



Objective: Provide and participate in ongoing staff and faculty training.

Ongoing training is important in any workplace. As the responsibilities, duties, and tasks of people grow and change, they too must learn and grow. Workplace learning takes place informally as well as formally, and it is important to maximize those opportunities. It is increasingly important to understand how employees regulate their learning in the workplace (Bateman & Barry, 2012; Lord et al., 2010; Sitzmann & Ely, 2011). Effective workplace training provides opportunities for personal growth and meets employee's learning needs. There is a strong positive relationship between job training satisfaction and overall job satisfaction (Hatcher, 1999; Lowry et al., 2002; Traut et al., 2000; Schmidt, 2007). Thus, it is essential to become familiar with the needs and priorities of all stakeholders before planning trainings. Training efforts should also ensure ongoing, relevant, and meaningful professional development.

This Toolkit calls for organizations to be intentional in creating inclusive spaces for trainings that focus on healthy conversation and discourse. Specifically, it calls for a move beyond being passive recipients of training to taking action. Experiential learning, empowerment, leadership, and topics related to diversity and culture should be infused throughout trainings.

Strategies:

1. Address behavior, attitudes, power and privilege in cross-cultural trainings. Trainings must move beyond understanding the cultural differences, beyond awareness, and challenge deep-rooted beliefs of traditional society. Assess what skills are needed to better work across cultures and integrate training into the work environment. Provide opportunities for practice. Engage people from different backgrounds and initiate discussions that allow individuals to voice what they are learning and what they are struggling with. Co-teach/facilitate with people from under-represented backgrounds.
2. Partner with and reimburse experts to provide training on diversity, inclusion, cultural and linguistic competence, and resiliencies and disparities. The experts may be people within a particular community who know its strengths and resiliencies.
3. Identify leadership development and continuing education opportunities that cultivate skills in diversity, inclusion, and cultural and linguistic competence.
4. Model an organizational structure that values different perspectives and participation by all regardless of cultural identity.
5. Participate in communities of practice and other forums where organizations come together to share experiences implementing initiatives related to diversity, inclusion, and cultural and linguistic competence.

6. Foster an environment that supports full participation in ongoing training. Be strategic when scheduling and limit conflicting meetings or assignments.
7. Reach out to interpreter service companies to request training as well as interpretation. If they also provide trainings, utilizing their training expertise may help strengthen relationships.
8. Share organizational mission and values related to diversity, inclusion, and cultural and linguistic competence with all invited presenters for trainings, meetings and conferences. Request they share their mission and values as well and engage in discussion on how these missions and values will be upheld in the session.
9. Provide opportunities for faculty and staff to identify and visit Centers/Programs, programs, and other organizations that are making great strides in their diversity, inclusion, and cultural and linguistic competence and inclusion initiatives.
10. Provide training to staff, faculty, trainees, and volunteers on cultural competency, diversity, and inclusion access rights in the form of clinical and other mentoring opportunities with community-based organizations, international, refugee, immigrant, LGBTQ, disability, faith-based, and other communities.
11. Engage diverse groups to serve as the experts. Support participants or recipients of services to take on a more active role in designing trainings, services, and materials.
12. Infuse cultural topics in training for faculty and staff across all disciplines.
13. Train UCEDD/LEND staff, faculty, and trainees to serve as cultural brokers in the context of disability as understood by the UCEDD/LEND.
14. Develop and implement training curricula that can be adapted to each population being served.