prides himself on understanding his clients and delivering outstanding products.

FRUSTRATIONS

- Waisting Time on unnecessary meetings
- Mandatory trainings that he thinks don't pertain to him.
- Team members who don't contribute equally.

SKILLS:

Communication

Management

Public Speaking



PROFILE

Name : Nadia Amir
Gender : Female
Age : 28
Address : 123 Union St.,
Dallas, Texas

BIOGRAPHY

Nadia is a software engineer. She comes from California and just started six months ago. Outside of work, she likes to travel to India to see her extended family, hanging out with friends and cooking. She is single and has no children.

MOTIVATIONS

She just graduated from college and is focused on growing her career and building a network of people who could mentor her in this important moment in her life.

DEI CONFIDENCE

Survey rankings on level of confidence in addressing DEI scenarios at work.

Diversity

Equity

Inclusion

FRUSTRATIONS

- Not being listened to in meetings.
- Left out of the decision making process.
- Not having access to the latest technology.

SKILLS:

Communication

Management

Public Speaking

PERFORMANCE OBJECTIVES

This section outlines the proposed performance objectives that the training aims to address, along with an overview of the associated learning tasks. The objectives stated below are aimed towards altering behavior and improving performance in the workplace. The learning tasks outline the actionable steps that learners will take throughout the training in order to achieve the stated learning outcomes.

Learning Objective 1: Learners will demonstrate inclusive behaviors in their daily interactions with colleagues, including active listening, promoting diverse perspectives, and fostering an inclusive environment.

- Learning task 1: Scenario-based simulations where learners practice active listening, respond to diverse perspectives, and simulate inclusive interactions. Learners receive automated feedback via branching scenarios. The eLearning platform provides automatic feedback based on the choices learners make.

- Learning task 2: Reflections on their personal interactions and those of their colleagues, identifying moments of inclusivity and areas for improvement. Learners receive automated feedback.

Learning Objective 2: Learners will identify and critically evaluate potential instances of bias and exclusion in the workplace.

- Learning task 1: Review scenarios that highlight potential instances of bias and exclusion, asking learners to analyze these situations, identify the root causes, and select potential solutions. Multiple-choice questions or drag-and-drop tasks will be used. Learners receive automated feedback based on their choices.
- Learning task 2: Choose one scenario and rewrite an alternative version that showcases an inclusive approach, eliminating the bias or exclusion initially present. Learners will self-evaluate by comparing their responses with well-rewritten scenarios that highlight key elements in the model answer.
- Learning task 3: Evaluate the effectiveness of DEI policies for a sample company and identify strengths and improvements that could be made to these policies. Learners will self-evaluate by comparing their responses with well-rewritten policies that highlight key elements in the model answer.

Learning Objective 3: Learners will design action plans that champion diversity, equity, and inclusion within their respective teams or departments, driving forward a more inclusive workplace culture.

- Learning task 1: Conduct a case study of an organization that has effectively implemented DEI initiatives. Multiple-choice questions or drag-and-drop tasks will be used. Learners receive automated feedback based on their responses.
- Learning task 2: Develop an action plan that promotes inclusion within the learner's team or department. Learners will self-evaluate by comparing their response with well-developed action plans that highlight key elements of inclusivity. After revising their response, learners use a provided checklist to evaluate their plan.
- Learning task 3: Identify data points to assess the impact of their proposed action plan, enabling the learner to refine their strategies over time. Learners will self-evaluate by comparing their responses with well-developed action plans that include relevant data points.

COURSEWARE CONTENT

Across all objectives, there will be various content types such as video lectures to explain key concepts, readings consisting of relevant articles and research, knowledge checks to gauge understanding, interviews, and testimonials from DEI experts and employees, best practices guides summarizing key concepts, interactive exercises for engagement, role models and success stories for inspiration, and resources for further exploration.

Additionally, each learning objective will need specific courseware content to align with the learning activities. For example, Learning Objective 1 requires learners to participate in role-playing exercises. The courseware will include interactive simulations for practice and supplementary guidance documents on active listening techniques and fostering inclusivity. Learning Objective 2 requires case studies or scenarios highlighting workplace bias and exclusion and will include written or video-based cases and discussion prompts. Learning Objective 3 will offer examples of successful inclusion action plans from real-world organizations. Data collection templates and case studies of organizations that have effectively measured DEI initiatives will also be included.

TIME SCALE

This course will be available on-demand and will be self-paced. Each module will take approximately 15-20 minutes to complete or 60 minutes total. Resources will be available for those who want to continue their learning after the course.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES

The instructional activities within this course have been thoughtfully crafted to align with various learning theories and strategies, enhancing the overall learning experience. Role-playing exercises allow learners to engage in real-world scenarios, applying concepts through active participation. This approach aligns with constructivist learning theory, encouraging learners to construct their understanding through firsthand experiences and problem-solving. Additionally, these activities will draw from social learning theory, as learners can observe and model inclusive behaviors, fostering a sense of community and shared learning.

We will utilize case studies for the second learning objective centering on identifying and evaluating bias and exclusion. Case studies provide real-life scenarios that prompt critical analysis and problem-solving, closely aligned with problem-based learning theory. Additionally, rewriting scenarios with an alternate more inclusive version that aims to eliminate bias is encouraged by cognitivism, where learners engage in reorganizing information and taking an active role in learning, creating knowledge through application and storing it in memory.

Applying DEI strategies and rewriting bias and exclusive situations, learners are better equipped to assess and prevent bias and exclusion in the workplace.

The third learning objective will give learners an opportunity to develop action plans and engage in data collection and analysis, which aligns with adult learning theory by emphasizing the immediate application of knowledge. Additionally, the course will support experiential learning theory, allowing learners to learn through hands-on experiences and inquiry-based learning, encouraging data-driven decision-making.

Various content types such as video lectures, readings, and interactive exercises will be incorporated throughout the course, catering to different learning styles and preferences. These multimedia components align with cognitive learning theory by presenting information in various formats to accommodate diverse learning styles.

MATERIALS

Given the asynchronous nature of the course, instructors and learners will access all materials digitally. To create the content stated above, at least one license for an authoring tool, such as Articulate 360, will be needed. Additional tools will be required, including a license for Adobe Creative Suite for designing graphics and Camtasia for video editing. In some cases, there might be job aides or supplementary materials in various digital formats to enhance the learning experience. Apart from the online modules, the course will provide digital resources such as PDFs, e-Books, links to online resources (such as web pages and blog posts), and additional multimedia materials.

Learners will have digital access to all course materials and will not need additional tools or materials to complete this CBT. Course modules and additional materials will be available online through the Learning Management System used by the organization.

SETTING(S) OF DELIVERY OF COURSEWARE

The CBT will be offered on-demand via the company's Learning Management System. Since the course relies on digital learning, learners will require access to a computer or compatible device (this course will not be optimized for mobile), a stable internet connection, and digital access to the company's Learning Management System. This CBT does not contain live instructor-led instruction, enabling the learners to complete all course modules asynchronously.

To ensure that every learner has equitable access to the course platform and content, the course will meet WCAG accessibility standards. In addition, provisions for assistive technology can be made available upon request. This ensures that all learners have the necessary tools to engage with and complete coursework.

ASSESSMENTS

To successfully evaluate whether students have met the objectives of our CBT will depend on the type of skills students have learned; for example, if an objective is focused on "applying inclusive communication strategies," the assessment will require students to demonstrate their ability to do so rather than merely stating successful communication strategies. Prior to beginning the CBT, learners will participate in a self assessment of their current comfort level on the topic of DEI using a likert scale. Our first learning objective requires students to participate in role-playing exercises; students are introduced to interactive simulations where they must model inclusive behaviors such as active listening, promoting diverse perspectives, etc. These scenarios will not only measure their knowledge of these strategies but, more importantly, their capability to effectively employ them in realistic scenarios. Learners will be assessed through their performance within these simulations, though also through opportunities to reflect – at the end of the simulation, learners will be asked to write a short reflection on their personal interactions that highlight instances where they actively listened, promoted diverse perspectives, fostered inclusivity, and so on. In our training, we also utilize case studies and group discussions to measure how students respond when they're confronted with instances of bias and exclusion in the workplace. Students will be assessed on their ability to critically evaluate potential instances of bias and exclusion, their ability to construct a more inclusive approach, and their ability to analyze DEI policies and provide well-reasoned and practical suggestions for enhancing the policies. They will do this through structured discussions and written case analyses. In our final behavioral learning objective, which focuses on developing inclusion action plans, an assessment will center around students' ability to translate theoretical knowledge into practical strategies. This will be the largest and most comprehensive assessment of CBT, where students must employ the prior knowledge they've gleaned from previous modules. Students' action plans will be evaluated using a rubric or checklist based on clarity and comprehensiveness, alignment with DEI principles and best practices, feasibility, adaptability, and continuous improvement focus. Lastly, learners will revisit their initial self-assessment and reevaluate their comfort level on DEI principles to determine growth and continued areas of opportunity. This will be an instructor-facilitated assessment. As this CBT is taken by the individual alone, there will be no opportunity for peer assessment, and it up to the facilitator of the course to assess student work. However, students may be able to self-assess through reflections, where they look back on their interactions in the simulation and can make judgments

on their own performance.

APPENDIX

Appendix A: Tentative Task Assignments

Every team member will contribute to the design and creation of the courseware content, including flowcharts, storyboards, and additional resources. Each member will also help in developing formative and summative evaluation questions. In addition, gathering course content and collaborating with subject matter experts will be a group effort.

Team members will also independently contribute to the project based on their skill sets and preferences. Scarlet will lead the foundational stages of course development, focusing on needs analysis, planning training projects, identifying ideal settings and materials, and drafting performance objectives. Olivia will handle content creation, leveraging her writing skills, and will also manage media and video integration, aided by her basic programming knowledge. Leah will lead project planning, needs analysis, recommend the most effective instructional media tools, and oversee the selection of instructional media and materials. Valerie will spearhead user research, contribute to content writing, and fine-tune multimedia components with her editing skills.

REFERENCES

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