Inspire, Hire, Train, Retain (IHTR)

Facilitator's Guide

Preparing healthcare people-leaders to hire, engage and retain employees with disabilities

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Audience

This guide is for those delivering the Inspire, Hire, Train, Retain Training-in-a-Box (IHTR Training) to their organization.

Purpose

This guide provides an overview of the IHTR Training and things to consider before, during, and after the delivery of the training.

The purpose of this guide is to support individuals delivering the IHTR Training to their organization in a way that works for their context.

Background information

The IHTR Training consists of a slide deck and 3 handouts for learners[1]. There is an option evaluation provided as well. There are a number of tools and resources outlined. It will take you approximately 3 hours to deliver the training. The training can be delivered in one 3-hour session, or multiple shorter sessions. It can be delivered in-person or virtually. The number of participants in a session will depend on the comfort and availability of facilitators to support meaningful discussion and growth.

With each slide you will find Speaker's Notes. You can use these notes to guide your talking points. We recommend that you review the Speaker's Notes beforehand, and adjust them to align with your organization's values, strategic plans, and branding. For example, you may want to include information on existing organizational policies that align with the content presented and how learners can access them. You may also wish to align the content with internal examples of what your organization is already doing to help learners relate to the material. Finally, you may want to adjust the language to match that of your organization (e.g., "Human Resources" vs. "People and Culture") and add your own logos.

To deliver the training you need:

- IHTR Training slide deck
- Computer
- Projector A/V Connectors
- Learner handouts

For information and resources

Visit https://hollandbloorview.ca/IHTR

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[1]   The term "learners" is used throughout this guide to represent those attending the IHTR Training.

Getting ready

Things to consider

As you get ready to deliver the training, think about:

- Initiatives happening internally within your organization
- External factors that may be affecting your organization
- Contextual issues that might be sensitive to people in your organization

What needs to be adapted to your organization's context?

Take a look at the slides and Speaker's Notes. Wherever possible, connect the content in the training back to your organization's strategic priorities, mission/vision/framework, or leadership priorities. Think about how you can help the material presented feel authentic and meaningful in your organization.

Consider where there may be questions and comments from learners. Think about what those questions or comments might be, and how you might use what you learned in the training to answer them. You may also wish to have a plan for where to direct people if there are questions that you do not yet have the answer.

Slides with a star symbol (✦) indicate where you can modify the content. For example, adding your organization's logo (title slide) or sharing a message from your organizational leader.

Does the whole training have to be delivered as-is?

The training was designed to cover the employment lifecycle, from job creation and posting to performance management and termination. If there are areas that are more relevant to your organization, you may highlight those. Additionally, if you already have training that covers our information on a specific section (e.g., if you have an inclusive hiring resource in your organization), you may choose to replace our information with yours or not include this section. The information is meant to be adaptable to your situation.

Who should the training be delivered to?

Consider who in your organization is involved in the hiring, training, and retention of staff. In this training, we refer to this group as people-leaders. This may include individuals who manage and hire employees, those in charge of training and performance management, and teams that guide the organizational vision for staff. Examples include:

- Human Resources
- Equity, Diversity, and Inclusion teams
- Occupational health and safety
- Disability management teams
- Organizational development and learning

Your organization may also wish to consider which teams have frequent vacancies or those that have high turn-over by design (e.g., volunteer resources, student services).

How should you deliver it (e.g., virtually, in-person)?

Consider whether learners are more likely to be onsite or remote. The material was designed to be deliverable in-person and also virtually.

What support might you need to deliver the training in your organization?

Different types of support such as leadership buy-in, information technology support, and administrative support may help you in delivering the training in your organization.

When is a good time to deliver the training?

The time of year will depend on many factors. You may wish to avoid busy times of year for the people-leaders that you are hoping to engage as learners (e.g., end of fiscal year; winter holidays). Consider if there is a time of year when there are high levels of hiring or performance reviews. Delivering the IHTR Training around this time will help keep the information fresh in your people-leaders' minds. You may also consider adding the IHTR Training into an existing rotation of training so that it is easy to schedule and will be on their radar.

What other advice can be helpful?

Through our 20+ pilot sessions, we realized the importance of:

- Providing examples that are relevant to the organization
- Allowing time for learners to reflect
- Asking learners before the training what will help them connect to the information, and then modify the content as needed
- If in-person: having tools to help, such as paper and pencils, and fidget items
- If virtual: using different platforms for contributing, such as chat features, polls, and breakout rooms

During the training

IHTR training outline

The suggested training format is one 3-hour session. However, if preferred, the training could also be delivered as two 90-minute sessions, or three 1-hour sessions. Below is an example of a session outline. The sessions can be changed based on learner and organizational needs.

Table 1. Session outline for one 3-hour session

⏱ Timing	Section
40 min	Inspiring Knowledge: Introduction & Setting the Stage
40 min	Hire
15 min	Break
30 min	Train
30 min	Retain
20 min	Inspiring Action: Personal action step & Resources + Evaluation

*Times may not add up to 3 hours. You may wish to adjust timing for each section to fit your organization's needs. You may wish to adjust break times and length.

Presentation tips

- Be adaptable and flexible. If your learners need more time on specific topics, adjust your timing.
- Notice who in the room is speaking and who you have not heard from yet. Invite those who have not participated to share their reflections either verbally or written.
- Keep the learning objectives in mind, and redirect the conversation towards them if it goes off topic.
- Be prepared to walk learners through examples to bridge their knowledge between policies and theories to real life examples.
- Be comfortable with silence, give learners time to think and reflect once you ask questions.
- You may not consider yourself a subject matter expert in this area, and you may not know all of the answers to questions that may come up, and that's okay! Your role is to share the information and direct others to the resources and departments that hold this expertise.

Accessibility & inclusivity

A few quick tips for creating an accessible and inclusive environment:

- Use captions on any speaking and videos where available
- Offer information visually and verbally
- Allow time for questions
- Make sure that any acronyms and jargon you use are explained during the presentation
- If in person, use a space that has room for attendees and automatic doors

- Avoid using ableist language (e.g., use "lead you through" instead of "walk you through" and "turn your sound on" instead of "come off mute")
- At the beginning of the session, describe yourself to the participants so that they may understand who is presenting the information (e.g., Caucasian female with brown hair and glasses)

Facilitation tips

Seko et al. (2022) offer their solution-focused facilitation tips to help reframe discussions, support active learner engagement, and help learners take ownership of the materials. Below are four potential challenge areas, and facilitation techniques to help address them (Table 2).

Table 2. Solution-focused facilitation tips

Potential challenges	Facilitation techniques
When learners dominate the dialogue	• Ask other members to share their different perspectives • Reframe the example(s) to fit with different contexts that might apply to different learners in the group • Ask "What else?" to the group
When learners are quiet or shy	• Actively seek out their thoughts by referring to their professions or personal interests (pay attention to participants' roles during introductions) • Restate and amplify points made by quiet learners
When the discussion goes off track	• Remind learners of the learning objectives • Restate the original discussion question • Restate and reframe learners' comments in the context of the learning objectives, or frame questions that tie answers/anecdotes back to the original discussion question
When the discussion goes into a negative spiral (e.g., "problem talk")	• Reframe problems to solutions (e.g., "If it works well, what difference will you notice?") • Find exceptions (e.g., "Which parts of your role are less stressful for you?" "What worked well despite all of the challenges?" "Think of a time that you were able to move forward in light of a challenge like X, what helped you to do that?") • Highlight resources (e.g., "What did you learn from your experience?" "How would you find more information on X to help you move forward?")

After delivery

Evaluation

After delivering the presentation, we recommend conducting an evaluation of the session and learning. We have provided the template for an electronic survey that takes approximately 5 minutes for each learner to complete independently. It is available on the website. You can add this to any platform you normally use, or use paper-and-pencil forms if preferred. We recommend including time for evaluation during the session to increase the likelihood of completion.

Surveys like the one included provide information that is important to understanding the goals, intentions, and needs of learners within your organization. This information, in turn, can help organizations to understand where their overall strengths lie and where they may need to put more resources.

Information gathered through the survey can be useful for a number of purposes. Results can indicate what works well for your organizations' people-leaders, and how to refine the IHTR Training to best meet your organizations' needs. The information can also be used to identify important individual, team, and organizational steps towards disability inclusive employment environments.

Things to consider

Who can learners contact after the training if they have any questions?

Indicate who learners can contact after the training with any questions. It may help to identify different individuals depending on the type of question they may have (e.g., representatives from Human Resources and Equity, Diversity and Inclusion [EDI]).

Does the training need to be delivered to anyone else at the organization?

Consider who was and was not in the room when the training was delivered. If there were key voices or groups missing, the training may need to be delivered again.

How will the training be evaluated?

- **How will you know that the learners are using the tools and resources shared?**
- **How will you know that the training is making a difference in your organization?**

After you have delivered the IHTR Training, it is important to know if the training is doing what it intended to do. Brief check-in meetings with learners may be helpful. You can use the time to identify and discuss barriers they are experiencing and assess whether they are using the tools and resources, and if so, which ones.

Measurements and metrics, such as number of hiring interviews conducted requiring accommodations or number of employees who disclose disabilities, may be helpful to measure over time. Capturing this information will likely reflect an overall shift in the organizational culture that can start with a training like this one.

How will you ensure that the training has sustainable impact/longevity in your organization in the event of staff turnover and role changes?

When staff turnover or role changes occur, it can be easy for the learned knowledge to leave with the person who was trained. Using organizational documents to record training may improve sustainability. Refer to resources (including the IHTR Training) in handover documents, role descriptions, and policy.

See the IHTR Training Implementation Guide for more information to help you address this.

For information and resources, visit: https://hollandbloorview.ca/IHTR

For additional questions on the development of this guide and the IHTR Training, please contact Laura Bowman at lbowman@hollandbloorview.ca

Appendix A: Template electronic message

NOTE: Customize text in accordance with your organization where text is GREEN.

Inspire, Hire, Train, Retain (IHTR): Preparing healthcare people-leaders to hire, engage, and retain employees with disabilities

Training for Leaders: [DATE]

You are invited to participate in [ORGANIZATION NAME] Inspire, Hire, Train, Retain disability-inclusive employment session.

What: This is an exciting training opportunity to build knowledge and amplify your understanding of disability inclusion across the working lifecycle. The training teaches about how we can apply best disability-inclusion practices in our own teams from before we hire through to performance management and career growth.

You will walk away with:

- Knowledge about disability-inclusive employment practices that you can apply to your team immediately
- Confidence to understand and implement new strategies
- Resources to guide your practices moving forward
- Tangible next steps to support your disability-inclusion journey

When: Delivered [ON-SITE/VIRTUAL] on [DATE] at [TIME] in [LOCATION/WEB ADDRESS].

How: You can attend by accepting this invitation/signing up via email. Spots are first-come-first-serve. We anticipate that there will be other opportunities to attend in the future if you cannot make this time.

We look forward to your participation!

Sincerely,

NAME

On behalf of the [LEADERSHIP/HR/P&C/EDI/etc.] team

References

Seko, Y., Oh, A., Goberdhan, K., Bowman, L., Hubley, D., Khazanchi, P., Vermeulen, N., & Curran, C. J. (2022). *Transitions Theatre: An Arts-Informed Interprofessional Education Workshop. MedEdPORTAL : the journal of teaching and learning resources*, *18*, 11254. https://doi.org/10.15766/mep_2374-8265.11254