



ENGAGING IMMIGRANT TALENT

**SUCCESSFULLY INTEGRATING IMMIGRANTS
INTO THE WORKPLACE**

Recruitment | Retention | Promotion

TOOLKIT



Partner with us to diversify & optimize your workforce



COLLABORATION

Engaging Immigrant Talent Toolkit

The Engaging Immigrant Talent toolkit was made possible by a generous grant from the WES Mariam Assefa Fund. We are also grateful to our collaborators in this endeavor, the City of Philadelphia Commerce Department's Office of Workforce Development, and the dedication of our staff and The Junkin Group, LLC, and, especially, to the employers and immigrants who gave their time and expertise to ensure the content of this toolkit is employer-informed and immigrant-driven.

The Welcoming Center engaged The Junkin Group, LLC to conduct an 18-month research study (2019 - 2021) to investigate best practices for immigrant integration into the workplace. The primary research team consisted of The Welcoming Center (Rochelle T. Cooks, Director of Employee Engagement; Ziyi Wang, Research Assistant Intern; Emily Gabos, Project Assistant Intern) and The Junkin Group LLC (Dr. Janelle Junkin, Founder; Andrew Olah, Statistician, and Research Consultant; Bradley Morabito, Data Scientist, and Research Consultant). The Engaging Immigrant Talent toolkit was developed for The Welcoming Center by The Junkin Group, LLC, who incorporated their proprietary scales and evaluative approach to measuring success. The Junkin Group, LLC, specifically adapted these assessments for The Welcoming Center to advance best practices for immigrant integration into the workplace.

Toolkit UX design by Will Remigio of Key Activity, LLC.

The photos included throughout this toolkit are attendees and supporters of our public launch of this initiative with the City and with WES in January 2020, and our corporate cocktail hour in February 2020.





EXECUTIVE SUMMARY

Overview

This study was conducted during the global pandemic (COVID-19) with businesses and organizations switching nonessential operations to remote work. Further, during 2020, there was civil and social unrest due to the exposure of racial and gender disparities across many health, economic, and criminal justice systems in Philadelphia, as well as across the United States. Also, this was an election year that saw an increase in civic participation by many marginalized or underrepresented groups resulting in a change in administration within the legislative and executive branches of U.S. government. The role of the COVID-19 pandemic as well as the exposure to the social and political upheaval was at the forefront of our minds in the development of this tool.

Human Resources directors and managers, business and organizational executives, workforce development practitioners (service providers), and immigrants all participated in a series of interviews and focus groups (Spring 2020) and roundtable discussions (Fall 2020) sharing their perspectives, challenges, solutions, and hopes for cultural competency in the workplace that is inclusive and integrates immigrants, successfully. This toolkit is the culmination of that work for the purposes of providing practical steps to successfully incorporate immigrants into the U.S. workforce talent cycle (recruitment, retention, and promotion).

Evidence-Based Approach

18

MONTH INVESTIGATION

Dec 2019 – May 2021

Literature Review

Interviews/Focus Groups

Roundtable Discussions



Optimize
Retention | Recruiting | Promotion



This toolkit serves as a guide and can be adapted for businesses and organizations to learn how to either integrate immigrants into the workplace for the first time or to further develop their integration strategies.



EXECUTIVE SUMMARY

How To Implement This Toolkit In Your Organization

1. Self-Assessment (Appendix A)*

Self-Assessment begins the process of immigrant integration to assess the readiness of management, human resources, and staff. We recommend using the developed survey to assess the beliefs, attitudes (biases), and policies central to the work of integration.

Appendix A

Self-Assessment Survey p37

Filled out by management and employees



2. Cultural Competence/Integration Engagement

Cultural Competence/Integration Engagement provides scenarios, reflection questions and actions to becoming culturally competent. This can be divided into three stages of work:

AWARENESS

Reflect On Barriers

- Commit resources to develop an awareness of cultural differences at work.
- Build awareness of barriers to integration before taking action.
- Equip coworkers to learn and share with one another in a relational process.

RESPONSIBILITY

Take Action

- Reflect on your individual responsibility to take action.
- Empathize with coworkers' experiences to understand and address barriers to integration.

ACCOUNTABILITY

Assess Results

- Evaluate the success of practices that aim to address barriers to integration.
- Hear directly from the voices of employees and create safe environments that invite honest feedback and difficult conversations.
- Be forward-thinking; examine newly implemented or existing policies.



Find and click this symbol to skip to assessment tools (for e-toolkit version only).



3. Measuring Success*

Measuring success, developing cultural competency, and integrating the workplace means that there are changes in how we interact with co-workers, with bosses, and with HR. This process is not immediate and we recommend measuring the success 6 months to 1 year after implementation. You will find tools throughout the toolkit to aid measuring the success of organizational changes.

Appendix B

Multicultural Competence Assessment Guide p52

Filled out by management and human resources only



Appendix C

Job Satisfaction Survey p59

Filled out by all employees



Appendix D

Sense of Belonging Survey p61

Filled out by all employees



Becoming an integrating organization requires honesty, being uncomfortable, challenging accepted norms, and a learning spirit. Becoming culturally competent is a process, not a product; it is an iterative experience.

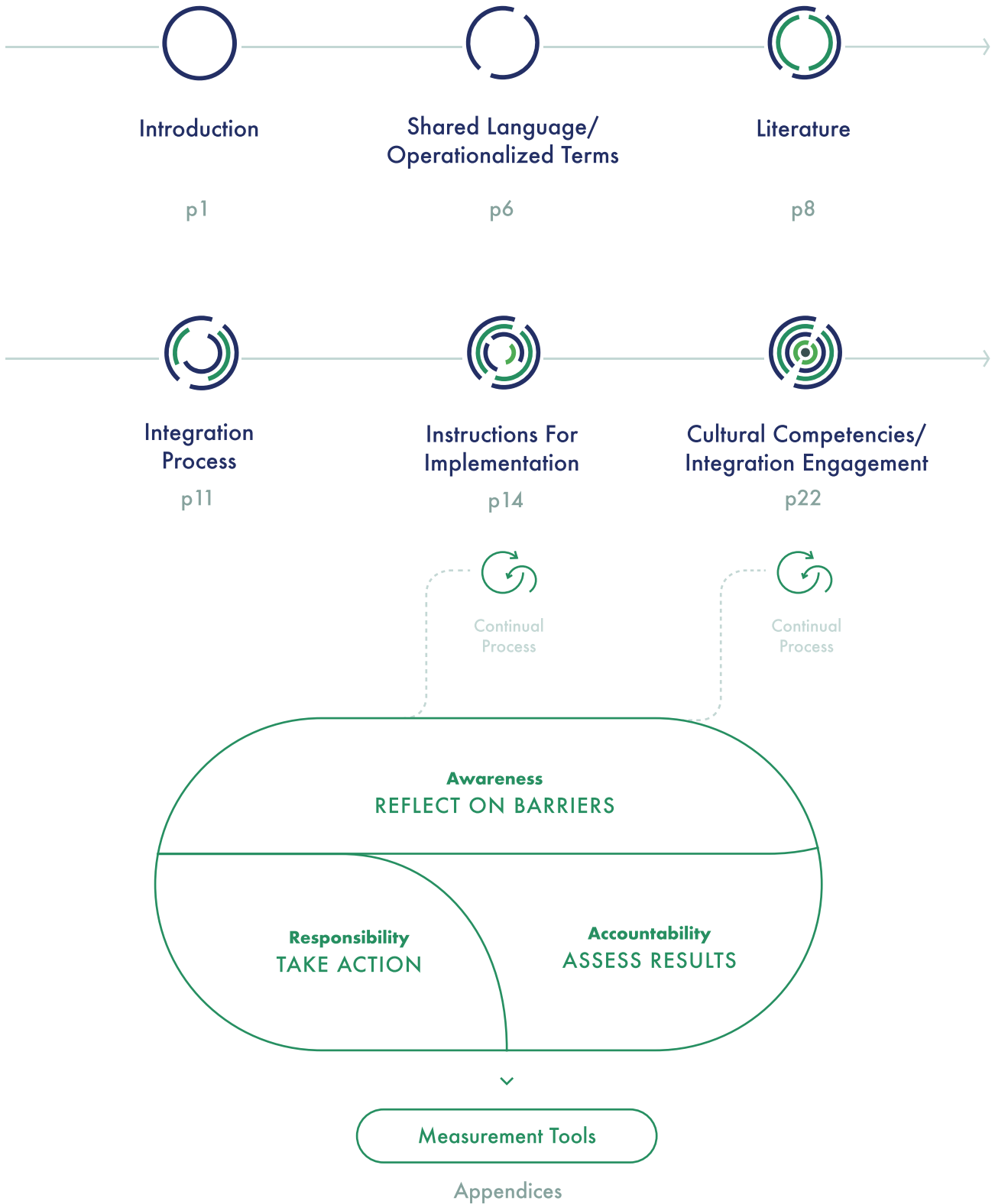
Deliberately, there are no stated, prescriptive solutions within this toolkit. Rather, this toolkit is designed for the purpose of encouraging those who work in organizations to be uncomfortable and through that discomfort to seek the opportunity of change via awareness, responsibility and accountability. This is an iterative process and the learning is ongoing. Humility, communication, and respect drive all changes discussed in this toolkit.

The Welcoming Center



*The Junkin Group, LLC incorporated their proprietary scales and evaluative approach to the measuring tools within this toolkit. These assessment tools were adapted for use by The Welcoming Center.

TOOLKIT OVERVIEW



E-TOOLKIT

NAVIGATION SHORTCUTS

Learn how to quickly navigate the toolkit electronically



You may disregard these instructions when reading this in print.



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Each tool includes instructions on how to score & Interpret results



INTRODUCTION

Purpose + Social & Political Context

WHY USE THIS TOOLKIT?

Businesses, organizations, and people are seeking ways to successfully integrate immigrants into the workforce. The question is "how"? Our response is: by using an immigrant and employer-informed toolkit that guides the process of cultural competence as a foundation for integration.

SOCIAL & POLITICAL CONTEXT

COVID-19 Pandemic

Non-Essential
Operations



Remote

This study was conducted during the global pandemic (COVID-19) with businesses and organizations switching nonessential operations to remote work. Further, there was civil and social unrest, in Philadelphia, as well as across the United States during 2020. Finally, there was an administration change within the legislative and executive branches of the U.S. government.

The role of the pandemic as well as the social and political upheaval undergirded the development of this tool.





INTRODUCTION

Overview



THIS TOOLKIT OFFERS PRACTICAL STEPS TO SUCCESSFULLY INTEGRATE IMMIGRANTS INTO THE U.S. WORKFORCE TALENT CYCLE.



Recruitment
Retention
Promotion

18

**MONTH
RESEARCH**

Philadelphia, PA
Dec 2019 - May 2021

- Executives & HR Professionals
- Workforce Development Practitioners
- Immigrant Individuals & Families

Human Resources directors and managers, business and organizational executives, workforce development practitioners (service providers), and immigrants all participated in a series of interviews & focus groups (Spring 2020) and roundtable discussions (Fall 2020) sharing their perspectives, challenges, solutions, and hopes for cultural competency in the workplace that is inclusive and integrates immigrants, successfully.

This toolkit is a result of an 18-month research study conducted by The Welcoming Center (TWC) and The Junkin Group, LLC (Junkin Group) funded by World Evaluation Services (WES) in partnership with the City of Philadelphia Department of Commerce (formerly Office of Workforce Development). The study investigated best practices for immigrant integration into the workplace and took place in Philadelphia, PA December 2019 - May 2021.

It is noted that the guidelines, lessons learned, and exercises provided in this toolkit are applicable to all peoples regardless of race, ethnicity, gender, sexual orientation, age, able-bodied selves, country of origin, or immigrant status. The goal of integration and cultural competence is creating opportunities for inclusion and equity.



INTRODUCTION

Implementation Time

IMPLEMENTATION TIME

2 YEARS
APPROX

On average, it takes approximately two years to shift the culture of organizations and it usually means that some people will decide to leave the organization¹, however, this creates the space for the new culture to take root and flourish.



Becoming culturally competent and working towards integration is an iterative process, meaning that there is no set amount of time spent on this that will result in a 100% guarantee of success. Rather, it is necessary for the organization to begin the process of evaluating, honestly, the readiness of staff and leadership to begin the work of integrating immigrants into the workplace and determining what steps are required to move this work forward. No organization or person ever achieves full cultural competence, but rather prioritizes the work towards becoming culturally competent. Organizational culture is fluid due to employees leaving and joining, therefore organizations need to continually evaluate their status of cultural competence and integration, so that cultural competence is maintained.

Becoming an integrating organization requires honesty, being uncomfortable, challenging accepted norms, and a learning spirit.

¹Employees may leave organizations because they are unable or uninterested in embracing the new cultural competence and/or because they perceive that the organization is taking too long to fully implement cultural competence.



INTRODUCTION

Value of the Toolkit

WHAT VALUE DOES THIS TOOLKIT ADD?

A Guide for your Business

This toolkit serves as a guide and can be adapted for businesses and organizations to learn how to either integrate immigrants into the workplace for the first time or to further develop their integration strategies.

Collective Spirits

All (employers and employees) are accountable for the successful integration of immigrants; all have a responsibility within the process.

Measurable Benchmarks

This toolkit further provides options for measuring how successful the implementation of best practices is for each organization.

Adaptable in Workplaces

The toolkit is adaptable for a variety of workplace contexts and includes suggestions for employers and employees alike.

Leadership Support

The success of immigrant integration is contingent on being employer-driven, coming specifically from leadership.

Though this toolkit specifically researched and addresses the immigrant context, many of the suggestions are applicable to any potential employee and contributes to a diverse and inclusive workplace.



INTRODUCTION

Features of the Toolkit

FEATURES OF THE TOOLKIT

Academic
Peer-Reviewed
Discoveries



A full literature review was conducted in Spring 2020 to determine what best practices are implemented both domestically and internationally. The summary provides context and gaps discovered that support the findings from the research study.

Insights &
Data-Driven
Results



Suggestions for survey questions (Likert scales and narrative) are provided, with suggested times for data collection and analysis, to help organizations and businesses measure how they integrate immigrants into the workplace.

Guidance
for Best
Practices



This area of the toolkit provides “how to steps” and best practices for implementing a process of integration.

Culturally
Inclusive
Terms



This toolkit begins with defined terms. When creating a culture of inclusivity and diversity, it is imperative that there is a shared understanding of the terms being used. The terms described here were developed through the roundtables conducted in Fall 2020 and are informed by employers, service providers, and immigrants.

Literature
Review
Summary

Measuring
Success

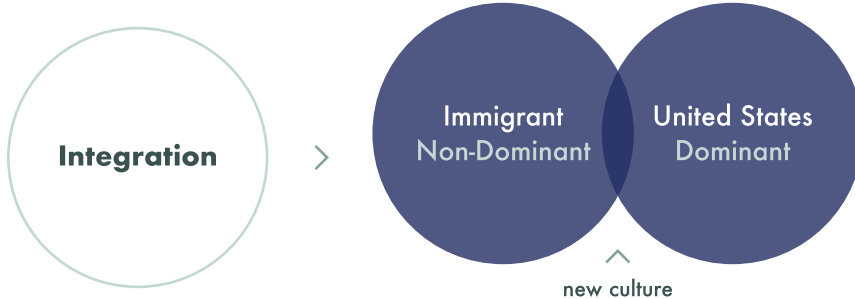
Integration
Process

Defined
Language



SHARED LANGUAGE

Operationalized Terms

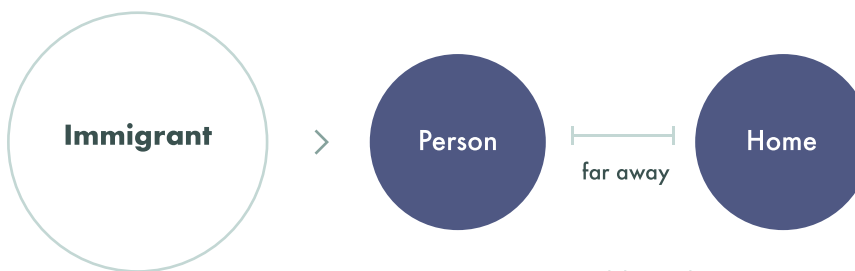


Integration is the coexisting of a non-dominant [immigrant] and a dominant [United States] cultures to create a new working culture (adapted from Rudman, 2003)².

²Rudmin, F. W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. Review of general psychology, 7(1), 3-37.



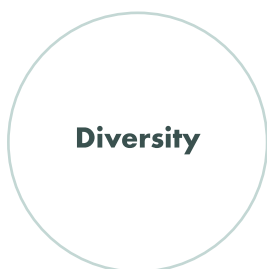
The dominant [United States] culture is imposed and valued more than the non-dominant [immigrant] culture (adapted from Rudman, 2003).



The term Immigrant was defined as someone who is away from their home³ in a new space whether they chose to migrate or were forced.

Further, it was shared that the term "immigrant" is not a definition for who a person is, but rather a part of their identity.

³Immigrant participants used the word "home" to indicate country of origin.



Diversity is defined as the ability to celebrate and understand cultural differences.

- This includes accepting that people have various work habits and approaches that are culturally informed.
- Ultimately, being diverse means that people's uniqueness is provided opportunity within an organization and that people have a sense of belonging within the company.





SHARED LANGUAGE

Operationalized Terms



>

Consistency
Honesty
Collaboration

=



Having an inclusive work environment is predicated on "trust" which is rooted in consistency, honesty, and collaboration.

Creating space for varying perspectives working together to create an environment that embraces differences.



>

Intersectionality is inclusive of a recognition that unconscious bias can be present.

To combat this, it is suggested that people acknowledge the various identities of others.



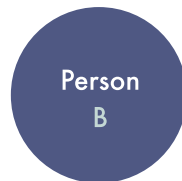
Immigrant
LGBT
Black



>



=



A term loosely related to inclusion, cultural competence is defined as:

- a willingness to be in someone else's shoes (empathy),
- to experience what they experience.



>



Talent Life Cycle includes all aspects of the employee experience:

- Recruiting
- Promotion
- Career Advancement
- Separation
- Retention



LITERATURE

Immigrants

Face barriers in finding and staying in careers

A review of the literature confirmed that immigrants face a variety of barriers to their integration efforts in the workplace, especially during the recruitment and retention stages of the talent life cycle.

Lack access to career guidance and networks

Opportunities for successful integration are often limited by immigrants' lack of access to career development guidance and support networks, which may be further limited by immigrants' communication skills in English.

Face language discrimination during job interviews

Immigrants encounter difficulty in the recruitment process as a result of employers' judgments based on race or immigrant status, but also as a result of processes and job requirements that inherently carry bias favoring nonimmigrants (e.g. language proficiency).

Feel disengagement from work due to no job satisfaction

Lastly, the literature shows that immigrants are likely to have less job satisfaction (and subsequently are more likely to leave the organization) due to social factors like discrimination and underutilization, but also organizational factors like the availability of resources and growth opportunities.

Due to the availability of literature, this review generalizes across immigrants from different countries of origin, as well as immigrants in different host countries.



LITERATURE

Literature Reviews on Immigrant Integration

LITERATURE

Employers

Employers interested in immigrant talent must intentionally address barriers to integration. **Employers should be aware of their own biases and develop hiring practices that address biased judgments implicit in the recruitment process.** Once immigrant talent is recruited, employers must be sure to foster a climate that is supportive of their needs.

HOW TO EMPOWER IMMIGRANTS

Use and grow skills, knowledge, and abilities

Express cultural identity without fear of discrimination

Beyond the role of employers, career development professionals can coach immigrants to help them better understand the application and interview processes and refer them to resources to improve their language skills and identify local support networks.

The research team identified gaps in the literature. A dearth of research prevails on the promotion of immigrants. The two works identified provide initial evidence that immigrants are less likely to receive promotions (Fang, et al. 2009⁴; Mosenkis, 2010⁵), but more research is needed to identify the cause of this trend (e.g. differing values of immigrants vs. nonimmigrants, discrimination from employers motivated by social dominance, etc.).

⁴Fang, T., Zikic, J., & Novicevic, M. M. (2009). Career success of immigrant professionals: stock and flow of their career capital. *International Journal of Manpower*, 30(5), 472–488. <https://doi.org/10.1108/01437720910977661>

⁵Mosenkis, J. (2010). Finding the bamboo ceiling: Understanding East Asian barriers to promotion in U.S. workplaces (3432761) [Doctoral dissertation, The University of Chicago]. ProQuest LLC.



LITERATURE

Literature Reviews on Immigrant Integration

LITERATURE

Immigrants

Country of origin can affect immigrants' experiences



This review involved the experience of immigrants in the USA, Canada, and Australia

This review generalizes across immigrants from different countries of origin, as well as immigrants in different host countries. While this remains in line with our definition of “immigrant” detailed in the introduction, we identified evidence that country of origin can affect immigrants’ experiences (Magee & Umamaheswar, 2011⁶). However, that study concerned immigrants in Canada; indeed, much of the research discussed in this review involved the experience of immigrants not just in the United States, but also in Canada and Australia (among a few other host countries). Because different countries have different immigration policies and attitudes towards different groups, more localized research is needed to better understand the experience of different immigrant groups specifically in the United States.

⁶Magee, W., & Umamaheswar, J. (2011). Immigrant group differences in job satisfaction. *Race and Social Problems*, 3(4), 252–265. <https://doi-org.libproxy.temple.edu/10.1007/s12552-011-9057-z>



SELF-ASSESSMENT *

To begin the process of integration for immigrants or any other people groups, the organization must assess the readiness of management, human resources, and staff. We recommend using the developed survey to assess the beliefs, attitudes (biases), and policies central to the work of integration.

WHY



Self-Assessment is a crucial first step to knowing how to develop or continue developing cultural competence!

WHO



This assessment tool is meant to be given to all members of an organization, regardless of the size of the organization.

HOW



The results of the assessment survey will guide organizations in determining next steps, using the Stages of Integration (Awareness, Responsibility, Accountability). Please see Appendix A Assessment Survey and Scoring and Interpretation.

WHAT



The developed 43-item survey is intended for employers to self-assess their progress in creating an inclusive workplace, in terms of the general work environment, their onboarding process, and their hiring practices.

*See Appendix A for the Self-Assessment Survey.

The Junkin Group, LLC incorporated and adapted their proprietary scales and evaluative measurements for use by The Welcoming Center.



INTEGRATION PROCESS

Self-Assessment Overview

PROGRESS BENCHMARKS

This survey intends to allow employers to determine their progress towards inclusivity along six domains that pervade each of the three aforementioned workplace practices.

Capacity

1

The organization's capacity for inclusivity initiatives.

Immigrant Voice

2

The organization's efforts to get feedback from immigrant employees about their experiences.

Bias

3

Bias against and misperceptions of immigrants in the workplace.

Assimilation Expectations

4

Overcoming an expectation that immigrants will assimilate (rather than integrate) into the organization

Social

5

Relationships with coworkers (and relatedly, immigrants' inclusion in the social norms of the organization).

Culture Share

6

The organization's efforts to promote culture sharing in the workplace.

ADDITIONAL MEASUREMENTS

In addition, two items reflect explicit organization policy around inclusivity, two items reflect tailoring interviews to meet immigrant needs, and three items reflect immigrants' reported satisfaction with the general work environment, onboarding process, and hiring practices.

The items are phrased so that the respondents may be from any level within the organization, management or not.

It is not expected that everyone within the organization will respond identically to the survey, as different people will have different perceptions of the organization.



INTEGRATION PROCESS

A Guide to Integration

HOW TO INTEGRATE?

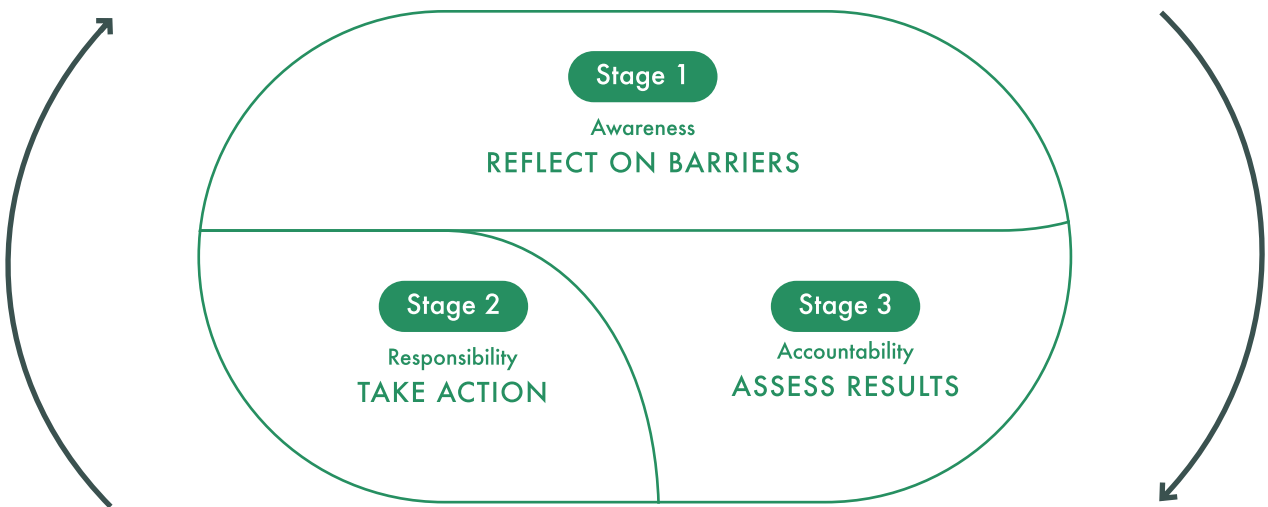
We only provide guides to progress. There are no simple solutions. Success will be determined by an ongoing commitment to the work of integration.

Integration will be different for each organization; however, using this toolkit will provide guidelines and suggestions for how to do the work of integration with integrity.

During the roundtable discussions, participants examined cultural competence in the workplace and its reflection in policy and individual actions. What emerged was a series of recommendations, derived from lived experiences, that help to define what a culturally competent workplace looks like and how it can be achieved.

ACHIEVING CULTURAL COMPETENCE

The process of achieving cultural competence can be divided into three stages of work.



By iterating through these three stages of cultural competence across each phase of the talent lifecycle (from recruiting and hiring to retaining immigrant talent through inclusive workplace practices), leaders can lay the foundation for an inclusive culture in the workplace that elevates immigrant talent.

Opportunities are in each stage for creative thinking, personal and professional growth, and collaborative solutions.

E-TOOLKIT

NAVIGATION SHORTCUT

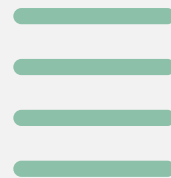
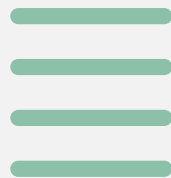
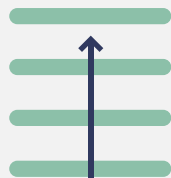
Learn how to quickly navigate the toolkit electronically



Return to the Table of Contents page by clicking the symbol on top of the page.



Go directly to the Section.



Go directly to the content by clicking the titles.

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E-TOOLKIT

NAVIGATION SHORTCUT (CONT.)

Learn how to quickly navigate the toolkit electronically



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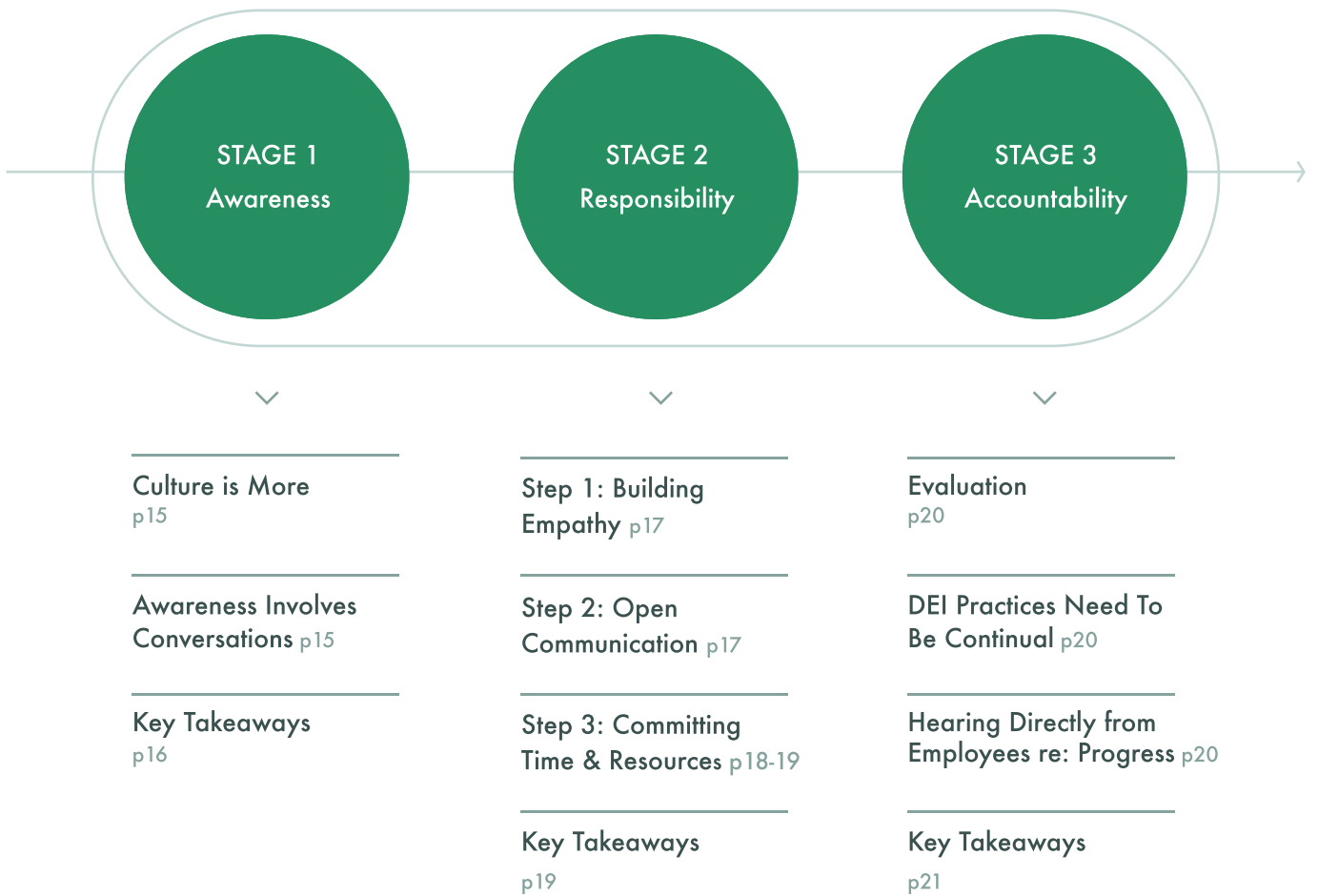


INSTRUCTIONS FOR IMPLEMENTATION

Overview

IMPLEMENTATION OVERVIEW

This chapter describes the three stages, as identified through the research, as necessary to successful integration. Each stage is described and defined by the participants (immigrants, service providers, and employers). Key takeaways from each stage are listed.



CULTURAL COMPETENCY/ INTEGRATION ENGAGEMENT

Following the description of the stages, please find the Cultural Competency/Integration Engagement section. This section provides scenarios, reflection questions, and suggestions toward becoming culturally competent.



INSTRUCTIONS FOR IMPLEMENTATION

STAGE 1: Awareness



▶ Culture is More

▶ Awareness Involves Conversations

Key Takeaways



The first stage in the process of developing cultural competence is Awareness; identifying cultural differences in the workplace and in the lives of coworkers.

CULTURE IS MORE



Culture expresses itself not only through beliefs, arts, and customs but also through the everyday products of work and social interactions with others.

In the roundtable discussions, immigrants, service providers, and employers all identified barriers to the integration of immigrant employees in the workplace that arose from a lack of awareness of cultural differences.

AWARENESS INVOLVES CONVERSATIONS



Awareness of these barriers is foundational to taking proactive steps toward a more inclusive, culturally competent workplace.

The process of building awareness involves collaborative conversations with immigrant coworkers to learn how cultural differences may present barriers to their integration in the workplace



INSTRUCTIONS FOR IMPLEMENTATION

STAGE 1: Awareness



Culture is More

Awareness Involves
Conversations

Key Takeaways

KEY TAKEAWAYS

Committing resources to developing an awareness of cultural differences in the workplace is the first stage of developing cultural competence, as most of the barriers mentioned in Stage 1 are unique to the experiences of immigrant talent in the workplace.

Employers must commit to awareness of barriers to integration before they can take action to address those barriers.

Coworkers can benefit from a more inclusive and diverse workplace culture when they are equipped to learn and share with one another in a relational process.





INSTRUCTIONS FOR IMPLEMENTATION

STAGE 2: Responsibility



Step 1: Building Empathy

Step 2: Open Communication

Step 3: Committing Time & Resources

Key Takeaways



Once barriers to the integration of immigrant employees in the workplace are identified, it is vital to apply that awareness in a relational, human context.



The value of empathy was identified as key to not only knowing about, but understanding how cultural differences present barriers to communication and relationship-building in the workplace.

STEP 1: BUILDING EMPATHY



Example: Consider what it is like to think in multiple languages, to translate language in the brain before speaking, or to be unsure of what is expected.

Creating the environment for safe, candid conversations surrounding cultural differences is a first step toward incorporating empathy in workplace policy and practices.

STEP 2: OPEN COMMUNICATION

There is a general discomfort in correcting misinformation or biases, as well as a reluctance to openly discuss cultural differences for fear of causing harm or offense. This results in communication barriers, as participants noted, which contribute to a lack of understanding and learning between people at work.



INSTRUCTIONS FOR IMPLEMENTATION

STAGE 2: Responsibility



Step 1: Building Empathy

Step 2: Open Communication

Step 3: Committing Time & Resources

Key Takeaways

STEP 2: OPEN COMMUNICATION > CONTINUED



Setting boundaries and expectations around how to both listen and respond will assist in developing open, trusting communication.



Humility must be present, as this will allow a person to both receive and provide corrections with the intention of implementing the new knowledge well.

STEP 3: COMMITTING TIME & RESOURCES

Structural reluctance to change was defined as a barrier that combines a lack of knowledge about other cultures in the workplace with a lack of commitment in time and resources and the expectation on the part of employers that immigrants assimilate into “American” culture.



Disrupting structural reluctance to change is vital for employers to avoid the exclusion of immigrant talent in the workplace.



INSTRUCTIONS FOR IMPLEMENTATION

STAGE 2: Responsibility



Step 1: Building Empathy

Step 2: Open Communication

Step 3: Committing Time & Resources

Key Takeaways

At this stage of cultural competence, leaders in the workplace are ready to take what they have learned and reflect on their individual responsibility to take action that disrupts structural reluctance to change with empathy for the human experiences of their coworkers.

KEY TAKEAWAYS

The second stage of cultural competence involves reflecting on your individual responsibility to take action that disrupts structural reluctance to change in your workplace.

To be successful, it is vital to have empathy for coworkers' experiences in order to understand and address barriers to integration in the workplace.





INSTRUCTIONS FOR IMPLEMENTATION

STAGE 3: Accountability



- Evaluation
 - DEI Practices Need to be Continual
 - Hearing Directly from Employees Re: Progress
- Key Takeaways



EVALUATION

The third stage of cultural competence is Accountability, and it involves evaluating the effectiveness of personal actions and policies in the workplace, taking ownership of outcomes, and looking ahead to repeating the process.

DIVERSITY | EQUITY | INCLUSION CONTINUAL PRACTICES

Participants in the roundtable noted that it is not sufficient to simply implement diversity, equity, and inclusion (DEI) practices; rather, those practices must be sustained through continual assessment of their effectiveness.

HEARING DIRECTLY FROM EMPLOYEES RE: PROGRESS

Accountability was further defined as an employer being willing to hear directly from the voices of their employees, creating space for open communication and for having difficult conversations. This stage of cultural competence requires that leaders in the workplace establish evaluation metrics for the integration of immigrant talent and cultural inclusivity.



Hiring diverse talent will not alone ensure that a workplace welcomes diversity and is culturally inclusive, so it is vital that employers measure the success of their practices and that coworkers communicate transparently in a safe environment that welcomes feedback and constructive criticism.



INSTRUCTIONS FOR IMPLEMENTATION

STAGE 3: Accountability



Evaluation

DEI Practices Need to be
Continual

Hearing Directly from
Employees Re: Progress

Key Takeaways



KEY TAKEAWAYS

The third stage of cultural competence involves evaluating the success of practices that aim to address barriers to integration in the workplace.

Employers must be willing to hear directly from the voices of their employees and create a safe environment that invites honest feedback and difficult conversations.

It is important to be forward-thinking and consider accountability through evaluation whenever new policies are implemented or existing policies are examined.



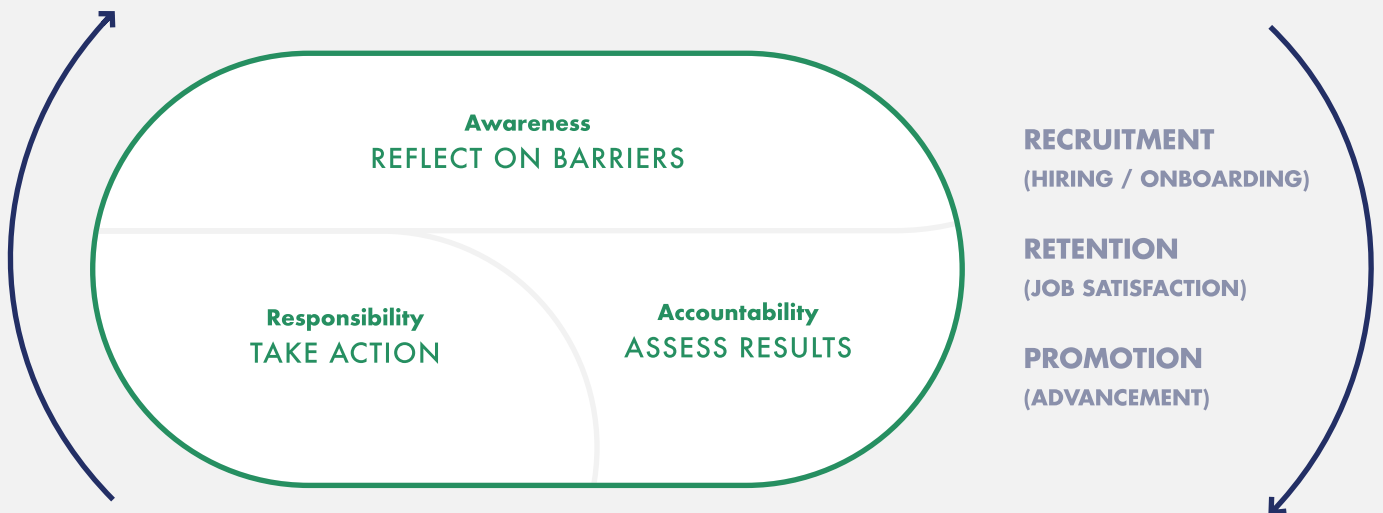
CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

Scenario > Reflection > Action

TALENT LIFE CYCLE INTEGRATION

SCENARIO → REFLECTION → ACTION

The process of developing cultural competence in the workplace does not happen overnight, nor is it a one-time process. Rather, it should be applied consistently as an ongoing approach at each phase of the talent lifecycle. The cyclical process involves assessing, reflecting and implementing changes, and re-assessing.



DECISION MAKERS IN THE WORKPLACE

Employers can commit to developing cultural competence by implementing strategies, such as those identified in this toolkit. Engaging all members of a workplace at each stage of the talent lifecycle in this framework is key, as an inclusive workplace culture relies on the commitment of everyone at an organization.

- Ensure accountability by systematically evaluating the outcomes of their strategies
- Emphasize the responsibility of individuals in the workplace to take action to address those barriers
- Foster awareness of cultural differences and barriers to integration

**GET
STARTED**

Next Page





CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

How To Get Started



HOW TO GET STARTED

1

Be sure that you have completed and scored the self-assessment tool.

2

Identify which individuals (executives, managers, staff and HR) will be involved in the initial training.

4

Reflect individually or with pairs, sharing back to the larger group the main idea of the responses.

Perhaps use a vision board, a white board, or some other tool to record your responses.

Pause, then look at the responses, consider prioritizing the responses - consider the capacity of your organization.

3

Read through the provided scenarios, consider the context of your organization.

Ask what applies, what does not apply, what additional scenarios are applicable to your organization.

5

Go to the action portion (ahead). Review the various possible actions,

- What other actions do you want to add?
- What actions are possible given your organization's capacity?
- What is the priority of the action items?

6

Before moving to the next stage, PAUSE. Return to the scenarios, the reflections and actions and ask yourselves:

- Do these demonstrate some change from the self-assessment results?
- What other changes are needed?

Continue to the next stage, but always with the understanding that returning to a previous stage improves your ability to develop cultural competence and integration.



STAGE 1 AWARENESS

REFLECT ON BARRIERS



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 1: Awareness Scenarios

INSTRUCTIONS

Individually or in small groups, use the following prompts as a guide to write and share about the scenario(s):
(1) How can you grow awareness around this issue within your organization? (2) Think through a list of action steps, a timeline, and delegate priorities.

1A

HIRING (INTERVIEW)

SCENARIO

A potential employee is there for an interview. Their appearance is professional and they are prepared for the interview. As they greet you in English, you hear their "thick" or "heavy", unfamiliar accent; you are now concerned about whether or not you will understand them throughout the interview.



REFLECTION

How do you feel when you believe someone's English proficiency or accent may differ from that of the dominant organizational culture?"

↳ Do you have concerns?
If so, what are they?

What assumptions do you make about their level of intelligence or ability to work with the company based on their accent?

What are you most concerned about in this interview now that you are focused on the accent?

↳ How do you address your concerns?"

↳ It may be that the way to address them is to reflect on, for instance, if the accent is really an impediment to effective communication. If not, then it should not be an issue.

What changes are needed to hire people with accents and who needs to make those changes?



ACTION

Stop, take a deep breath, and recognize that you will need to be patient with them and with yourself.

Ask for patience from the interviewee.

Inform the interviewee, tactfully, that you may need them to repeat themselves at times.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 1: Awareness Scenarios

1B

RECRUITING (JOB POSTING)

SCENARIO

You have created an advertisement for a position. The language used reads "Seeking an employee who is eager to learn, someone who works well with others, and is self-motivated. Potential employees need to have 5 years experience and a bachelor's degree."



REFLECTION

How does the language invite immigrants, specifically, to apply to a position in your company?

What does "experience" mean in your industry?

↳ How do you include transferable skill articulation from other countries?

↳ Is this easily understood by an immigrant reading the job posting?

What changes are needed to make the language more inclusive and inviting to people from various backgrounds?



ACTION

Define "experience" for your industry.

Consider that "experience" and skills may not look the same country to country.

Decide what skills translate.

Consider what other language you can use to actively invite immigrants to apply for a position.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 1: Awareness Scenarios

2A

RETAINING (CULTURE SHARING)

SCENARIO

You recognize that your employees come from diverse (cultural, ethnic, racial, etc.) backgrounds and decide that it is a good idea to create an opportunity to share their backgrounds with their co-workers. (The desired outcome is to build cross-cultural relationships amongst employees). You schedule a shared lunch inviting people to bring dishes from their cultural heritage.



REFLECTION

What other ways can you invite employees to learn about one another's culture in addition to food exchanges?

↳ For example, consider that "Happy Hours" are not appropriate for all cultures.

↳ Reflect on how this is more of an example of assimilation rather than integration.

What assumptions are being made in this scenario?

↳ Sharing food is often a common 'appreciation language' across cultures in building relationships or mending bridges, but it's important to ask the individual employees how they want to share their culture in the interest of relationship building

What other ways can respect and mutuality be fostered within the workplace?



ACTION

Take the time to learn about aspects of culture beyond language, food, and dress.

Consider what it means to have an exchange between employees who desire to learn about one another.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 1: Awareness Scenarios

2B

RETAINING & PROMOTING (EMPLOYEE QUIT FROM LACK OF ADVANCEMENT)

SCENARIO

An employee, whom you know to be an immigrant, has been working at your company for 3+ years and has indicated a desire for career advancement. You think he/she/they could be a good candidate for the role. Nothing happens and the employee eventually resigns from the company to accept a position with an industry competitor for a higher level role.



REFLECTION

Why did the employee leave the company after expressing a desire for promotion?

What support was missing in this exchange?

What training and development support is available to immigrant employees?



How are they made aware of these resources?



ACTION

Clearly identify professional development opportunities for employees, immigrants especially.

Communicate ways employees can advance in the company.

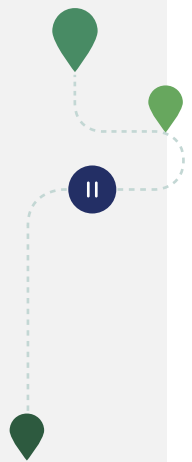
CONSIDERATIONS BEFORE PROCEEDING

The four scenarios mentioned represent the barriers and solutions shared by immigrants about their experiences in the United States workforce.

Take the time to think about what other scenarios you have at your company. For instance, have you ever taken the time to review the language used in recruiting, retaining, and promoting employees to determine who is excluded?

Make a list of your own scenarios and use these to further develop your cultural competence and integration.

Prioritize what actions you will take based on your capacity as an organization.





STAGE 2 RESPONSIBILITY

TAKE ACTION



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 2: Responsibility Scenarios

INSTRUCTIONS

Individually or in small groups, use the following prompts as a guide to write and share about the scenario(s): (1) How can you build empathy, communication, and resources around this issue within your organization? (2) List explicit ways in which you can be responsible for supporting immigrant employees.

1A

HIRING (INTERVIEW)

SCENARIO

A potential employee is there for an interview. Their appearance is professional and they are prepared for the interview. As they greet you in English, you hear their "thick" or "heavy", unfamiliar accent; you are now concerned about whether or not you will understand them throughout the interview.



REFLECTION

Have you ever experienced a conversation when you were not understood?

- ↳ How did you resolve the miscommunication?
- ↳ Is this skill easily understood by an immigrant reading the job posting?

Tell about a time you were judged by someone else based on your appearance or how your voice sounded.

- ↳ What felt uncomfortable about this?
- ↳ What support did you need?



ACTION

Imagine speaking another language, thinking in that language.

- ↳ Write down your emotional responses to this.
- ↳ Write down what supports you would need to feel more confident in speaking to someone, in their native tongue, not yours.

Create an inviting statement that details how you will be more patient with others who speak another language.

Decide how much additional time is needed when conducting interviews with individuals for whom English is an additional language.

- ↳ Build this time into the interview process.
- ↳ Prioritize questions asked.

ACTION TIP

Conduct scripted interviews (i.e. questions developed in advance) with alternate phrasing prompts established in advance. This helps to remove bias across interviews and improves time management.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 2: Responsibility Scenarios

1B

RECRUITING (JOB POSTING)

SCENARIO

You have created an advertisement for a position. The language used reads "Seeking an employee who is eager to learn, someone who works well with others, and is self-motivated. Potential employees need to have 5 years experience and a bachelor's degree."



REFLECTION

How can you improve the language?

What does it mean to be more inviting of immigrants?

How can you be more inclusive in your search for employees?

↳ What help do you need, and from whom, to improve your language, so that it is more inviting?



ACTION

Set aside time to review your documents for inclusive language.

Create a diverse group, that is inclusive of the immigrant perspective, to review the documents and provide suggestions.

Adjust your timeframe for hiring, if possible.

2A

RETAINING (CULTURE SHARING)

SCENARIO

You recognize that your employees come from diverse (cultural, ethnic, racial, etc.) backgrounds and decide that it is a good idea to create an opportunity to share their backgrounds with their co-workers. (The desired outcome is to build cross-cultural relationships amongst employees). You schedule a shared lunch inviting people to bring dishes from their cultural heritage.



REFLECTION

How do you want others to know who you are?

Have you ever considered introducing yourself to someone from another culture?

↳ What is stopping you from doing this?

How does your organization prioritize being productive and being relational?

↳ Which is more important? Why?



ACTION

Ask immigrants how they wish to introduce themselves to others.

Consider setting aside time for staff to share stories about their backgrounds with one another; make it optional.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 2: Responsibility Scenarios

2B

RETAINING & PROMOTING (EMPLOYEE QUIT FROM LACK OF ADVANCEMENT)

SCENARIO

An employee, whom you know to be an immigrant, has been working at your company for 3+ years and has indicated a desire for career advancement. You think he/she/they could be a good candidate for the role. Nothing happens and the employee eventually resigns from the company to accept a position with an industry competitor for a higher level role.



REFLECTION

Have you ever wanted something but didn't know who or how to ask about achieving your goal?

Have you ever been frustrated when someone tells you yes, to your goal, but does nothing to help you achieve it?

How much time is designated, at your company, to promote professional development?



ACTION

Clearly communicate, orally and written, what steps employees can take for professional development.

Clearly communicate, orally and written, what supports are available to employees seeking advancement.

Commit financial and time resources to assist employees in developing their skills for advancement.

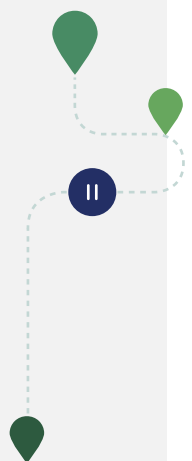
CONSIDERATIONS BEFORE PROCEEDING

Return to the additional scenarios you came up with in Stage 1. What additional scenarios came to mind when focusing on empathy, communication, and resources?

Stop & Reflect

Reflect on your additional scenarios - think about how empathy, communication, and resources are necessary to address the given scenarios. Always be mindful of your capacity.

REMEMBER: Stages 1 & 2 prepare you for Stage 3. Revisit Stages as needed without rushing.





STAGE 3 ACCOUNTABILITY

ASSESS RESULTS



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 3: Accountability Scenarios

INSTRUCTIONS

Individually or in small groups, use the following prompts as a guide to write and share about the scenario(s): (1) How can you be accountable to changes made and those that are in progress? (2) List action steps for you to measure changes.

1A

HIRING (INTERVIEW)

SCENARIO

A potential employee is there for an interview. Their appearance is professional and they are prepared for the interview. As they greet you in English, you hear their "thick" or "heavy", unfamiliar accent; you are now concerned about whether or not you will understand them throughout the interview.

REFLECTION

What questions can you ask interviewees to determine if you were inviting and accepting of their language capacity?

How can you change the interview process to be more diverse, inclusive, and equitable?

ACTION

Train HR managers and employees to conduct interviews that are empathetic and have open communication.

Train employees to pay attention to their unconscious biases and how this impacts their ability to be inclusive and equitable.

1B

RECRUITING (JOB POSTING)

SCENARIO

You have created an advertisement for a position. The language used reads "Seeking an employee who is eager to learn, someone who works well with others, and is self-motivated. Potential employees need to have 5 years experience and a bachelor's degree."

REFLECTION

How can you ensure that language used in internal and external documents is inviting to all people?

What do you need to do to continue to recognize skills that are outside the stated "experience" are considered for positions?

ACTION

Continue monitoring language used to advertise positions, so that all people are encouraged to apply.

Ask immigrants or service providers to help you understand what skills people have from their home countries and how these translate to the U.S. work environment.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 3: Accountability Scenarios

2A

RETAINING (CULTURE SHARING)

SCENARIO

You recognize that your employees come from diverse (cultural, ethnic, racial, etc.) backgrounds and decide that it is a good idea to create an opportunity to share their backgrounds with their co-workers. (The desired outcome is to build cross-cultural relationships amongst employees). You schedule a shared lunch inviting people to bring dishes from their cultural heritage.

REFLECTION

What type of feedback tool will you use to hear from your employees about how they are building relationships with others, outside their own cultural norms?

How will your organization continue to provide opportunities for cultural exchanges?

ACTION

Ask your employees to inform you how they want to participate in cultural exchanges.

Ask your employees to complete the Sense Belonging survey to better understand how your company is doing with integration.

2B

RETAINING & PROMOTING (EMPLOYEE QUIT FROM LACK OF ADVANCEMENT)

SCENARIO

An employee, whom you know to be an immigrant, has been working at your company for 3+ years and has indicated a desire for career advancement. You think he/she/they could be a good candidate for the role. Nothing happens and the employee eventually resigns from the company to accept a position with an industry competitor for a higher level role.

REFLECTION

How will you invite employees to share suggestions about professional development needs?

How will you monitor how many immigrants are promoted in your company (being sure that you are not fulfilling a quota)?

ACTION

Track how your immigrant employees advance through your company.

Provide ongoing opportunities for professional development.



CULTURAL COMPETENCE/ INTEGRATION ENGAGEMENT

STAGE 3: Accountability Scenarios

FUTURE CONSIDERATIONS

You have completed the three stages of integration.

Take a Rest

Contemplate what changes were made, what changes are being made, and what changes are still needed.

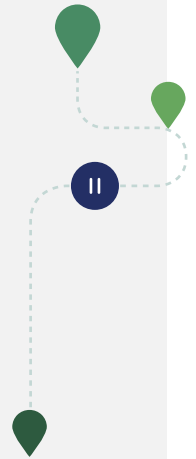
Take the self-assessment survey again, learn what impact this process has had on your company and employees.

How many immigrants have you onboarded, retained, or promoted?

In 1-2 months, return to this list of changes, what changes were implemented, were put on hold, are still needed?

Begin the process of awareness, responsibility, and accountability again. Repeat this process as long as you are committed to cultural competence and integration.

This is an ongoing, learning process.



FINAL THOUGHTS// MEANING MAKING

Deliberately, there are no stated, prescriptive solutions within this toolkit. Rather, this toolkit is designed for the purpose of encouraging those who work in organizations to be uncomfortable and through that discomfort to seek the opportunity of change via awareness, responsibility and accountability. This is an iterative process and the learning is ongoing. Humility, communication, and respect drive all changes discussed in this toolkit.

Encouragement

Growth

Awareness

Responsibility

Accountability

Humility

Respect

Communication



SELF-ASSESSMENT IS A CRUCIAL FIRST STEP TO KNOWING HOW TO DEVELOP OR CONTINUE DEVELOPING CULTURAL COMPETENCE!

Appendix A

SELF-ASSESSMENT SURVEY

Filled out by management and employees



To begin the process of integration for immigrants or any other people groups, the organization must assess the readiness of management, human resources, and staff. We recommend using the developed survey to assess the beliefs, attitudes (biases), and policies central to the work of integration.

The self-assessment tool offered in Appendix A is meant to be given to all members of an organization, regardless of the size of the organization.

The developed 43-item survey is intended for employers to self-assess their progress in creating an inclusive workplace, in terms of the general work environment, their onboarding process, and their hiring practices.

Be mindful that even small deficits may signal a larger problem

The Junkin Group, LLC incorporated their proprietary scales and evaluative approach to measuring readiness. These assessment tools were adapted for use by The Welcoming Center.



Find and click this symbol to skip to assessment tools (for e-toolkit version only).

MEASURING READINESS

Appendix A: Self Assessment Survey

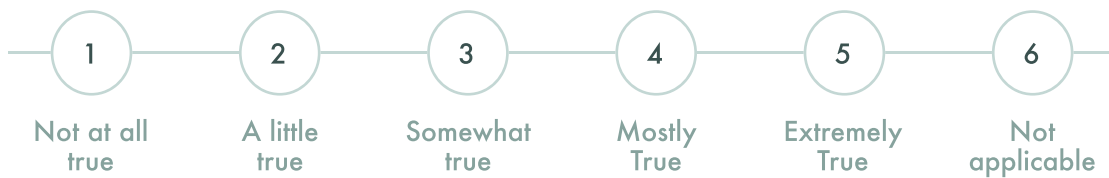
Appendix A

SELF-ASSESSMENT SURVEY⁷

Filled out by management and employees

INSTRUCTIONS

Read each of the following statements and rate how well each statement accurately depicts your organization on the following scale:



Please note: When building this survey as either an electronic instrument or paper version, do not include the **tagged** words and the asterisks (*) as those are meant to guide the person scoring the final results.

- | | | |
|-------|--|--------------------------------|
| 01 | This organization has allocated budget funds to support its inclusivity initiatives. | Everyday
Capacity |
| <hr/> | | |
| 02 | This organization prioritizes inclusivity initiatives when planning the budget. | Everyday
Capacity |
| <hr/> | | |
| 03 | Supervisors create adequate time to help integrate immigrant employees into the workplace. | Onboarding Process
Capacity |
| <hr/> | | |
| 04 | This organization has the resources to successfully onboard new immigrant hires (e.g. navigating potential barriers related to language or cultural background). | Everyday
Capacity |

⁷This survey was designed by the research team and is not externally validated.

MEASURING READINESS

Appendix A: Self Assessment Survey

- | | |
|---|---------------------------------------|
| 05 This organization's hiring department has the resources to ensure the job descriptions for new positions are posted where immigrants will find them. | Hiring Process
Capacity |
| <hr/> | |
| 06 This organization's hiring department has the resources to ensure the language for new job descriptions is accessible to immigrant candidates. | Hiring Process
Capacity |
| <hr/> | |
| 07 Immigrant employees can always feel comfortable and safe in expressing feedback about their experiences in this organization. | Everyday
Immigrant Voice |
| <hr/> | |
| 08 This organization's management seeks to hear from immigrant employees to ensure they are offering an inclusive and comfortable workspace. | Everyday
Immigrant Voice |
| <hr/> | |
| 09 We have sought feedback from immigrant employees on our training materials. | Onboarding Process
Immigrant Voice |
| <hr/> | |
| 10 This organization's onboarding process has been informed by immigrant voices. | Onboarding Process
Immigrant Voice |
| <hr/> | |
| 11 When creating a new job description, this organization seeks input from immigrants within the organization and/or community about the language used. | Hiring Process
Immigrant Voice |
| <hr/> | |
| 12 This organization includes immigrant employees in the interview process (or on the hiring committee) for new positions to get their perspective on candidates. | Hiring Process
Immigrant Voice |
| <hr/> | |
| 13 Immigrant employees seem to be less likely to receive promotions or pay increases than nonimmigrant employees. | Everyday
Bias |
| <hr/> | |
| 14 Many of this organization's nonimmigrant employees appear to minimize social interactions with the immigrant employees. | Everyday
Bias |

MEASURING READINESS

Appendix A: Self Assessment Survey

-
- | | | |
|----|---|---|
| 15 | There are procedures in place that help mitigate the detrimental effects of bias in the onboarding process. | Onboarding Process
Bias |
| 16 | This organization considers the cultural background of employees during the onboarding process. | Onboarding Process
Bias |
| 17 | The people involved in the company's hiring process understand the concept of unconscious biases and their impact on hiring decisions. | Hiring Process
Bias |
| 18 | We only hire immigrants if they have their green card.* | Hiring Process
Bias |
| 19 | Immigrant employees that succeed in this organization are the ones who embrace the organization's culture more than their own.* | Everyday
Assimilation Expectations |
| 20 | This organization encourages employee cultural expression in their work life (or in the workplace) | Everyday
Assimilation Expectations |
| 21 | Over time, we expect new immigrant employees will adapt to the American workplace culture.* | Onboarding Process
Assimilation Expectations |
| 22 | Our training materials are geared towards helping immigrants adapt to the American workplace culture.* | Onboarding Process
Assimilation Expectations |
| 23 | When interviewing immigrant candidates, this organization considers whether they will ever fit into the organization's predominant culture (e.g. dress code, language use, value of time, etc.).* | Hiring Process
Assimilation Expectations |
| 24 | When interviewing immigrant candidates, this organization expects they would carry out their work in a similar way to nonimmigrant employees.* | Hiring Process
Assimilation Expectations |
-

MEASURING READINESS

Appendix A: Self Assessment Survey

- | | | |
|----|--|-------------------------------------|
| 25 | The people involved in the company's hiring process understand the concept of unconscious biases and their impact on hiring decisions. | Everyday
Social |
| 26 | Immigrant employees seem to understand this organization's social norms. | Everyday
Social |
| 27 | The onboarding process for immigrant employees covers the social norms of the company (e.g. ____) ⁸ . | Onboarding Process
Social |
| 28 | This organization provides support for immigrants as they navigate the culture of their new workplace. | Hiring Process
Social |
| 29 | This organization introduces job candidates to current employees as part of the interview process to help the candidates get an understanding of the social norms of the organization. | Hiring Process
Social |
| 30 | This organization ensures job candidates get to know current employees as part of the interview process to start building the candidate's relationships with their potential peers. | Hiring Process
Social |
| 31 | Management creates a space for immigrants to discuss their cultures and experiences. | Everyday
Culture Share |
| 32 | This organization empowers immigrant employees to share about their culture with nonimmigrant employees. | Everyday
Culture Share |
| 33 | This organization gives new employees time to share a bit about their cultural background during the onboarding and training process. | Onboarding Process
Culture Share |
| 34 | This organization gives new employees time to share a bit about their cultural background to help personalize the onboarding process. | Onboarding Process
Culture Share |
-

⁸This question is designed for each organization to provide an example from their own policies.

MEASURING READINESS

Appendix A: Self Assessment Survey

- | | | |
|----|---|--|
| 35 | When interviewing immigrant candidates, this organization gives opportunities for the candidate to share information about their cultural background. | Hiring Process
Culture Share |
| 36 | When interviewing immigrant candidates, this organization tries to learn about the candidate's cultural background and norms. | Hiring Process
Culture Share |
| 37 | This organization has a specialized protocol for conducting interviews with immigrant candidates (e.g. alternate question phrasing, preparing questions that don't rely on American culture references) | Hiring Process
Tailored Interviews |
| 38 | This organization conducts interviews with the same delivery for immigrant candidates as for nonimmigrant candidates (e.g. same questions, same phrasing, same tone). | Hiring Process
Tailored Interviews |
| 39 | We have a formal Diversity, Equity, Inclusion (DEI) policy. | Policy |
| 40 | We have a formal board/committee devoted to cultural competence and inclusion. | Policy |
| 41 | Overall, immigrants report being satisfied with the typical everyday operations of this organization. | Everyday
Immigrant Satisfaction |
| 42 | Overall, immigrants report being satisfied with this organization's onboarding and training process. | Onboarding Process
Immigrant Satisfaction |
| 43 | Overall, immigrants report being satisfied with this organization's hiring process. | Hiring Process
Immigrant Satisfaction |

MEASURING READINESS

SCORING AND INTERPRETING RESULTS



The asterisk (*) indicates a reverse-scored item, where high scores indicate low belongingness. In order to average them into the overall score, these items must be “reversed”, such that low scores become high scores and high scores become low scores. I.e.,



The self-assessment survey gauges multiple domains of the workplace as it pertains to immigrant employees. The items pertain to the workplace in one of three ways: the hiring process, the onboarding process, or everyday life at the organization.



In addition, each item pertains to one of nine aspects of the workplace: organizational capacity to support inclusivity initiatives [Capacity], the presence of the immigrants’ voice [Immigrant Voice], bias and misperceptions of immigrants [Bias], the expectation that immigrants will fully assimilate (rather than integrate) into the organizational culture [Assimilation Expectations], immigrants’ social relationships with coworkers and their inclusion in social norms [Social], the organization’s efforts to promote culture sharing [Culture Share], the organization’s interviewing methods for immigrant candidates [Tailored Interviews], the presence of formal policy/initiatives [Policy], and immigrants’ reported satisfaction with the hiring process, onboarding process, and everyday life at the organization [Immigrant Satisfaction]. The table in the next page details which items belong to which category.

MEASURING READINESS

Appendix A: Self Assessment Survey > Score & Interpret

For each area of interest, average the scores for items listed in the table below (exclude any items for which you responded with “N/A”). If an item is marked with an asterisk, reverse the scores as outlined above prior to computing average scores. You may compute scores for very specific domains (e.g. Assimilation Expectations in the Onboarding Process using items #21 and 22), within a particular aspect of the organization (e.g. assessing the overall Hiring Process using items #5, 6, 11, 12, 17, 18, 23, 24, 29, 30, 35, 36, 37, 38, and 43), or for a specific domain across all aspects of the organization (e.g. assessing the overall Capacity of the organization using items #1, 2, 3, 4, 5, and 6). The scores you look at should be determined by the needs of your organization.

SELF ASSESSEMENT SCORING KEY

	Everyday	Onboarding	Hiring
Capacity	1, 2	3, 4	5, 6
Immigrant Voice	7, 8	9, 10	11, 12
Bias	13, 14	15, 16	17, 18
Assimilation Expectations	19, 20	21, 22	23, 24
Social	25, 26	27, 28	29, 30
Culture Share	31, 32	33, 34	35, 36
Tailored Interviews	—	—	37, 38
Policy	39, 40	—	—
Immigrant Satisfaction	41	42	43

Note. Each box lists the items to be included in the score of the connected domains (e.g. Bias in the Everyday workplace is computed as the average of items #13 and #14). Boxes with “—” indicate there are no items in the survey that assess that domain for that specific aspect of the organization.

MEASURING READINESS

Appendix A: Self Assessment Survey > Score & Interpret

Any overall score lower than a 4 should be seen as having room for improvement.



This survey is meant to help you become aware of which areas you can improve in. Once you have identified the problem areas, begin formulating viable solutions in collaboration with others in your organization.

As you implement those solutions, take this assessment again to determine whether you're making progress towards your goal. Be sure to consult with others in your organization to get multiple perspectives (both in terms of cultural background and in terms of organizational rank). This survey is best used to identify priority areas to address; a score above a 4 does not automatically mean there is no room for improvement; rather, the organization should consider first addressing the areas in which scores are below a 4, and then consider whether each other area needs further improvement beyond the scope of this survey.



EVALUATION IS NEEDED TO KNOW WHETHER THE ORGANIZATION IS WORKING TOWARD CULTURAL COMPETENCE AND INTEGRATION

Appendix B

MULTICULTURAL COMPETENCE ASSESSMENT GUIDE

Filled out by management and human resources only



Appendix C

JOB SATISFACTION SURVEY

Filled out by all employees



Appendix D

SENSE OF BELONGING SURVEY

Filled out by all employees



Developing cultural competency and an integrated workplace means that there are changes in how we interact with co-workers, with bosses, and with HR. Further, it signals a change in the language used in recruitment, retention, and promotion.

The Junkin Group, LLC incorporated their proprietary scales and evaluative approach to measuring success. These assessment tools were adapted for use by The Welcoming Center.



Find and click this symbol to skip to assessment tools (for e-toolkit version only).

MEASURING SUCCESS

Appendix B, C, D

TO GENUINELY CREATE A DIVERSE AND INCLUSIVE WORKSPACE, THE MOST HONEST FEEDBACK IS RECEIVED BY LEAVING THE DEMOGRAPHIC INFORMATION SEPARATE FROM SURVEY RESPONSES.

It is important to also track demographic information of your employees (including management and employees of all other levels in the organization); this information can include items about country-of-origin or birthplace. Such metrics are essential to gauging your progress in creating a more diverse and inclusive workspace.



However, demographic information should be kept separately from any surveys employees take (e.g. the Job Satisfaction Survey).

While it may be tempting to be able to identify which demographic groups are providing more favorable feedback on these surveys, the problem lies in that it reduces the anonymity of those responses; for example, if your organization has 20 employees and only one of them is an immigrant, and you survey them about their job satisfaction, that one participant would lose their anonymity.

When survey respondents lose their anonymity, they are more prone to giving “socially desirable” responses (i.e. what they think management wants to hear, rather than what is their truth), and the survey data becomes harder to interpret and overall less helpful.

MEASURING SUCCESS

Appendix B, C, D

BE MINDFUL THAT EVEN SMALL DEFICITS MAY SIGNAL A LARGER PROBLEM

- 📍 One way to gauge whether group differences underlie a small deficit is to look at the variability of responses (i.e. standard deviation).

- 📍 A higher standard deviation can indicate substantial group differences.
 - ↳ To better understand this, imagine the example below in which Company A and Company B both have 5 employees (4 nonimmigrants, 1 immigrant), and for the sake of this example, imagine that we know the 5th respondent in each company is the immigrant employee.
 - ↳ The average job satisfaction for both companies is 5.80.
 - ↳ However, the variability in Company A is higher, signaling there is much less agreement on job satisfaction (see charts below).

MEASURING SUCCESS

Appendix B, C, D

NUMERICALLY, SUCCESS ON JOB SATISFACTION MEANS HAVING A HIGH MEAN AND A LOW STANDARD DEVIATION ACROSS ALL EMPLOYEES

Whether a high mean or low mean is preferable depends in part on the variable of interest (e.g. we want job satisfaction to have a high mean, but we want negative variables such as bias and turnover intentions to have low means); however, it is always preferable to have low variability/standard deviation, as low variability indicates general agreement among respondents.

Company A	
	7
	7
	7
	7
	1
Mean	5.80
SD	2.68

Company B	
	5
	6
	6
	6
	6
Mean	5.80
SD	0.45

MEASURING SUCCESS

Appendix B, C, D

ANOTHER TOOL FOR INTERPRETING THE DATA IS THE FREQUENCY DISTRIBUTION (also called a frequency chart)

Because the previous example only has 5 employees, it is easy to look at the raw data and identify any potential problems (e.g. the “1” in Company A stands out from the rest). However, in **larger companies**, simply eyeballing the raw data becomes less feasible.

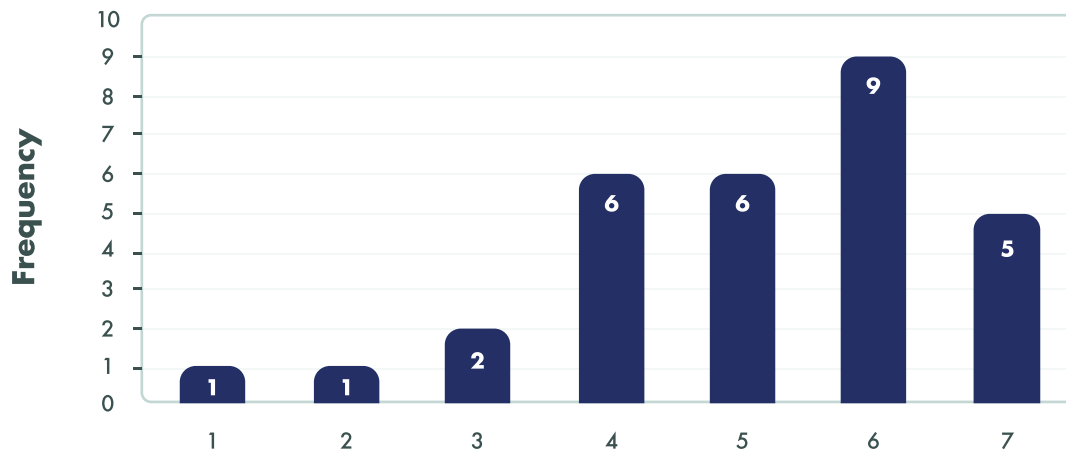
A frequency distribution is a visual representation of how people responded to a survey; more specifically, it indicates how many people selected each response option to a specific question. For example, imagine 30 people respond to a survey. Sort their responses into a table and/or make a graph depicting the table like these:

Response	Frequency
7	5
6	9
5	6
4	6
3	2
2	1
1	1
Mean	5.07
SD	1.53

MEASURING SUCCESS

Appendix B, C, D

Job Satisfaction



In this example, we can plainly see that people are overall satisfied. However, we can also see that some people are not very satisfied.

If the goal is for people's job satisfaction to be above a 5, the mean suggests that people generally meet that threshold; however the table and chart above show that a full third of those surveyed (10 out of 30) reported below that goal number, suggesting there is still progress to be made.

Frequency distributions can be used to summarize data for organizations of all sizes, and are also an excellent way to visualize the demographic data you collect.

MEASURING SUCCESS



Appendix B
**MULTICULTURAL COMPETENCE
ASSESSMENT GUIDE⁹**
Filled out by management
and human resources only

INSTRUCTIONS
Rate your organization on each
item in Sections I through VI
using the following scale



Section I
Agency Demographic Data

- 01 Have you identified the demographic composition of the organization’s service area (from recent census data, local planning documents, statement of need, etc.) which should include ethnicity, race, and primary language spoken as reported by the individuals?

- 02 Have you identified the demographic composition of the persons served?

- 03 Have you identified the staff composition of your organization (ethnicity, race, language capabilities) in relation to the demographic composition of your service area?

- 04 Have you compared the demographic composition of the staff at all levels with the client demographics?

⁹Adapted from the “Multiculturally Competent Service System Assessment Guide” [Reproduced with permission from The Connecticut Department of Children and Families, Office of Multicultural Affairs (2002).]

MEASURING SUCCESS

Appendix B: Multicultural Competence Assessment Guide II & III

Section II

Policies, Procedures, and Governance

- 01 Has your organization appointed executives, managers, and administrators who take responsibility for, and have authority over, the development, implementation, and monitoring of the cultural competence plan?

- 02 Has your organization's director appointed a standing committee to advise management on matters pertaining to multicultural services?

- 03 Does your organization have a mission statement that commits to cultural competence and reflects compliance with all federal and state statutes, as well as any current local nondiscriminatory policies and affirmative action policies?

- 04 Does your organization have culturally appropriate policies and procedures communicated orally and/or written in the principal language of the staff to address confidentiality, individual rights and grievance procedures, legal assistance, etc. as needed and appropriately?

Section III

Services/Programs

A

Linguistic and Communication Support

- 01 Has the organization arranged to provide materials and services in the language(s) of nonnative English-speaking employees (e.g. bilingual staff, in-house interpreters, or a contract with outside interpreter agency and/or telephone interpreters)?

- 02 Do organization records indicate the preferred languages of employees?

MEASURING SUCCESS

Appendix B: Multicultural Competence Assessment Guide > III

- 03 Is there a protocol to handle employee complaints in languages other than English?

- 04 Are the forms that employees sign written in their preferred language?

- 05 Does the organization provide information about programs, policies, and procedures for accessing and utilizing services in the primary language(s) of staff?

- 06 Does the organization have signs regarding language assistance posted at key locations?

B Cultural Assessments

- 01 Is the employee's level of acculturation identified, described, and incorporated as part of cultural assessment?

- 02 Is the employee's ethnicity/culture identified, described, and incorporated as part of cultural assessment?

C Cultural Accommodations

- 01 Are culturally appropriate, educational approaches, such as films, slide presentations, or video tapes, utilized for preparation and orientation of staff members to your organization?

- 02 Does your organization incorporate aspects of each employee's ethnic/cultural heritage into the design of specialized interventions or services?

- 03 Does your organization have ethnic/culture-specific group formats available for engagement?

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Appendix B: Multicultural Competence Assessment Guide > III & IV

D

Job Posting Accessibility

- 01 Do persons from different cultural and linguistic backgrounds have timely and convenient access to your organization's job postings?

- 02 Are job postings located close to the neighborhoods where persons from different cultures and linguistic backgrounds reside?

- 03 Does your organization provide needed support to families of staff (e.g. meeting rooms for extended families, child support, drop-in services)?

- 04 Do you have services available during evenings and weekends?

Section IV

Human Resources Development

A culturally competent agency implements staff training and development in cultural competence at all levels and across all disciplines, for leadership and governing entities as well as for management, supervisory, and support staff.

- 01 Are the principles of cultural competence (e.g. cultural awareness, language training, skills training in working with diverse populations) included in staff orientation and ongoing training programs?

- 02 Is the organization making use of other organizations or programs that specialize in serving persons with diverse cultural and linguistic backgrounds as a resource for staff education and training?

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Appendix B: Multicultural Competence Assessment Guide > IV & V

03 Is the organization maximizing recruitment and retention efforts for staff who reflect the cultural and linguistic diversity of populations needing resources?

04 Has the staff's training needs in cultural competence been assessed?

05 Has the staff attended training programs on cultural competence in the past two years?

Describe what type of training has been engaged.

Section V

Quality Monitoring and Improvement

A culturally competent agency has a quality monitoring and improvement program that ensures access to culturally competent services.

01 Does the quality improvement plan address the cultural/ethnic and language needs?

02 Are staff members asked whether ethnicity/culture and language are appropriately addressed in order to receive culturally competent services in the organization?

03 Does the organization maintain copies of minutes, recommendations, and accomplishments of its multicultural advisory committee?

04 Is there a process for continually monitoring, evaluating, and rewarding the cultural competence of staff?

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Section VI

Information/Management System

- 01 Does the organization monitor, survey, or otherwise assess the quality improvement utilization patterns based on the culture/ethnicity and language of staff?

- 02 Are staff surveys (e.g. staff satisfaction) available in different languages in proportion to the demographic data?

- 03 Are there data collection systems developed and maintained to track staff by demographics, utilization and outcomes across programs, transfers, referrals, etc.?

Survey Rating

Suggested Rating Interpretations

The numerical response to each question above can be interpreted as follows:

Priority Concerns

#1

#2

Needs Improvement

#1

Adequate

#4

#5

MEASURING SUCCESS

Survey Plan

How to Create a Culturally Competent Plan for Your Organization

Formulate a culturally competent plan based on the assessment of your organization. Focus on the following critical areas of concern as you develop goals for a culturally competent plan for your organization's service system.

CULTURALLY COMPETENT PLAN

Critical Areas

Access

Access is the degree to which services to persons are quickly and readily available.

Engagement

Engagement is the skill and environment to promote a positive personal impact on the quality of staff's commitment to the organization.

Retention

Retention is the result of quality service that helps maintain a staff member with continued commitment.

MEASURING SUCCESS

Appendix B: Multicultural Competence Assessment Guide

Based on the assessment of your organization, determine whether, in your initial plan, you need to direct efforts of developing cultural competence toward one, or a combination, of the above critical areas. Then, structure your organization's cultural competence plan using the following instructions:

- 01 Based on the results of this assessment, summarize and describe your organization's perceived strengths in providing for staff members from different cultural groups. Please provide specific examples. Attach supporting documentation (e.g. Data, Policies, Procedures, etc.).

- 02 Based on your assessment, summarize and describe your organization's primary areas considered either "Priority Concerns" (#1 and/or #2), or "Needs Improvement" (#3) in providing for staff members from different cultural groups.

- 03 Based on your organization's strengths and needs, prioritize both the organizational goals and objectives addressed in your cultural competence plan. Describe clearly what you will do to provide for staff members who are culturally and linguistically different.

- 04 Using the developed goals and objectives, please describe in detail the plans, activities, and/or strategies you will implement to assist your organization in meeting each of the goals and objectives indicated.

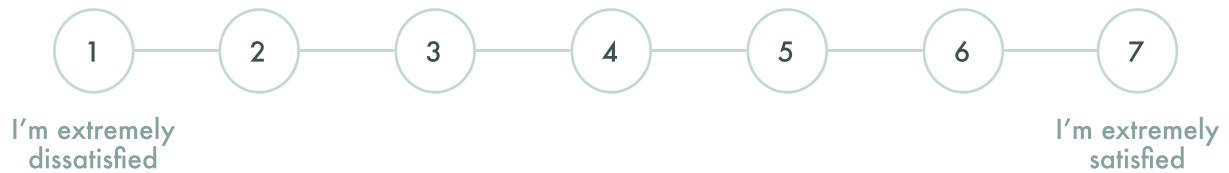
MEASURING SUCCESS

Appendix C: Job Satisfaction Survey



Appendix C
JOB SATISFACTION SURVEY¹⁰
Filled out by all employees

INSTRUCTIONS
This set of items deals with various aspects of your job. We would like you to tell us how satisfied or dissatisfied you feel with each of these features of your present job using the following scale.



- | | | | |
|----|---|----|---|
| 01 | The physical work conditions. | 09 | Your chance of promotion. |
| 02 | The freedom to choose your own method of working. | 10 | The way your company is managed. |
| 03 | Your fellow workers. | 11 | The attention paid to suggestions you make. |
| 04 | The recognition you get for good work. | 12 | Your hours of work. |
| 05 | Your immediate boss. | 13 | The amount of variety in your job. |
| 06 | The amount of responsibility you are given. | 14 | Your job security. |
| 07 | Your rate of pay. | 15 | Now, taking everything into consideration, how do you feel about your job as a whole? |
| 08 | Your opportunity to use your abilities. | | |

¹⁰Adapted from Warr, Cook, & Wall (1979) and Heritage, Pollack, & Roberts (2015).

MEASURING SUCCESS

Appendix C: Job Satisfaction Survey > Score & Interpret

SCORING AND INTERPRETING RESULTS



Higher scores indicate greater satisfaction (standards are subjective and may vary between industry/organizations/etc., but generally speaking, average scores lower than 5 should be interpreted as having room for improvement; average scores 6 or higher should be interpreted as high satisfaction, with only minimal or no room for improvement). This standard can be applied for global job satisfaction or for any of the three subscales (satisfaction with the job itself, working conditions, and employee relations).

Global job satisfaction score should be approximately the same as the response to item 15. If there is a substantial difference, there is possibly something else influencing job satisfaction that is not directly assessed in the first 14 items.

When administering this survey (or any survey) to employees, be certain to assure them that their responses will not impact their employment or position within the company in any way, and that the survey's goal is for improvement purposes, not punitive purposes.

MEASURING SUCCESS

Appendix D: Sense of Belonging Survey



Appendix D
SENSE OF BELONGING SURVEY¹¹
Filled out by all employees

INSTRUCTIONS
On a scale of 1 - 7, (1 = Strongly Disagree) & (7 = Strongly Agree), please rate the following statements about your experience with your organization.



- 01 When I am with other people in my organization, I feel included.
- 02 I have close bonds with people in my organization.
- 03 I feel like an outsider in my organization.*
- 04 I feel as if people in my organization do not care about me.*
- 05 I feel accepted by others in my organization.

- 06 I feel isolated from the rest of my organization.*
- 07 I have a sense of belonging when I'm with others in my organization.
- 08 When I am with other people in my organization, I feel like a stranger.*
- 09 I feel connected with others in my organization.

¹¹Adapted from Malone, Pillow, and Osman (2012).

* Refer to the Interpretation section on the next page for details

MEASURING SUCCESS

Appendix D: Sense of Belonging Survey > Score & Interpret

SCORING AND INTERPRETING RESULTS



The asterisk (*) indicates a reverse-scored item, where high scores indicate low belongingness. In order to average them into the overall score, these items must be “reversed”, such that low scores become high scores and high scores become low scores. I.e.,



OVERALL ORGANIZATION SENSE OF BELONGING

Average of Items
01 - 09

ACCEPTANCE/ INCLUSION

Average of Items
01, 02, 05, 07, 09

REJECTION/ EXCLUSION

Average of Items
03, 04, 06, 08

Higher scores on the overall measure (after reverse-coding) indicate a greater sense of belonging to the organization (standards are subjective and may vary between industry/organizations/etc., but generally speaking, average scores lower than 5 should be interpreted as having room for improvement; average scores 6 or higher should be interpreted as high belonging, with only minimal or no room for improvement).



MEASURING SUCCESS

Appendix D: Sense of Belonging Survey > Score & Interpret



The two subscales reflect different perspectives on what “belonging” is: Acceptance-based belonging indicates the respondent feels included in the workplace, while Rejection-based belonging indicates the respondent does not feel excluded. Ideally we would prefer that participants experience both forms of belonging, but it may be they experience one more than the other. It may also be the case that certain actions by the organization influence these domains differently. For instance, it may be that Acceptance-based belonging is promoted by providing opportunities for culture-sharing (as described in the self-assessment survey), while Rejection-based belonging is promoted by decreasing the bias in the organization. The distinction between these subscales is fairly small, statistically speaking, so it is up to the organization to decide whether it is worth exploring each perspective, or to focus on the overall measure of belonging. Should you choose to look at each subscale, the same standard applies as for the overall scale: average scores lower than 5 indicate room for improvement, while average scores 6 or higher indicate no or only minimal room for improvement.

When administering this survey (or any survey) to employees, be certain to assure them that their responses will not impact their employment or position within the company in any way, and that the survey’s goal is for improvement purposes, not punitive purposes.



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