Embedding role-based accessibility skills in businesses

Christine Hemphill
Open Inclusion
UK

Training Accessible ICTs

Friday 23rd February 2018
Quick overview

- Who needs training
- What training outcomes are desired
- How to minimise the cost of training and maximise its value
- How to ensure your training is accessible and inclusive
Who needs training?

- Finance
- Legal
- Marketing
- Strategy
- HR
- Product Management
- Project Management
- Procurement
- Information architects
- Interaction designers
- Visual designers
- Developers
- QA
- Content authors
- Customer service – phone / online
- Customer service – in person
Training outcomes

Leadership
• I can improve tools, processes and measures
• I support others progress their skills and manage the difficult

Role based skills
• I have sufficient skills to do the part I need to do and ensure the handoffs are smooth
• I know what tools I have, the processes I need and people who can support me

Awareness
• I understand the issue and opportunity
• I am aware of the expectations of customers and my organisation
Training for efficiency. Highest impact for cost.

- Recognise opportunity cost of people’s time
- Specific to pre-existing skill levels
- Aligned to their specific role requirements
- Specific to role parameters in that organisation
  - By interface type (e.g. HTML, native, hybrid, various)
  - By specific organisation hand off points / role definitions
  - By tools e.g. task management tools (Jira, Versionone, Workzone) team communication tools (Trello, Slack, internal), QA tools (Selenium, Cucumber, manual tests)
- Some understanding of roles that are related to their work (e.g. design and dev.)
Designing and delivering training that sticks

- Start with the why
- Ensure you follow with role-specific what and how
- Bespoke it with their examples, their products
- Participatory, not lecture style
- Facilitate learning from each other
- Length appropriate to business and team
- Maximise engagement for the delivery format
- Create layers of challenge to ensure all are stretched
Recognise differing learning styles, needs and approaches

- Verbal / auditory learners – say it
- Visual learners – show it
- Tactile / action learners – let them do it
- Take cultural norms and variance into account
- Ensure inclusion of all formats
  - Basic universal design
  - Sensory optionality
  - Differing learning speeds
  - Social interaction considerations
Building communities of excellence

Provide organisational support and infrastructure for networks of excellence to emerge, develop, thrive and positively impact the business.

• Hub and spoke model or multiple hubs
• Allows people to extend in line with interest and skills
  • Technical experts
  • Personal empathy / experience
  • Values alignment
  • Leadership opportunity
• Requires executive sponsorship for sustained success
• Needs external as well as internal inputs
Ensuring you are inclusive in practice
Case study 1 - accessible online induction training

For a large global firm. Audited and identified accessibility challenges in their eLearning used for onboarding new staff

- Audio content
- Visual content
- Video content
- Interactive content
Ensuring you are inclusive in practice
Case study 2 - accessible Webex cross-cultural training

For a large global bank. Provided role-based accessibility training via WebEx to multiple regions in Asia, Europe and Middle East

• Core messages
• Clear language
• Cultural recognition of difference
• Interaction / engagement options
• Tailored to organisation specific products & examples
Summary

• Provide awareness training across the full organisation
• Develop (or purchase) deep expertise for tailored role-based training
• Ensure a minimum base to meet the level of inclusion you desire as a business
• Allow extension for those who want to go further
• Develop and foster communities of excellence
• Keep fresh ideas flows coming in from outside the organisation
• Ensure all training (formal and informal, online or face-to-face) is accessible and inclusive