

Scarlet Melo

Olivia Schmidt

Valerie Fournand

Leah Fernandez

EDF6284

Module 2: Front-End Analysis

**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.

### ***A) Context***

The growing recognition of the importance of diversity, equity, and inclusion (DEI) in the workplace ushers our CBT to the forefront of importance for any organization looking to foster a more harmonious and diverse workplace, build an innovative culture, and encourage empathy and awareness. Our online, interactive training will function as a flexible, scalable, and accessible solution for organizations of all sizes and industries, regardless of their specific context or starting point. Our target audience encompasses organizations in different industries and employees at all levels; no one, and no domain,

is sheltered or immune to the effects of unconscious bias, prejudice, and inequity. Therefore, our training will be a comprehensive solution for those at all levels across industries, will be designed and written for a broad and diverse audience, and will be accessible to individuals with varying levels of prior knowledge on the subject. To reach the greatest audience and to offer the most accessible solution, a CBT will be required.

The initial method of data collection employed was a series of one-on-one interviews with those who've worked in professional settings; these interviews included a diverse pool of participants from various career levels, backgrounds, and age groups. Importantly, the interviewees were not unfamiliar, or randomly selected individuals; they were individuals within our network and organization, or known to us through professional connections. This approach allowed us to have candid and in-depth conversations with participants who were comfortable sharing their insights and experiences related to diversity, equity, and inclusion in the workplace. Of note, Valerie's participant 2 expresses skepticism about completely eliminating bias in the hiring process, highlighting a potential ongoing challenge.

The following section analyzes the results of those interviews, broken down by section:

**Definition of DEI:** Participants generally have a broad understanding of diversity, equity, and inclusion, and stated varying points about how they viewed DEI according to their experiences.

**Challenges of Diverse Work Environments:** Participants acknowledge communication challenges, potential misunderstandings, and the need for patience when working in diverse teams. They also recognize the benefits of diverse perspectives.

**Bias in Hiring:** Participants are aware of the need to address bias in the hiring process. Methods mentioned include diverse interview panels, reviewing job postings, blind resume reviews, and structured interviews.

**Accommodations:** The process for making accommodations is often based on individual needs and differs by organization.

**DEI Goals:** Companies have different DEI goals.

**Diversity in Leadership:** Some participants note a lack of diversity in leadership roles, while others mention efforts to increase diversity at all levels.

**Accountability:** Companies have various accountability mechanisms, including training, tracking metrics, and annual reporting on DEI progress.

**Professional Engagement:** Participants have engaged in DEI initiatives through workshops, training, and involvement in committees or resource groups.

### ***B) Assess the Target Audience (learner)***

For the purposes of this needs analysis, the audience is a software company with about 1000 employees.

Cognitive characteristics	<p><b>Aptitude:</b> Varies among employees.</p> <p><b>Reading Levels:</b> Employees are all literate, with a minimum of a high school diploma or GED.</p> <p><b>Specific prior knowledge:</b> Diversity and inclusion concepts vary throughout.</p>
Physiological characteristics	<p><b>Health:</b> Generally in good health.</p> <p><b>Age:</b> Diverse age groups, ranging from 20s to 60s.</p> <p><b>Gender:</b> Mixed.</p> <p><b>Disability:</b> Varied, including neurodivergence and physical disabilities.</p>
Affective characteristics	<p><b>Interests:</b> Diverse interests, not necessarily focused on diversity and inclusion.</p> <p><b>Motivation:</b> Varies—some may be motivated to learn, while others may not see its immediate relevance.</p> <p><b>Anxiety:</b> Some may feel anxious about discussing</p>

	sensitive topics. <b>Attitude toward learning:</b> Varies, from positive to indifferent.
Social characteristics	<b>Racial/Ethnic:</b> Diverse workforce. <b>Relations to Peers:</b> Varied social dynamics. <b>Feelings toward authority:</b> Mixed attitudes towards company policies.

***C) What are the design implications of the assessment of the target audience?***

- All learners are technology literate and have experience using a computer. Therefore, the training can be fully computer-based.
- 10% of learners reported a physical or neurological disability; therefore, accessible technology will be used.
- Most learners (70%) are unaware of inclusion best practices; the course should include basic terminology to address the needs of learners who are unfamiliar with the topic.
- For DEI training to be effective, the training must move the learner from acquisition of understanding to application in real world settings. Effective techniques include case study reviews, and simulations.
- The goal of this training is for employees of varying levels to apply their new found understanding of DEI to their workplace, therefore a branched learning approach may be necessary.
- Assessment of content needs to take into consideration the daily work context of the employee. This could include small knowledge checks throughout and a culminating activity in which the learner creates a plan of action or maps out steps they will take to apply DEI concepts into their workplace.

## ***D) Conduct a Goal/ Task Analysis***

Target Behavior: Create an inclusive workplace culture and promote diversity and equity awareness

### **I.Task: Understand Inclusion and Diversity**

1. Subtask: Define diversity, equity, and inclusion concepts.
2. Subtask: Understand the benefits of diversity in the workplace.
3. Subtask: Recognize the barriers to inclusion.

### **ii. Task: Identify Unconscious Bias**

1. Subtask: Learn what unconscious bias is.
2. Subtask: Identify common biases.
3. Subtask: Understand the impact of biases on decision-making.

### **iii. Task: Promote Inclusive Behavior**

1. Subtask: Learn about microaggressions and their harmful effects.
2. Subtask: Understand the role of allyship and advocacy.
3. Subtask: Encourage colleagues from different backgrounds to share their perspectives.
4. Subtask: Actively participate in or support initiatives that promote inclusivity in the workplace.

### **iv. Task: Create Inclusive Policies**

1. Subtask: Learn how to review and revise company policies to ensure inclusivity.
2. Subtask: Understand legal requirements related to diversity, equity, and inclusion.
3. Subtask: Develop an action plan for implementing inclusive policies.

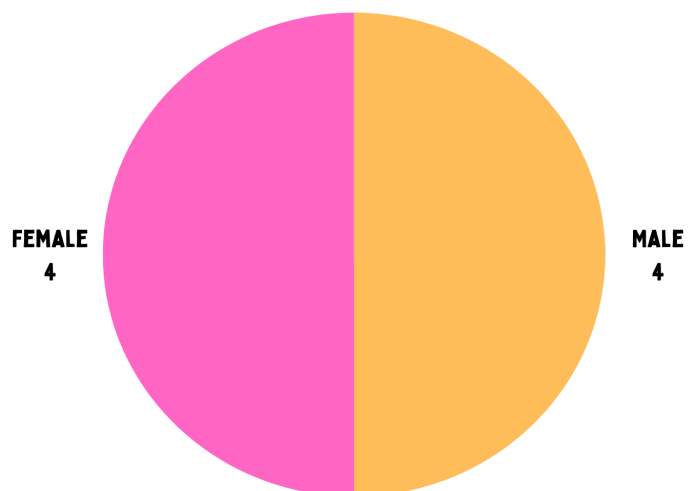
### **v. Task: Evaluate Progress**

1. Subtask: Establish metrics for measuring inclusion efforts.
2. Subtask: Monitor progress and identify areas for improvement.
3. Subtask: Develop strategies for ongoing commitment to inclusion.

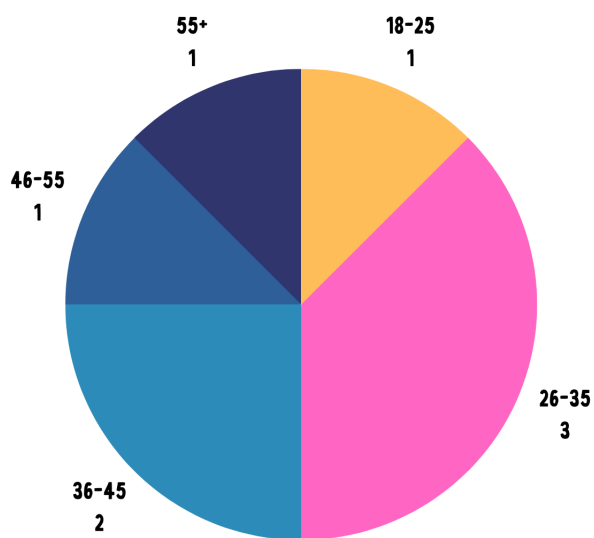
**Appendix A: DEI Survey Results**

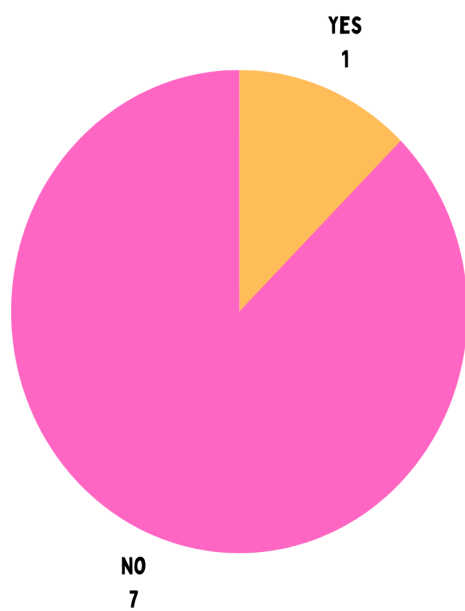
<b>Participant</b>	<b>Gender</b>	<b>Age</b>	<b>Physical Disability</b>	<b>Had DEI Training Before</b>
P1	Male	26-35	No	No
P2	Female	36-45	No	Yes
P3	Female	18-25	Yes	Yes
P4	Male	46-55	No	Yes
P5	Female	26-35	No	Yes
P6	Male	36-45	No	Yes
P7	Female	55+	No	Yes
P8	Male	26-35	No	Yes

## Gender



## Age



**Disability****Training**