

Safety Planning for Employees Training Curriculum

This sample training curriculum can be used to develop a 145-minute (or less) training for staff on the importance of workplace safety planning in the context of domestic violence, sexual assault, and stalking (DVSAS). The curriculum includes:

- Sample content outline;
- Resources for drafting training content; and
- Sample activities.

To be effective, employers should first have a comprehensive program in place that includes a [Workplace Policy on DVSAS](#) and ongoing interactive training on the dynamics and impacts of DVSAS. Developing any training specific to your organization should involve the workers at your organization. Local victim service organizations and advocates can be key partners in facilitating and adapting this training to suit the needs of workers and survivors at your organization.

How to Use this Training Curriculum

This curriculum starts with a brief primer on what safety planning in the context of DVSAS is, why it is important for employers to be aware of safety planning, and the value of providing training on safety planning for your organization.

Following this primer, there is an outlined lesson plan with the core elements of a training on safety planning, including suggested activities and resources to complement this training. To be effective, this lesson plan should be customized to your workplace.

Work with your staff and local victim service providers to create a training that reflects the needs of your organization, highlights the expertise of local advocates, and equips your staff with relevant community resources. Feel free to also reach out to [Workplaces Respond](#) for further support in planning your training.

What is Safety Planning?

In the context of DVSAS, **Safety Planning** is the process that survivors of DVSAS can use to identify ways of increasing their safety when a perpetrator has been causing them harm. The final product is known as a “Safety Plan.” Safety planning* may include identifying key times of the day and locations where a perpetrator will know where the survivor is, and may harm, stalk, or harass the survivor and the people around them. It can also include identifying community resources and safe people for the survivor to reach out to in times of crisis.

A workplace that has received meaningful safety-planning training is able to:

- Recognize the important role that safety planning can play in helping a survivor stay safe;
- Effectively support a survivor in integrating their workplace into their safety plan; and
- Collaborate with local victim service providers to ensure their workplace is a safe and supportive place for survivors of DVSAS.

*It is important to remember that having a Safety Plan in place is not a guarantee of safety but a tool for preventing escalating harm and mitigating the risk that a perpetrator poses to a survivor. The person who is ultimately responsible for the harm the survivor is experiencing is the perpetrator. A survivor is not responsible, nor are they causing the harm they are experiencing.

Who Should Help a Survivor Create a Safety Plan?

This process is typically guided by a victim services advocate. The workplace is often a core area to address in a survivor’s safety plan. When a survivor is working, the perpetrator often knows where they are, when they will be there, and who will be around them. While comprehensive safety plans for an individual experiencing DVSAS typically have basic safety measures for the workplace, you – as an employer – can dramatically increase the safety available to an individual experiencing DVSAS within a workplace.

An employer can help to support the two types of safety plans in the context of the workplace – one specific to the employee experiencing violence (a

personal safety plan) and one focused on the overall workplace (**a workplace safety plan**). Both plans are designed to reduce the chance that a perpetrator will be able to harass or harm the employee, and other people at work.

Note: It is not an employer's responsibility, nor is it appropriate for an employer to oversee a survivor's safety considerations outside of the workplace.

Why is Workplace Training on Safety Planning Important?

If someone on your staff is experiencing DV/SAS, this violence is likely impacting your workplace. Studies show:

- 67% of domestic violence survivors reported that the perpetrator came to their workplace.^{[1](#)}
- Over a third of stalking victims reported receiving malicious or unsubstantiated complaints at work and having misinformation spread about their professional abilities.^{[2](#)}
- Co-workers of someone experiencing intimate partner violence reported that how a 38% were concerned for their own safety.^{[3](#)}

These forms of violence do not just impact the person experiencing abuse, they impact everyone. Training your organization so that everyone—directors, supervisors, staff, volunteers, and other people who are a part of your organization—can describe what safety planning is and can articulate its importance, equips your staff to effectively respond when a perpetrator's actions cause harm to a workplace.

Considerations:

Audience: Employers can provide this training to all staff who will be interacting with the public, one or more employees (both full and part time), volunteers, or interns. This training should also be provided to all staff who have access to a physical or virtual workspace, including website managers and custodial staff.

Modality: This curriculum is intended for an in-person training session but can be adapted for a virtual setting. Online training sessions are not always the

most desirable nor accessible method for learning (due to no in-person interaction, participants with limited internet access, and varying levels of technology literacy, potential for participants to disengage or be distracted, etc.). When organizations have remote workers, limited capacity or resources for hosting in person events, and require more flexibility for trainers and participants, virtual training may be the only option. Organizations that prefer in-person learning opportunities should consider budgeting for these trainings when allocating resources and making organization workplaces.

Facilitation: It is not expected nor realistic for internal staff, such as Human Resources or a hiring committee, to be experts on these topics or in training facilitation. We recommend that this training be fully facilitated by trainers from an external organization, such as a local anti-domestic violence agency or sexual assault service provider or co-facilitated by an external expert and an internal staff member. If partnering with or hiring expert facilitators is not possible, this curriculum provides guidance and educational resources that any employer can use to provide an overview of trauma-informed supervision.

Development: As with all training, the goals, delivery, and environment of the training should be customized to your specific organization and employees. It should meet the needs that have been identified specifically for your workers and workplace, and/or set the tone for how employees are expected to be. It should also be updated and revised to fit your organization's changing needs. The following curriculum provides content you can use to inspire the creation of your organization's own training on Safety Planning. *For adapting and creating your own training, turn to the brief [curriculum development toolkit in the Appendix](#).*

Example Curriculum

Logistics

Location:	In-Person
Time:	145 minutes with 5-10 minute breaks
Audience:	All Staff, Volunteers, Interns, Board Members, and Directors
Accompanying handouts:	A digital and printable copy of any visuals used (such as PowerPoint slides), company policy(ies), and resources listed below.
Preparation:	Email participants ahead of the session with the above handouts, instructions for the training space, including time of arrival and bathroom locations. Communicate expectations around dress code and participation. Note any documents they should read or work they should complete prior to attending the session. Assigning pre-work improves participant learning. Email participants ahead of the session with the above handouts, instructions for the training space, including time of arrival and bathroom locations. Communicate expectations around dress code and participation. Note any documents they should read or work they should complete prior to attending the session. Assigning pre-work improves participant learning.
Guides:	For a list of activities to incorporate into your training, download Endurance Learning's Training Activity Cookbook .

Training Outline

1 Introduction [10 minutes]

- **Technical logistics** - Describe the physical space where the training is being held, remind both internal and external partners where the bathrooms are, where participants and facilitators can get water or other refreshments if provided, and check in about the temperature of the space.
- **Icebreaker** - Facilitators introduce themselves and their organization(s), then allow participants to introduce themselves as well. Start the session with an **icebreaker activity** to engage participants early on.
- **Agenda** - Include the timeline for the training session, highlighting the topics, activities, and when breaks will be offered.
- **Learning objectives** - Introduce the purpose, motivation, and basic goals of the training. Describe what knowledge and/or skills participants will leave the training with. Connect the training to the values of your organization and emphasize your ongoing commitment to preventing and responding to domestic violence, sexual assault, and stalking.
- **Resources** - Share hotline numbers and **local support agencies** should anyone be activated by the content and want to speak with a confidential advocate.

2 Context [15 minutes]

Explain why this training matters:

- Play video for context: **DV and the Workplace**
- Generally introduce the importance of domestic violence, sexual assault, and stalking, referencing current statistics on prevalence and impact.
 - Refer to the "The Problem" section on **this website** for further information.
- If your organization is part of a **high-risk sector**, incorporate those risk factors into this discussion.
- Acknowledge that many of the people in the room will have had a personal experience with these forms of violence or know someone who has experienced these forms of violence. Offer kindness and understanding if strong emotions occur.

Facilitate an [Anchor Activity](#) to get participants bought into the topic of this training. How does it relate to their lived experience?

Examples:

**Poll, guided visualization, storytelling,
virtual whiteboard with anonymous sticky notes**

3 Define Domestic Violence, Dating Violence, Sexual Assault, and Stalking (DVSAS) [10 minutes]

- Refer to the following definitions, as well as those in your state:
 - DVSAS: [Office on Violence Against Women \(OVW\) Focus Areas](#)
 - SH: [Enforcement Guidance on Harassment in the Workplace](#)
 - Include definitions for physical abuse, sexual abuse, emotional abuse, economic abuse, psychological abuse, and technological abuse: [OVW | Domestic Violence](#)
 - Define other terms that participants need to know or have a shared understanding of before proceeding with the training such as “victim” vs “survivor.” Allow time for clarifying questions.
 - Note that legal definitions do not always encompass violent behaviors in their entirety. An individual’s experience of violence or assault is valid and may be traumatizing even if it does not match the definitions listed above or in state laws.
- Suggested large group discussion questions: Outside of the context of domestic violence, sexual assault, and stalking, what are some of the ways that our organization maintains safety? Why do we have these practices?
 - Suggested Prompting Questions:
 - *Do we have fire alarms? Do they work?*
 - *Do we have doors that can lock?*
 - *Do we have passwords that protect our emails?*
 - *What are some other ways that the organization values safety?*
 - Invite participants to contribute to a growing list of all the ways that safety is prioritized at your organization. Consider providing incentives like candy to generate engagement.
 - Connect the list that is generated to the importance of being responsive to known risks and threats. You can do this by

providing a rationale for why domestic violence, sexual assault, and stalking are workplace issues, and including information about their prevalence, workplace statistics, and the costs to the employer and to the community.

4 Defining Safety Planning in the Workplace [10 minutes]

Provide a definition of safety planning and other relevant terms. In this discussion, connect the safety planning that a survivor of DVSAS does to how your organization already stays safe.

Suggested connecting language could be: *“We know there is a risk of a fire in our workplace, to prepare for that, we have a fire alarm, fire extinguishers, and a local fire station to help us address this threat. Each of these preparations are a form of safety planning.”*

Suggested Definitions:

- **Safety Plan** - A safety plan is a survivor-led tool that outlines a set of actions that can help lower their risk of experiencing violence. Safety plans are specific to an individual and consider their safety needs at home, in the community, and in the workplace. Safety plans, best developed with a trained victim advocate, cover safety in the home including options for alternative housing arrangements and items to have readily available in case of a need to quickly vacate the home; how to safely commute to school and/or work; who can serve as an emergency contact; protecting access to email, phone, and online accounts; keeping children safe; and strategies to promote emotional health.
 - There are generally two types of safety plans in the context of the workplace:
 - One specific to the person experiencing violence (personal safety plan) Personal safety plans should be created in consultation with a trained advocate and should include the workplace.
 - One focused on the overall workplace (workplace safety plan).
 - Both personal and workplace safety plans are designed to reduce the chance that a perpetrator will be able to harass or abuse either the survivor or other people at work.

- **Workplace Accommodation or Workplace Adjustment** - When used in the context of domestic violence, sexual assault, or stalking, a workplace accommodation is a reasonable job-related modification or safety procedure, requested by a survivor and implemented by an employer. It is designed to promote the safety of an employee who has experienced domestic violence, sexual assault, or stalking.
 - Some examples of this workplace accommodation can include:
 - Assignment or shift changes;
 - Having security walk with you to your car or bus stop;
 - Removing a survivor's information from a workplace's website;
 - Changes in seating assignments; and
 - Other safety measures.

5 Break [5 minutes]

6 Incorporating the Workplace into Personal Safety Plans [15 Minutes]

- Acknowledge that a worker experiencing these forms of violence will likely have already done a great deal to maintain their safety, either with a trained advocate or on their own.
- Emphasize that, as an employer, you want the workplace to be incorporated into a survivor's safety plan to make sure the survivor and everyone at the organization is safe.

Facilitate an activity/activities that can demonstrate how the workplace can be integrated into a Personal Safety Plan.

Example:

Using your workplace policy, review the steps an employee who is experiencing domestic violence, sexual assault, or stalking can take when notifying their workplace of a personal safety plan.

***Emphasize that this information will be kept confidential to the extent possible.**

- Coordinate with your local victim service provider and ask them to provide examples of safety planning documents.
- Consider having the victim service provider conduct a sample safety planning interview with a person who has organizational power in your workplace.
 - Having someone like the CEO or a supervisor be the survivor in the scenario can role model that domestic violence, sexual assault, or stalking can happen to anyone and that asking for support from an advocate is a brave next step.
- Identify one designated person with whom an employee should share the details of their safety plan information (i.e., a supervisor, human resources representative, etc.).

7 Applying Protection Order Restrictions to the Workplace [10 Minutes]

Protection orders can be a key tool for helping a survivor stay safe. Staff may not be familiar with how a protection order works so it is important that someone with experience helping survivors get protective orders is available to speak about this process. Emphasize that employees who are seeking protective orders because of the violence they are experiencing are encouraged to include the workplace in any protection orders or restraining orders that are issued on their behalf. It is also important to note that while there are benefits to obtaining a protection order, there may also be drawbacks or other considerations that could inform a survivor's decision to seek this remedy – it is important that survivors are encouraged to make their own choices

Facilitate an activity/activities that can help familiarize your staff with how protection orders work and how they can include the workplace.

Examples:

- **Invite your local victim service provider to share what the process for getting a protection order looks like in your county.**
- **Ask the victim service provider to bring a blank copy of a protective order for the staff to review and identify where in the order the workplace can be protected.**
- **Have staff identify the appropriate staff member to whom the survivor should provide copies of protective orders.**

- **Brainstorm where copies of a protective order could be kept in the workplace, balancing privacy with having the information on hand for those who need it.**

8 Who Benefits from a Workplace Safety Plan? **[5 minutes]**

- Describe the widespread impacts of violence, who could potentially be affected, and what is known about people who are perpetrators.
- Connect the development of a workplace safety plan to preventing workplace violence and promoting a supportive and safe workplace culture.

9 How is a Workplace Safety Plan Developed? **[10 Minutes]**

Outline the steps of developing an effective safety plan for the workplace. These steps could include:

- Convening a working group of staff with a variety of roles within the workplace.
- Assessing the nature of the workplace and the workplace behaviors of staff.
- Identifying worksite-specific actions employees should take to respond to threats of violence at work. For example:
 - Who makes sure the door is locked at the end of the day?
 - Is there someone at the front desk who can notify the staff of a perpetrator?
 - How would this notice be provided without escalating the situation?
- Reviewing physical and virtual workplace for security considerations.
- Determining when temporary screening mechanisms or security measures should be put in place.
- Evaluating the workplace's capacity to respond to emergencies.
- Identifying secure locations or safe areas staff should go to during times of crisis.
- Incorporating regular training about the workplace's safety policies into the organization's events calendar.

Facilitate an activity/activities that can help familiarize your staff with how a workplace safety plan works.

Examples:

- Lead a security walk around the workplace with staff identifying points of entry and exit.
- Facilitate small group discussions on harmful workplace norms and their impacts.
- Provide a case study that provides participants a sense of how domestic violence, sexual assault, and stalking can show up in the workplace.

10 Helping at Work: Talking to a Co-Worker About Violence [10 Minutes]

- Highlight that being able to connect survivors with resources and local support is an important way your organization is supporting survivors.
- Acknowledge that having a trusting and supportive relationship with peers and co-workers is important to supporting people who experience violence.
- Remind participants that it can be scary when you hear that someone you care about is experiencing domestic violence, sexual assault or stalking.

Here are some suggested ways co-workers can support survivors they work with:

- Practice active listening;
- Affirm the survivor's feelings and experiences;
 - Suggested language →
- If they're comfortable, offer to help document the harm the survivor is experiencing;
- Practice [bystander intervention techniques](#);
- If they're comfortable, offer to accompany the survivor to speak with their employer or offer to walk them to their car at the end of their workday.

I'm sorry you're experiencing this, and I want you to know that I believe you. It takes a lot of strength to share this, and I'm here to listen whenever you're ready. Please remember, none of this is your fault.

11 Applying Information - The Role of Case Studies

[20 Minutes]

Incorporating a hypothetical scenario into your training will give participants an opportunity to implement what they have learned during the training. Two scenarios, discussion questions, and answers are provided in this training curriculum.

Modify these scenarios or create your own with the support of your local victim advocate to make sure that what is covered in the scenario reflects both the risks specific to your organization and the availability of workplace adjustments.

Case Study #1: Safety Planning at a Restaurant

Blake is a server at a restaurant. One night, after closing, their co-worker, Frankie, follows them to their car which is parked in the employee parking lot and assaults them. Blake knows they don't want to press charges because Blake and Frankie's moms are close friends. Frankie then begins to switch their shifts, so they are always working together and asks Blake out on dates. Blake shares with a co-worker that they are thinking they will need to quit their job to get away from Frankie.

Discussion questions:

1. How can Blake's workplace create options for employees like Blake to seek safety and support?
2. How can Blake's co-workers support them?
3. What are some ways that Blake can increase their safety at work?

Potential Answers to Question 2:

- Connect Blake with a local sexual assault or domestic violence advocate. Advocates can help survivors safety plan even if the survivor decides that pressing charges is not the right next step for them.
- Review any workplace policies or handbooks to see if these

Potential Answers to Question 3:

- Ask if additional security can be made available for the end of shifts or if Blake can park their car in front of the restaurant when they are working late.
- If any communication between Blake and Frankie is necessary, have that communication take place in public communication

documents address workplace violence.	channels, with a sympathetic co-worker included in all communications.
<ul style="list-style-type: none"> Support Blake in talking with a supervisor or manager about keeping Blake and Frankie on separate shifts. 	

Case Study #2: Safety Planning in a Healthcare Setting

Jamie is a nurse practitioner at a regional hospital. Sam, a former romantic partner, has started scheduling appointments with Jamie to see them and talk about getting back together. When Jamie asked Sam to stop, Sam got angry and said that Jamie was not doing their job because they are meant to provide care to all patients. Sam then started showing up at the start and end of Jamie's shift. Sam follows not only Jamie but their co-workers into the hospital and has started scheduling appointments with Jamie's co-workers as a way of scaring and harassing Jamie. Jamie wants Sam to stop but does not know what to do next.

Discussion questions:

1. How can a healthcare workplace like Jamie's create clear boundaries between professional responsibilities and personal safety—especially when a former partner uses the patient role to gain access?
2. How can Jamie and their co-workers stay safe at work?
3. What role can co-workers play in supporting a colleague like Jamie when someone is using appointments or workspaces to intimidate them?
4. What changes to the workplace (e.g., security protocols, scheduling systems, documentation procedures) might help prevent or respond to this type of workplace harassment more effectively?

Potential Answers to Question 2:

Here are some ways that Jamie and their co-workers can stay safe at work:

- Connect Jamie with a local domestic violence advocate and explain how Sam is interfering with their work.
- Talk to their employer about having security escort them to their car at the start and end of each shift, and arrange for security to be present for any appointments Sam insists on scheduling.
- Document how often and how frequently Sam has shown up at the hospital. This documentation can be used if Jamie decides to get a

protective order that keeps Sam away from the hospital.

- Talk with their co-workers about potential responses to Sam scheduling appointments with them, such as:
 - Does Sam need to be scheduling all of these appointments? If so, can another person be included in the appointments to provide Jamie support?
 - Is there another nurse practitioner who would swap appointments or days with Jaime?
 - Can reception or the online scheduling system be modified to ensure that Jamie is not listed as an option for Sam when he goes and schedules appointments?

12 Break [5 Minutes]

13 Prevention [15 Minutes]

- Emphasizing the role that prevention plays in addressing domestic violence, sexual assault, and stalking.
- Review the three levels of prevention (primary, secondary, and tertiary) and provide examples that are relevant to your workplace. Some examples are below:



Primary Prevention: Measures to take before violence occurs that address the root causes of workplace violence and encourage changed workplace environments.

Examples:

- Company policies that explicitly protect survivors of domestic violence, sexual assault, and stalking, including non-discrimination and leave policies.
- Training for all employees on healthy relationships, consent, and how to recognize warning signs of abuse.
- Creating a culture of safety and respect, where harassment, controlling behavior, or stalking jokes are not tolerated.
- Providing information about local resources even if no one has disclosed abuse—to normalize help-seeking.



Secondary Prevention: Measures taken immediately after warning signs of violence are noticed or incidents occur to address early signs of violence and intervene at the first indication of violence so it does not escalate.

Examples:

- A coworker notices signs of distress or controlling behavior by a colleague's partner (e.g., frequent calls/texts, unexplained injuries) and knows how to respond sensitively and refer to human resources (HR) or an employee assistance program (EAP).
- The employer provides support with safety planning such as adjusting a survivor's work schedule, changing phone numbers, or modifying work locations.
- The organization has a trained response protocol for stalking incidents (e.g., if someone shows up uninvited to the workplace).



Tertiary Prevention: Measures taken after violence has occurred that supports survivors, reduces long term harm, and prevents reoccurrence)

Examples:

- Providing paid leave for court appearances, counseling, or relocation related to abuse.
- Workplace safety measures like escort services to parking, restricted visitor access, or emergency contact procedures.
- Survivor-centered HR response, ensuring the survivor is not penalized for performance issues related to trauma or abuse.
- Follow-up support, including check-ins, accommodations, or referrals to ongoing support services.

Facilitate a large group activity. Have participants practice identifying each example of prevention provided with its appropriate classification. Invite participants to call out the right classification one at a time and explain why that example matches with their chosen classification.

14 Conclusion: [5 Minutes]

You can conclude the training in the following ways:

- Summarize the goals of the training session that were stated at the beginning of the session and have participants identify one thing they have learned or will do differently.
- Identify any next steps or actions that came up during the training and make a concrete plan to follow up on those items.
- Highlight the resources that are available in your organization to support survivors of domestic violence, sexual assault, and stalking.
- Have the victim service provider who supported the training share their contact information.
- Solicit anonymous feedback on the training from your staff about how well the training content matched the stated goals of the training. Ask what could have made the training better and what should be kept going forward.

References

1. Julie Goldscheid and Robin Runge, "Employment Law and Domestic Violence: A Practitioner's Guide," ABA 2010. (Provides an overview of the employment protections for victims of domestic violence); Deborah A. Widiss, "Domestic Violence and the Workplace: The Explosion of State Legislation and the Need for a Comprehensive Strategy," 35 FLA. ST. U.L. REV. 669, 674, 2008.
2. Jutasi, C., & McEwan, T. E. (2021). Stalking of professionals: A scoping review. *Journal of Threat Assessment and Management*, 8(3), 94– 124.
<https://doi.org/10.1037/tam0000160>
3. Corporate Alliance to End Partner Violence. (2005). National Benchmark Telephone Survey on Domestic Violence in the Workplace. Bloomington, IL. 2005 was the last time this data was collected.

Curriculum Development Process

Appendix

PRIOR TO DEVELOPMENT:

1. **Identify your need:** What is the problem you are trying to solve with education?
 - a. Do you have data to support that this is a need? / Do you have data that has identified this problem?
 - b. Have employees requested this support by way of training? (Is a training the best option to meet the need, or just the “easiest?”). Consider what it is that would help employees meet the identified need (knowledge, skills, time, resources, etc.) and if training will be the most appropriate solution.
2. **Identify your audience:** Who is this training for? How many people will be invited and expected to attend?
 - a. If you have a multilingual staff, review [Eleven Steps for Designing a Multilingual Accessible Education Program](#).
3. **Identify your facilitators:** Who has the expertise to deliver this content? Who can deliver exceptional training?
 - a. If you want to enhance your public speaking skills, review tips for [Moving Through the Anxiety to Deliver an Impactful Speech](#)
4. **Identify your location:** Will the training be offered in person or virtually?
 - a. For in person events, consider the process of getting to the event (is there access to parking or public transportation?), the accessibility of the space (are there ramps and elevators? Is it well lit? If the event is during a mealtime, can employees pack and store meals?), time of the event (is it during rush hour or another inconvenient time?), and costs to participants (parking meters, tolls, etc.) as well as costs to the organization (reserving a space, supplying meals, purchasing materials, etc.)
 - b. For online training, consider whether employees have access to stable internet, employee knowledge of the virtual platform and any necessary troubleshooting, confidentiality concerns (if they are attending the training from a space where others can hear what is being said), and whether the virtual platform can host all of the participants and features necessary to carry out the event.
 - i. For guidance, review [Dealing with Virtual Facilitation Challenges](#).

STEP 1: DEVELOP LEARNING OBJECTIVES:

Define your goals and objectives. What do you want employees to be able to know (knowledge), think (attitudes), and do (skills) upon participating in the training?

Resources for writing learning objectives:

- [Using Bloom's Taxonomy to Write Effective Learning Objectives](#)
- [A.B.C.D. of Learning Objectives](#)
- [How to Write Well-Defined Learning Objectives](#)



Learning objectives also serve as a way to be transparent and to hold the facilitators accountable; employees should learn exactly what you told them they would learn.

STEP 2: ASSESSMENT & EVALUATION

After developing learning objectives, create a rubric to measure the success of the training.

It is essential to evaluate how effective your training is so afterward you can understand if you achieved the learning objectives. How will you know if the learners have understood what you're trying to teach? How will you know the training was successful?

Assessments can be implemented before, during, and after the training(s), through surveys, quizzes, activities, observations, self-reports, etc.

Review [Evaluate Training: Measuring Effectiveness](#) to learn more about assessment and evaluation.

STEP 3: DEVELOP CONTENT

Use your learning objectives Step 1 to design your training content. Only include information and activities that support your learning objectives.

If your training must be developed internally, read up on how to create a curriculum that is effective and meets your audience's needs:

- [The Accidental Educator's Curriculum Writing Toolkit](#)
- [10 Ways To Organize Instructional Content](#)

Training should be interactive and engaging for the best learning outcomes. Incorporate activities to help employees understand and apply what they learn. Lectures should not exceed 15 minutes at a time. Break up lectures with discussions, stories, scenarios, videos, case studies, etc.

- Make sure all employees can participate in activities if they choose to, including individuals with physical disabilities, cognitive disabilities, and those whom English is not their preferred language.
 - Consider accessibility prior to developing content, rather than waiting until after the training has been finalized to make changes.

Resources for developing engaging activities:

- [Refer to Endurance Learning's Training Activity Cookbook](#)
- [Inclusive and Equitable Teaching](#)
- [WCAG & Neurodiversity: Inclusive Digital Experiences](#)
- [Designing Accessible Resources for People with Disabilities and Deaf People](#)



STEP 4: SCHEDULE THE SESSION(S)

Setting

Consider what setting the training will be offered in. Is it during work hours? During a standing meeting? Will it be scheduled at a busy point in the year where employees have other deliverables to meet?

*Recommendation: Offer the training during onboarding or shortly after a new employee joins the organization. Consider a cohort style where several new employees attend the session together.

Communication

Provide advanced notice of at least 2-4 weeks for invited employees to plan to attend. More notice may be required for in-person events.

Consider any materials participants should read or forms they should complete before the session. Provide advance notice and guidance on when and why to complete any pre-session tasks.

Let participants know what to expect during the session ahead of time. Include whether the training will be a series (recommended) or a one-time session. Include break times as well so employees can plan their day accordingly.

STEP 5. INCENTIVES

You are more likely to get participants in a training session if they are incentivized. How will you motivate employees to attend and participate in the session?

Common incentives:

- A free meal (catered breakfast or lunch)
- Gift cards / raffle prizes
- Certificate of completion, continuing education credits (CEUs)
- Networking opportunities
- Certification (for example, once they complete the training series they can facilitate the training for future employees)
- Invitation to a celebratory gathering/activity during the work day, or the option to leave early on a workday

STEP 6: CONTINUATION

Offer a booster session on the same topic with additional opportunities for practice and skill-building to help employees re-learn and re-engage with the training material. This will ensure learning objectives are met long term. Most information changes over time, so offering supplemental training sessions to educate employees on new research, strategies, and insights will help them improve their work related to the training content.

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