



# **DIVERSITY, EQUITY, & INCLUSION DESIGN PLAN**

**LINK-LEARNING  
ALPHA & BETA  
LEARNING DESIGN PLAN**

# Link-Learning Design Document Job Aid

## Overview

This job aid provides an overview of the learning design model that I use in creating a lesson design plan. The purpose of this job aid is present an overview of how I think about the learning design process. In this job aid, I have annotated different aspects of my thinking about the design process. I also provide insights into what I value as the most relevant parts of the learning plan structure.

## Learning Objectives

After reading through this document, you should be able to:

1. Describe the learning design process
2. Employ best practices in terms of creating your own learning design documents
3. Differentiate among the Alpha, Beta, and Pilot learning design documents
4. Blueprint future learning design plans to consider accessibility
5. Assess the best structure that will work for you and your organizations

## Pre-Reflection Question

1. What type of design document do you currently adhere to?
2. Does your current learning design document meet DEI standards?
3. How are you currently considering the cultural aspects of training?

## Lessons

1. Lesson 1: Alpha Lesson Design Plan
2. Lesson 2: Beta Lesson Design Plan
3. Lesson 3: Pilot Design

## Post-Reflection Takeaways

## Alpha Lesson Design Plan

- I. Title, Introduction & Learning Objectives
  - a. Pre-Assessment
- II. Lesson 1: What are the important terms?
  - i. Topic 1: Diversity, Equity, Inclusion, etc.
  - ii. Topic 2: Correctly using the terms
  - iii. Topic 3: Why these terms are important
- III. Lesson 2: Disabilities are a form of diversity
  - i. Topic 1: Disability fits into the diversity category
  - ii. Topic 2: Potential benefits of being inclusive
  - iii. Topic 3: Repercussions for not being inclusive
- IV. Lesson 3: What is inclusive language?
  - i. Topic 1: Know what inclusive language is
  - ii. Topic 2: Describe equitable treatment
  - iii. Topic 3: Inclusive language versus microaggressions
  - iv. Topic 4: Processes for reporting non-inclusive language
  - v. Topic 5: Self-correcting non-inclusive language
- V. Lesson 4: What does accessibility look like at your organization?
  - a. Topic 1: Define Accessibility
  - b. Topic 2: Accessibility at your organization
  - c. Topic 3: Strategies for Accessibility in everyday practice
  - d. Topic 4: Review the Accessibility checklist
- VI. Lesson 5: What are laws and your organization's commitments?
  - i. Topic 1: Review ways that your organization is an Equal Opportunity Employer
  - ii. Topic 2: Know how your organization values DEI in the workplace
  - iii. Topic 3: Review DEI laws
  - iv. Topic 4: Review your organization's policies
  - v. Topic 5: Review your organization's Global Employee Handbook
- VII. Lesson 6: How can new or existing employees with disabilities advocate for themselves at work and seek accommodations?
  - i. Topic 1: Review your organization's processes and stages for inclusivity
  - ii. Topic 2: What is advocacy?
  - iii. Topic 3: What is the process for requesting accommodations
  - iv. Topic 4: How can employees advocate for themselves?
  - v. Topic 5: What business needs are driving this initiative?

**Commented [SL1]:** When I first start considering what I am going to design, I start by researching as much information as I can on the topic. In this particular case, I know a lot about this topic. I have been the SME for 80 to 90 percent of the courses that I design. Many times, I am selected as a Learning Experience Designer because of my personal knowledge on a topic. I find that by having a structure to work with, feedback is easier to give and receive. I want to find out what experts are writing about this topic. I also want to know what end-goals are, in order to map the objectives with the outcome. I only assess on what I have taught the learner.

**Commented [SL2]:** Every lesson, regardless of how much I know, begins with a knowable structure. I can apply this structure to every topic, and then the learner is able to know what to expect. I would say this is paramount in designing courses for DEI, and especially for learners with invisible disabilities. The structure is particularly important for those of us who are neurodiverse. I am neurodiverse, ...

**Commented [SL3]:** I begin with a glossary in the lesson designing process. I have found that when I learn the vocabulary of a discipline, then I can create a conceptual connection between prior knowledge and schema on my way to constructing new knowledge. I map the terms into a self-designed system. I am fascinated by language. I have ...

**Commented [SL4]:** I structure the lesson design document like I am writing a book. Typically, I begin the course with an overview of the topic. I think of 8 topics that make sense. The first topic begins with an overview or glossary of terms. The last topic is focused on a capstone or key takeaways. I also consider where I want to take the ...

**Commented [SL5]:** I knew that I wanted to focus on inclusive language and equity. I think I want to expand on this topic in the next iteration but I wanted to get feedback from a SME to more fully align the lesson design with corporate objectives.

**Commented [SL6]:** Accessibility is an important part of the learning and design process to ensure that everyone understands. Twenty-six percent of the population has a disability, which includes 61 million adults. Many of these disabilities are invisible, which means that coworkers and managers cannot see them.

**Commented [SL7]:** I recommend always referring to laws or policies in lessons you are designing. For sensitive subjects, I think it is important to request legal advice from a corporate lawyer. I will say this lesson plan does not constitute legal or diagnostic advice.

**Commented [SL8]:** I wanted to focus on advocacy rather than accommodations. Advocacy is a social condition. A request for accommodations typically involves Human Resources and even the legal department. My advice to organizations is to create an environment that is naturally accommodating and inclusive.

- VIII. Lesson 7: Let's apply DEI to your role
  - i. Topic 1: Alignment with your organization's guiding values
  - ii. Topic 2: How do you measure success?
  - iii. Topic 3: What are managers' responsibilities?
  - iv. Topic 4: Explore ways that your organization holds managers accountable for in complying with Disability & Discrimination laws
  - v. Topic 5: Explore how your organization holds managers accountable for modeling the inclusive behaviors with their reports
  
- IX. Lesson 8: What is a DEI toolkit?
  - i. Topic 1: What should be in your employees' DEI and accessibility toolkit?
  - ii. Topic 2: Additional resources
  - iii. Topic 3: Key dates such as Disability Pride Month, Autism Awareness Month
  - iv. Topic 4: Ongoing measurement strategies
  
- X. Wrap-up
- XI. Knowledge Check
- XII. Key Takeaways
- XIII. Survey

**Commented [SL9]:** My goal in Lesson 7 is to bring the topic back to relevance for the learner and their role. Learners need a reminder of why they are taking the training and to hone in how the training applies to their role.

**Commented [SL10]:** This topic speaks to ways that the course should enable learners to connect to resources and create an action plan or a resource toolkit.

**Commented [SL11]:** These next items should be included in every lesson design.

## Beta Lesson Design Plan

**Course Title: Understanding Disability through the DEI Perspective**

### I. Introduction

### II. Learning Objectives

Upon completion of this course, you will be able to:

- a. Identify, describe, and use key terms related to Diversity, Equity, and Inclusion (DEI) to fully understand disabilities
- b. Recognize and contrast inclusive language and behaviors with non-inclusive biases and ableism to ensure your organization is inclusive for all
- c. Review and describe your organization's global approach to policies and laws to facilitate the self-identification process and ensure inclusion for all your organization employees in the U.S. and globally
- d. Navigate the self-identification and accommodations process for informing managers about disabilities
- e. Align with your organization's Competency Matrix and values to develop a personal inclusion plan

### III. Pre-Assessment

### IV. Pre-Reflection Journal

#### Part 1: Understanding disabilities

- a. Brief overview of topic

### V. Lesson 1: What is a disability?

- a. Introduction to topic
- b. Supporting information
  - i. Types of disabilities
  - ii. Terms related to DEI and disabilities
  - iii. Neurodiversity examples
  - iv. Self-identification process
- c. Topic summary and transition

### VI. Lesson 2: Disabilities as a form diversity

- a. Introduction to topic
- b. Supporting information
  - i. Diversity
  - ii. Mental health disorders and neurodiversity
- c. Topic summary and transition

**Commented [SL12]:** At this point, I have started to categorize the design plan. I sought feedback on the initial plan from stakeholders or the SME. I incorporated the feedback from the first learning plan.

**Commented [SL13]:** I would normally recommend between five to seven objectives depending on the targeted behavior modification or organizational goals. Every objective should align with the selected lesson topics, and the assessment should align with the objectives.

**Commented [SL14]:** I typically recommend a preliminary pre-assessment to activate the learner's previous knowledge (schema) prior to new learning.

**Commented [SL15]:** This topic is part of a series. I am already thinking about how to create a spiral curriculum. In a scope and sequence lesson, this would be one course that addresses a specific topic. For example, if your organization is rolling out a new policy, then this would be one topic. In this lesson, I want to focus on creating a spiral curriculum. one in which there is an iterative revisiting of topics, subjects, or themes throughout the course. My goal is to have the courses build on one another while creating a common touchpoint in each course.

I also want to create an off-line activity. This could be optional depending on the type of learning.

**Commented [SL16]:** After reviewing the feedback and having a deeper understanding of what the organization needed, I clustered each of these topics into relevant parts. Then I categorized each lesson into the relevant part.

**Commented [SL17]:** Again, the structure maintains the same design pattern.

The pattern is:  
 1.Lesson title  
 a.Topic intro  
 b.Supporting info  
 i.Topic 1  
 ii.Topic 2  
 iii.Topic 3  
 c.Topic summary  
 d.Transition

## Part 2: Inclusion and accessibility for all employees with disabilities

- a. Brief overview of topic

### VII. Lesson 3: What is inclusion and equal access?

- a. Introduction to topic
- b. Supporting information
  - i. Inclusive language
  - ii. Equitable contrasted with equal
  - iii. No tolerance policy
  - iv. Self-awareness, self-monitoring, and self-correcting
- c. Topic summary and transition

### VIII. Lesson 4: Benefits of inclusion for employees with disabilities

- a. Introduction to topic
- b. Supporting information
  - i. Ensures higher job satisfaction
  - ii. Decreases turnover
  - iii. Increases employee productivity
  - iv. Increases employee morale
  - v. Diversified workforce
  - vi. Improves creativity and innovation
  - vii. Improves problem-solving through lens diversity
- c. Topic summary and transition

### IX. Lesson 5: Accessibility at your organization

- a. Introduction to topic
- b. Supporting information
  - i. Define Accessibility - Accessibility can be viewed as the "ability to access" and benefit from some system or entity.
  - ii. Accommodations are provided when necessary to provide equitable access to employees who need them in order to perform their jobs successfully.
  - iii. Strategies for applying Accessibility in everyday practice
  - iv. Aligns with Competency Matrix
  - v. Review the Accessibility Checklist
- c. Topic summary and transition

**Commented [SL18]:** Reading through the remainder of this design plan, consider how you would write this differently.

Ask yourself:

- a. Do the topics seem correct?
- b. What else should be added?
- c. What would you do differently?
- d. How would you use a similar plan?

**Part 3: Disclosures, advocacy, and accommodations**

- a. Brief overview of topic

**X. Lesson 6: Laws, policies, and your organization's commitments**

- a. Introduction to topic
- b. Supporting information
  - i. Review your organization as an EEO Employer
  - ii. Your organization values DEI in the workplace - Diversity, equity and inclusion are core to Your Organization's culture. We're committed to building a workplace where all people, regardless of race, color, ancestry, religion, sex, national origin, sexual orientation, age, citizenship, marital status, disability, gender identity or Veteran status, can come, stay and thrive. We know that diverse and inclusive teams build more creative and innovative solutions that strengthen our business and reinforce our values.
  - iii. Review DEI laws
  - iv. Review your organization's Global Employee Handbook
- c. Topic summary and transition

**XI. Lesson 7: Employees self-identification, advocacy, and accommodations**

- a. Introduction to topic
- b. Supporting information
  - i. Requesting accommodations
  - ii. Self-identification process
  - iii. Advocating for self and others
- c. Topic summary and transition

**XII. Lesson 8: Manager's responsibilities**

- a. Introduction to topic
- b. Supporting information
  - i. Explore Your Organization's Managers expectations.
  - ii. Know how to support employees when they disclose a disability or mental health condition.
  - iii. Help Employees navigate the accommodation process by connecting them with their HRBP.
  - iv. Be mindful of situations in which an accommodation may need to change.
  - v. Protect the privacy and confidentiality of a person's disclosed disabilities.
  - vi. Prepare for an employee's leave and return to work transition when necessary
- c. Topic summary and transition

**XIII. Lesson 9: Employees' DEI Toolkit**

- a. Introduction to topic
- b. Supporting information
  - i. Ensure that Employees comfortably can use DEI language
  - ii. Ensure all Employees see disabilities as a form of inclusion
  - iii. Navigate Your Organization's strategies for advocacy and accommodations
  - iv. Know where to find resources regarding DEI, accommodations, and accessibility
  - v. Ongoing strategies for self-assessment
- c. Topic summary and transition

Knowledge check

Key takeaways

Survey