Manager Training for Integrating Immigrant & Refugee Workers: A Facilitator’s Guide

University of Northern Iowa – New Iowans Program
United States Department of Labor
Manager Training for Integrating Immigrant & Refugee Workers: A Facilitator’s Guide

University of Northern Iowa – New Iowans Program
US Department of Labor - Employment & Training Administration
March 2004

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Project Overview

The University of Northern Iowa’s New Iowans Program (NIP) created Manager Training for Integrating Immigrant & Refugee Workers: A Facilitator’s Guide as part of the US Department of Labor (DOL) project, Integrating Immigrants and Refugees into the Workforce. The Facilitator’s Guide offers community educators a detailed resource for training private and public sector managers and supervisors on steps to prepare their organization for employing immigrant and refugee workers. The guide outlines complimentary training sessions for the NIP/DOL handbook, Welcoming New Iowans: A Guide for Managers and Supervisors – The Best Practices of Iowa Employers with Immigrants and Refugees in the Workplace (Mark A. Grey Ph.D. 2002). This handbook serves as the facilitator resource guide and class text for the training sessions.

The Facilitator’s Guide provides educators with the facilitator notes, presentation slides, individual/small group exercises, discussion points, sample marketing materials, and reference material necessary for conducting 2-4 hour interactive training sessions. Facilitators may tailor each session to the demographics of their local areas and the specific industry sectors of attendees, e.g., manufacturing, healthcare, service, and/or retail.

NIP developed the final version of the guide after piloting the training with representatives from a cross-section of Iowa business and industry. NIP partnered with Hawkeye Community College to schedule and market pilot sessions in Northeast Iowa. NIP facilitated additional sessions in Tama and Poweshiek Counties (Iowa).

The profile of session attendees varied by industry, size and experience employing immigrant workers. Some sessions were marketed to specific industries to bring together managers and supervisors with similar questions, concerns and experiences. Other sessions included participants from very different industries. NIP facilitated sessions for individual employers interested in bringing their staff together to discuss future hiring or to evaluate past efforts. NIP also offered abbreviated versions of the complete program to several community and economic development related organizations across Iowa.

Each pilot session raised interesting questions and offered additional insight into preparing businesses to evaluate or undertake their own initiatives. Frequently, the facilitator monitored discussion and networking among business representatives from similar industries who previously had not worked with each other nor brainstormed effective strategies for their organizations, workforce and business community. On several occasions, the training sessions served as a tool for issue resolution within companies that hired or were planning to hire immigrant workers but had not effectively planned or communicated with existing employees.

The Facilitator’s Guide provides a step-by-step process for building awareness of the significant role immigration plays in today’s labor force, positioning organizational leadership for employing newcomers, assessing organizational culture related to employing newcomers, designing an effective program, and maintaining a diverse workforce. While the training sessions cannot address every issue, participants develop an understanding of the
scope and detail of successful programs and the variety of resources necessary for implementation.

Facilitator Guide topics include:

- Introduction to Integrating Immigrants & Refugees Into the Workplace
- Building the Business Case for Immigrant Workers
- Making a Leadership Commitment to Integrating Newcomers into the Workplace
- Determining Organizational Culture & Readiness for Welcoming Newcomers
- Designing & Implementing a Program for Integrating New Workers
- Creating Methods to Maintain a Diverse Workforce
- Resource Materials

The facilitator may tailor each section of the training to match the needs and interests of the audience. For example, Section 2 of the guide contains sources and links to demographic data and graphs that can be used when working with businesses from a specific community, county, or region. Facilitators may also choose to collect information not included in the slides but which is relevant to participants, e.g., commuting patterns, migration patterns, immigrant/foreign born wage/income data, educational attainment, or listing immigrant business start-ups.

Programming Suggestions:

Organizations coordinating Manager Training for Integrating Immigrant & Refugee Workers may partner with a variety of organizations, committees, community colleges, and/or universities to schedule the training. Many community colleges offer topical business and community training programs targeted to individuals who would be likely to attend this manager training. The sessions may be new educational programs or incorporated into an ongoing series of courses. While the course and materials represent little or no cost to the coordinator, course fees will need to be determined on a case-by-case basis. Some groups offer the training at low or no cost to their members to educate as many managers as possible.

Manufacturing associations, economic development corporations and chambers of commerce may use the sessions in conjunction with their own training and education objectives. These partnerships help to increase participation and build a forum that will continue after the initial session.

Methods of promoting the sessions vary from personal invitations to mass mailings and feature news stories. Local media often take interest in immigration-related programs and may assist in promoting sessions or running corresponding articles.

Facilitators may choose to bring in individuals from local immigrant/refugee groups to provide personal stories of living and working in the community and offer specific suggestions on how employers can assist newcomers at work or in the community. They may also organize follow-up sessions, employer immigration “support” groups, or local
listservs to encourage participants to apply what they learn and to communicate with each other as questions and issues arise.

**Pre- & Post-Session Evaluations:**

The Facilitator’s Guide also provides pre- and post-session evaluations to assist educators/community officials in measuring organizational preparedness for employing newcomers and to gain feedback from participants on the value of training, needed improvements and areas of interest.
Welcoming Immigrants & Refugees Into Your Workforce – Pre-Session Evaluation

Thank you for attending today’s training! This workshop is funded by the United States Department of Labor (DOL). Per DOL requirements, it is necessary to ask you a few questions before and after this session. Please complete the forms as thoroughly as possible.

1. Name:
2. Your Gender: (Please Circle)   Female   Male
3. Company or Organization:
4. Please describe the industry or field your company or organization is in:
5. Please describe your position/title within the organization:
6. How many people does your organization employ locally?
7. Does your organization currently employ immigrant or refugee workers? (Please Circle) Yes   No
   If Yes, How many immigrant/refugee workers do you have? ____________
   Please list the nationality of these workers & (generally) how long they have been with your organization:
   If No, Has your organization employed immigrant/refugee workers in the past 5 years? (Please Circle) Yes   No
   Please list the nationality of these workers:
   Generally, why are these individuals no longer employed with your organization?
8. How likely is it that your company/organization will undertake an initiative to hire, or hire more, immigrant/refugees within the next 5 years? (Please Circle Using the 1-5 scale)
   
<table>
<thead>
<tr>
<th>Very Unlikely’’&lt;br&gt;1</th>
<th>Unlikely&lt;br&gt;2</th>
<th>Uncertain&lt;br&gt;3</th>
<th>Likely&lt;br&gt;4</th>
<th>Very Likely&lt;br&gt;5</th>
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</thead>
</table>
   Please describe your answer to Question 8:
9. Please assess your knowledge in the following areas prior to today’s training: (Please respond by circling your answer on the 1-5 scale)

<table>
<thead>
<tr>
<th>Comments</th>
<th>No Knowledge</th>
<th>Very Knowledgeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The opportunity to reflect on your organization’s current or potential hiring of immigrant/refugee workers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Best Practice information on employing immigrant/refugee workers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Information on making a leadership commitment to hiring newcomers</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Suggestions for determining an organization’s readiness for newcomers (e.g., cultural audits, workplace culture)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tips on designing and implementing a newcomer program (e.g., communication practices, committing resources)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Suggestions on maintaining a diverse workforce (e.g., long-term cultural change)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Review of viewing diversity as strategic business decision</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
10. Please list your expectations for today’s session:
Welcoming Immigrants & Refugees Into Your Workforce – Post-Session Evaluation

Again, thank you for attending today’s training! Please complete the form as thoroughly as possible and turn it into the presenter before you leave. Please offer your assessment on how beneficial today’s training was to you and your organization: (Please respond by circling your answer on the 1-4 scale)

<table>
<thead>
<tr>
<th>Comments</th>
<th>No Knowledge</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very Knowledgeable</th>
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<td>The opportunity to reflect on your organization’s current or</td>
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How likely is it that your company/organization will undertake an initiative to hire, or hire more, immigrant/refugees within the next 5 years? (Please Circle Using the 1-5 scale)

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Unlikely</th>
<th>Uncertain</th>
<th>Likely</th>
<th>Very Likely</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
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Please describe if and how your position has changed, strengthened or weakened by today’s discussion:

Did the session meet your expectations? (Please Circle Using the 1-5 scale)

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Met Some of My Expectations</th>
<th>Met My Expectations</th>
<th>Somewhat Exceeded My Expectations</th>
<th>Exceeded My Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Please offer your suggestions, questions or comments about today’s training session:

Would you recommend this training to others? Yes No Uncertain
Section 1
Introduction to Integrating Immigrants & Refugees Into the Workplace
Facilitator Presentation Notes:
The New Iowans Program at the University of Northern Iowa piloted *Manager Training for Integrating Immigrant & Refugee Workers* in 2002-2003 under the name *Welcoming Newcomers into your workforce*. The program consisted of facilitated workshops for employers with, or considering, immigrant and refugee workers in their workforce. This PowerPoint presentation of *Welcoming Newcomers into Your Workforce* serves as an outline for individuals and organizations interested in coordinating similar workshops in their states and communities. While this presentation is directed at Iowa employers, the PowerPoint notes provide links to resources presenters may access to tailor a session for their respective areas.

The *Manager Training for Integrating Immigrant & Refugee Workers* workshop combines best-practice information on employing immigrant and refugee workers collected by the New Iowans Program, basic programming strategies for employers, general demographic trends, and interactive small group/individual exercises. The workshop is designed to be 2 to 4 hours in length with at least one scheduled break, but the sessions may be adjusted to suit the timeframe and format allowed. The recommended class size is 6-16 people, which enables small group activities and candid discussion.
The *Integrating Immigrant and Refugee Workers in Iowa* workshop may be presented to general or specific groups of employers. Tailoring the session for specific industries brings together employers with similar concerns, experiences and workforce requirements. Facilitators may find it effective to collaborate with human resource groups and industry associations to promote the session and to encourage participation.

The handbook *Welcoming New Iowans – A Guide for Managers and Supervisors: The Best Practices of Iowa Employers with Immigrants and Refugees in the Workplace* serves as the accompanying text to the session and may be distributed to participants. The handbook may be accessed at [http://www.bcs.uni.edu/idm/newiowans/handbook.htm](http://www.bcs.uni.edu/idm/newiowans/handbook.htm).
**Session Guidelines**

- Keep It Informal
- Turn Off Cell Phones
- Be Open/Candid
- Maintain Confidentiality Outside of Session
- Listen & Do Not Dominate
- Remain Constructive
- Apply Information & Experience of Other Companies & Industries to Your Situation
- Respect Others’ Opinions, Challenges & Experience/Lack of Experience Addressing Diversity Related Issues

**Facilitator Presentation Notes:**
This slide is offered as a reminder to participants. It is important for the facilitator to establish a level of trust among the participants as some may feel reluctant or intimidated to ask questions or share their own experiences related to welcoming newcomers.
Facilitator Presentation Notes:
Businesses addressing the issues relating to the employment of immigrant and refugee workers often send mixed signals or pursue inconsistent strategies. During strong economic times and aggressive hiring cycles, employers often struggle to find sufficient labor to maintain or expand their workforce. Immigrant and refugee workers become a valuable pool of labor during these times. However, employers often struggle to address cultural differences and overcome language challenges. During economic downturns and slow hiring cycles, employers have a “buyers’” market from which to choose employees.

The challenge presented today is for employers to begin considering and planning for their future workforce needs in relationship to the changing demographics of their labor market. Many employers in rural, Midwestern states may recognize that their labor equation is more and more likely to include immigrant and refugee workers. However, these employers will also recognize that it not a strategy that can be turned on with a flip of a switch and that it requires long-term commitment and planning.

Employers interested in successfully welcoming immigrant and refugee workers cannot Ride the Fence.
Today’s Agenda

8:00 a.m. to 12:00 p.m.

Purpose: To provide practical insight into developing effective strategies for employing immigrant/refugee workers and/or evaluating ongoing efforts. Session based upon best practices found in Welcoming New Iowans – A Guide for Managers & Supervisors published by New Iowans Program, University of Northern Iowa & funded by US Department of Labor

I. Welcome
II. Building the Case for Immigrant & Refugee Workers
III. Making a Leadership Commitment to Successful Accommodation
IV. Determining Your Company’s Readiness for Newcomers
V. Designing and Implementing a Newcomer Program
VI. Maintaining a Diverse Workforce
VII. Conclusion

Facilitator Presentation Notes:
The facilitator should review the purpose of the session, session agenda, timeframe, facility logistics, e.g., restrooms, refreshments etc., and distribute copies of Welcoming New Iowans – A Guide for Managers and Supervisors: The Best Practices of Iowa Employers with Immigrants and Refugees in the Workplace. The facilitator may choose to distribute copies of the PowerPoint slides as handouts.

The facilitator and each participant should introduce themselves and share information on their business/organization, experience with a newcomer workforce, and expectations for the session. The facilitator may choose to write each expectation on a flip chart and refer back to the issues throughout the presentation. The expectations may help to uncover common issues among the participants that may be addressed during the session, if possible, or after the session.
Section 2
Building the Business Case for Considering Immigrant Workers
Shared Definitions of:

Newcomers

Immigrants

Refugees

Facilitator Presentation Notes:
The facilitator should clarify that a number of descriptions/definitions will likely surface during the discussion. Three common terms will be newcomers, immigrants and refugees. “Newcomers” is an all inclusive term that refers to all foreign-born individuals who have moved to the US/Iowa to live and work. In this context, “newcomer” includes all immigrants and refugees.

*Welcoming New Iowans – A Guide for Managers and Supervisors: The Best Practices of Iowa Employers with Immigrants and Refugees in the Workplace* (page 5) outlines the differences between refugees and immigrants -

“Refugees are forced to leave their home countries because of war, environmental disasters, political persecution and/or religious or ethnic intolerance. They come to the United States with a status that gives them automatic admission into the country and eases their reunification with family members. Refugees are ‘invited’ to live in the United States to start a new life.

Immigrants generally come to the US for one of two reasons: they are joining family members who already live in this country or they are ‘economic immigrants’ seeking work and a better life for themselves and their families.”
Successful Employment of Immigrant & Refugee Workers from Employers’ Best Practices

The diversity created by immigrant & refugee employees in the workplace is best an OUTCOME of a business’ efforts…not the motivating factor

Employing Newcomers as a Business Decision - Not Just Diversifying for the Sake of Diversifying

Facilitator Presentation Notes:
The best-practice research of the New Iowans Program revealed that employers with the most success in welcoming newcomers into their workforces were those who approached the diversification of their workforce as an actual business decision and not to diversify the workplace for the sake of diversity. While that statement may initially sound quite cold, it helps to clearly focus employers’ strategies and the session discussion.

Businesses exist to make a profit. Often, one of the most important factors in the success of the business is its ability to employ and retain good employees and to create successful work teams. Businesses must assess the quality of the workforce they desire to employ and then take the proper steps to create, nourish and maintain that workforce. If and when businesses choose to employ immigrants and refugees as a part of their workforce, they need to commit to do it at the highest level and to the best of their ability.

Employing newcomers is a business decision that changes the culture of the workforce and one that impacts the entire organization. Once a business commits to welcoming newcomers as a business decision, issues such as cultural differences, respect, assumptions, and expectations must be constructively addressed and built upon as a means to an end – creating the best workforce and best possible working environment.

Unfortunately, businesses are often reluctant to prepare for issues that they do not perceive as “knocking on their door.” They are unwilling to devote time and energy on issues that they feel may or may not impact them in the future. Some businesses that have employed, or are currently employing, immigrant workers may believe that they have managed their growing pains and “checked that issue off our list.” However, responsible leadership recognizes the importance of remaining current on emerging issues related to their workforce.
It is important for businesses to closely monitor and respond to demographics trends within their area’s population/labor force that send signals regarding the future of available labor. The changing demographics of many Midwestern states suggest that aging populations, retirements, low birth rates, and out-migration will threaten communities’ available labor over the next 5 to 10 years. As state/local economies begin to rebound and hiring increases, employers may be aggressively competing for a smaller and smaller pool of workers. Businesses that are unable to find sufficient labor may be forced to close or relocate. Others will rely on immigrant workers.

The next slides help the participants consider the demographic changes in their own communities and how these trends impact their businesses and available labor.
Facilitator Presentation Notes:
One of the primary factors which help to explain why immigration remains an important issue in Iowa is the aging of the working population. The graph (above) shows the median age for several Iowa counties over time. With the exception of Story County (which is significantly impacted by Iowa State University) the median ages of the counties populations continues to increase. The median age of many counties increased 4 to 5 years from 1990 to 2000.

The rising median age signals that a community’s or county’s available labor force has a growing number of older, retirement-age workers whose positions, in theory, will need to be replaced by a smaller number of young workers advancing through the labor ranks. Some employers/communities may find themselves turning to immigrant and refugee workers to fill in gaps within the workforce created by turnover of the labor force.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities, e.g., Hispanic Population 1990-2000.
The following resources may be helpful in researching these trends:

Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Facilitator Presentation Notes:
The aging of, and turnover within, the labor force may also be shown graphically. This population pyramid illustrates the breakdown of age ranges by percent of the total population. The 1960 graph is in the form of a pyramid outlined by Lines (A). An employer looking at this graph in the 1960s would be reassured by the large number of young people from which they could draw future workers. Arrow (B) points to a restriction within the labor force caused by reduced births during WWII.

Note:
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Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Facilitator Presentation Notes:
The shape of Iowa’s population changed considerably by 2000. Lines (A) outline the shape of the distribution in 1960. The “baby boomers” (the youth of the 1960s graph) movement through the labor force dramatically reshapes the graph. While Line (B) in 1960 pointed to the low birth rates during WWII, here Line (B) identifies general out migration of high school and college graduates. As age groups advance up through the population distribution, a significant portion of each group leaves the state. This restriction causes a fundamental change in the labor force, a change that results in more older than younger workers.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities, e.g., Hispanic Population 1990-2000.
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Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Facilitator Presentation Notes:
This chart signals a worse case scenario for Iowa’s communities and counties. The population of this county has begun to “tip” and take the shape of an inverted pyramid, outlined by Line B.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:

Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Facilitator Presentation Notes:
The charts above show the difference in population projection for urban and rural counties. Counties with projected decreases in their populations are more likely to suffer from an “inverted” labor market and struggle to find available labor for their remaining industries.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:

Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Birth rates have declined sharply

- Live births in Iowa have dropped from 14.2 per 1,000 in 1990 to 13.1 per 1,000 in 2000.
- Only 14 Iowa counties met or exceeded the 2000 state average birthrate and only four of these counties were rural.
- Rural live birthrates as low as 6.9 per 1,000 were recorded in 2000.

Source: Iowa Department of Public Health - Vital Statistics

Facilitator Presentation Notes:
Iowa’s population change is fueled by several factors including declining birthrates. Many rural areas suffer from extremely low birth rates.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:

- Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
- Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Natural Population Increase has Declined Sharply

Source: Iowa Department of Public Health & Vital Statistics

Facilitator Presentation Notes:
This chart shows how the natural population change (births minus deaths) diminished over the past 60 years. The natural increase in 2000 was half as large as it was in 1980. This trend will likely escalate as deaths per year increase due to the aging of the population.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:

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Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Facilitator Presentation Notes:
Migration in and out of the state also builds the case for why immigration is important. Iowa suffers from a negative Net Internal Migration (Iowa residents leaving the state). The Net Internal Migration between April 2000 and July 2002 was −24,846. However, the Net International Migration into Iowa (foreign born residents) was 15,944, making Iowa’s Net Migration −8,902. New immigrant and refugee workers were the major source of population growth for the state.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:
- Office for Social and Economic Trend Analysis – Iowa State University http://www.seta.iastate.edu/
- Woods & Poole Economics (Often found in local/university libraries) http://www.woodsandpoole.com/
Nearly half of Iowa's public university graduates leave the state

In 2000:
- Almost 60% of University of Iowa graduates took jobs out of state.
- 46.9% of Iowa State University graduates left the state.
- 30.4% of University of Northern Iowa graduates left the state.

Facilitator Presentation Notes:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities, including the aging of the population/workforce, in and out-migration of residents to the state/counties, and the ability to retain graduating students. Some facilitators may be able to include hiring forecasts for local employers collected by local chambers of commerce or economic development corporations. It is often beneficial to display demographic changes over time, e.g., Hispanic Population 1990-2000.

Note:
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Corporate Site Selection Factors

What is Motivating Iowa Businesses?

1. State & Local Incentives
2. Labor Costs
3. Availability of Skilled Labor

19. Availability of Unskilled Labor

Source: Area Development Magazine December 2003

Facilitator Presentation Notes:
It is important for participants to reflect on the primary role labor plays in the business decision making model, including labor provided by immigrant and refugee workers. A community’s ability to ensure that its businesses have and are able to maintain an adequate supply of available skilled labor dramatically strengthens or weakens the local/state business climate.

While the availability of unskilled labor receives a lower ranking as a site selection factor, the overall strength of a local economy is dependent on the ability to fill positions at all skill levels. Many skilled positions rely on the goods and services performed by those in lower skilled positions to effectively function, e.g. manufacturing product engineers rely on production workers/assemblers to make products and registered nurses and nurse practitioners rely heavily on laundry workers and nursing assistants as they care for patients. Communities may often find that immigrants and refugees are filling some of the vacant positions at one or all levels of employment.
Example of Need: Healthcare

- Iowa can expect to lose about 6,300 nurses, age 51 to 60, from the workforce by 2011, according to a survey done in 2001 by the Iowa Council of Nurses.

- The number of nursing faculty also is expected to decline, with 49 percent planning to retire by 2010.

- Hospitals themselves are using creative scheduling to recruit and keep their workforces.

Source: Iowa Council of Nurses

Facilitator Presentation Notes:
When providing available labor and demographic trend data, it is important for the facilitator to provide a real world example of how these trends are impacting business and industry. The healthcare industry’s continuing struggle to find available nurses and certified nursing assistants is a good example of the growing struggle for available labor. Healthcare facilities across the country are using very aggressive tactics to attract new employees and to grow the pool of healthcare providers in their communities. Signing bonuses, tuition reimbursement, and flexible scheduling are only a few of the perks these employers offer.

In a very real sense, other employers are (or will be) competing with the healthcare industry to attract the best and brightest workers. Some workers will be persuaded to overlook lower paying and lower skill jobs that they may have taken 2-3 years ago and in favor of better paying healthcare positions. Many healthcare providers are already employing immigrant and refugee workers to better match their diverse clients and many consider newcomers a valuable pool of new workers. Human resource managers in healthcare may be years ahead of their colleagues in manufacturing, service, and retail in the process of employing newcomers.
For a community or state to maintain/expand its future workforce, communities and businesses will be challenged to maximize the career potential of individual workers over and above what they may have achieved in the past, e.g., high school graduates who may have aspired or been content to be a certified nursing assistant in 2004 would need to stretch themselves to move up the employment ladder to become a registered nurse in 2010. Immigrant and refugee workers may become employed at both “rungs” in this scenario. Some may pursue a degree in nursing and fill some of the need at the RN level or while others will climb the ladder to fill the certified nursing assistant positions vacated by those elevating to become nurses.
Facilitator Presentation Notes:
When considering how businesses’ need for available labor may be satisfied (at least partially) by immigrant and refugee workers, it is important to understand who is coming to the state and how their arrival has changed many communities and counties in the state. The facilitator should attempt to show how the immigrant and refugee population has changed in recent years. This slide (above) shows that Iowa’s Latino population increased over 150% from 1990 to 2000. While some communities and business have not been directly impacted by newcomer workers, this data suggests that other areas of the state are changing at a rapid rate and that communities and business should also assess what factors may drive the growth of immigrant or refugee populations in their area.
Latino/Hispanic Population Growth:

Selected Iowa Counties: 1990-2000

<table>
<thead>
<tr>
<th>County</th>
<th>1990</th>
<th>2000</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodbury</td>
<td>2712</td>
<td>9468</td>
<td>249%</td>
</tr>
<tr>
<td>Muscatine</td>
<td>2900</td>
<td>4973</td>
<td>71%</td>
</tr>
<tr>
<td>Polk</td>
<td>6161</td>
<td>16490</td>
<td>168%</td>
</tr>
<tr>
<td>Marshall</td>
<td>313</td>
<td>3523</td>
<td>1026%</td>
</tr>
<tr>
<td>Dallas</td>
<td>176</td>
<td>2199</td>
<td>1149%</td>
</tr>
<tr>
<td>Buena Vista</td>
<td>160</td>
<td>2560</td>
<td>1500%</td>
</tr>
<tr>
<td>Allamakee</td>
<td>42</td>
<td>520</td>
<td>1138%</td>
</tr>
</tbody>
</table>

Source: US Census

Facilitator Presentation Notes:
The Latino population in many counties changed dramatically from 1990 to 2000. This change signals a significant transformation of the pool of available within each of the counties’ regions. Employers may begin receiving job inquiries from culturally diverse applicants, and look to these individuals as a future source of labor. The population growth also suggests that more and more native Iowans are gaining experience working in diverse organizations/workplaces. It is beneficial for participants to reflect on data for their own community and consider how the labor force from which they drawing their workers is changing.

Note:
In preparing for the presentation, the facilitator should take time to research demographic trends within the audience’s states, counties and communities changes over time, e.g., Hispanic Population 1990-2000. The following resources may be helpful in researching these trends:


Woods & Poole Economics (Often found in local/university libraries) [http://www.woodsandpoole.com/](http://www.woodsandpoole.com/)
Facilitator Presentation Notes:
This slide compliments the preceding slide by sharing information on the number of refugees that have settled in Iowa. Participants should be encouraged to use a variety of sources when examining changes to their own communities/labor forces. This slide shows the number of Primary Refugees who have settled in Iowa. Primary Refugee is the designation for individuals who came directly to Iowa from their home countries. Secondary Refugees move to communities in Iowa after initially settling in other US communities, e.g., many Bosnian refugees settled in Utica, NY prior to coming to Iowa in search of employment opportunities or to join family members already living in Iowa.

This slide illustrates that while 6,779 primary refugees from Eastern Europe (including Bosnia) arrived between 1975 and 2001, estimates show over 4000 Bosnians living in just Black Hawk Co. It is important for human resource professionals to network with a variety of immigrant/refugee service providers to understand the true potential and size of their immigrant and refugee labor force.
Facilitator Presentation Notes:
The preceding demographics slides beg the question, “Are the demographic changes (in the participants’ county/community) a significant enough argument to consider the organization’s future workforce, and immigrant and refugee workers potential role?” It is important for the facilitator to keep the participants focused on how the demographics data impacts the stability and future of their own workforces. The facilitator should open discussion to probe participants’ reaction to the data and whether the information suggests their organization should take action. If participants are from similar industries, the facilitator may encourage dialogue between participants as to the employment forecast for their industry.

Comments may be posted on a flip chart or written on overhead transparencies.
Determining Our Position Related to the Future Hiring of Immigrant/Refugee Workers

We Can:

- Be Strategic, Proactive & Innovative
- Monitor the Situation & Be Reactive
- Do Nothing

Facilitator Presentation Notes:
As with any issue, employers may position themselves in ways that they feel are appropriate given the overall mission and strategic plan of the organization. Employers may position themselves to be strategic, reactive or inactive (do nothing) when considering the employment of newcomers. The facilitator should encourage participant to gauge which approach their organization adopted or will adopt. Collectively, the group should identify the **REWARDS and RISKS** for adopting each strategy. The facilitator may probe why one company would choose an aggressive strategy while another employer would choose to do nothing.

The responses should be posted on newsprint as follows:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Rewards</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume a proactive &amp; innovative approach to employing newcomer workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor other employer &amp; remain reactive to employing newcomer workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do nothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The facilitator may close the discussion by pointing out that when an organization determines action must be taken it must take care to look at each step necessary to make the new...
initiatives successful. This begins with developing a clear commitment from the organization’s leadership.
Section 3
Making a Leadership Commitment to Integrating Newcomers into the Workplace
Four Steps to Successfully Integrating Immigrant & Refugee Workers

I. Make a Leadership Commitment

II. Determining the Company’s Readiness for Newcomer Workers

III. Designing & Implementing a Program for Integrating Newcomer Workers

IV. Creating Methods to Maintain a Diverse Workforce

Facilitator Presentation Notes:

There are four essential steps for effectively incorporating newcomers into a workforce as outlined in Welcoming New Iowans – A Guide for Managers and Supervisors. The slide will serve as an outline for the remainder of the training session. Each step represents a vital component of an employer’s plan of action. Steps include developing commitment within leadership, communicating and getting input/feedback on policy decisions from existing workers, evaluating how prepared their organization is for welcoming newcomers, establishing a program, implementing the program, and evaluating progress.

The steps are sequential and very interdependent. For example, skipping directly to Step 3 (Designing and Implementing a Program) without spending time to ensure that all of an organization’s leadership is committed to successfully employing immigrant workers (Step 1) seriously jeopardizes the success of the program.

The New Iowans Program developed these steps based on best-practice data collected from over 40 businesses and organizations with experience employing immigrant and refugees. Following the steps should help other organizations learn from the challenges and successes of their peers and improve the planning of their own strategies. It is important for the facilitator to note that the steps may be better described as a cycle in which the organization continually verifies its leadership’s commitment, assesses the changing organizational culture, designs/redesigned their programming and evaluates implementation in preparation of repeating the steps.

Before Step 1 (Making a Leadership Commitment) the organization must determine what general strategy it will adopt regarding immigrant and refugee workers.
Facilitator Presentation Notes:
The facilitator may refer back to this slide (previously shown) and remind the participants that each step represents a vital component of an employer’s plan of action which include evaluating how prepared their organization is for welcoming newcomer, developing commitment within leadership, communicating and getting input/feedback on policy decisions from existing workers, establishing a program, implementing the program and evaluating progress. Source: *Welcoming New Iowans – A Guide for Managers and Supervisors*.

Each step requires that time, talent and resources be committed if the program is to be successful. Adopting an “At least we are doing something/anything to hire newcomer workers” attitude without planning and preparation will likely result in a more negative outcome than doing nothing. The process begins with the organization’s leadership fully committing the organization and its resources to effectively employing newcomer workers as a business decision.
Making a Leadership Commitment
Rally Around the Strategic “Business” Decision

✓ Leadership Commitment is Essential as it May be a Long & Challenging Process
✓ Commitment Must be Communicated
✓ Allocate Resources to Do the Job Right

- Financial
- Management Time
- Planning/Coordination
- Implementation
- Staff Preparation
- Educating & Training New & Existing Employees
- STRESS

Facilitator Presentation Notes:
The facilitator should point out that there is a significant difference between a company whose HR manager has been assigned the responsibility of diversifying the organization’s workforce by “trying a few immigrant workers,” and a company whose senior and mid-level management has reviewed the benefits and likely challenges of employing newcomers. The latter collectively determines that it is an appropriate business decision for the organization and that the necessary resources must be allocated.

Committed leadership recognizes that deciding to develop a successful newcomer strategy is a long-term process that will change the culture of the organization. Committed leaders also recognize that they must co-opt their traditional employees, communicating the motivating factors for hiring newcomers, addressing concerns, getting input on implementation strategies and how to improve the workplace environment. Committed leadership should take time to become acutely aware of how their traditional workers will react, respond and adapt to the change.

Committed leadership also understands that old assumptions of how new employees learn and should be oriented may be severely challenged. For example, employers may find that newcomer employees cannot be adequately trained in a half-day lecture but instead require 2-3 days on-the-job small group training or a buddy system in which new workers shadow an experienced bilingual worker.
THE Question:

Are we ready to employ immigrants & refugees?
If we already are? Are we doing it well?

*It is OK to say……. “NO”*

**Facilitator Presentation Notes:**
Organizations must ask themselves, “Are we ready to employ immigrants and refugees?” or “If we already are, how well are we doing?” It is important for the facilitator to reassure the participants that “no” is an acceptable and often constructive answer. The facilitator should ask each participant to complete *Putting Leadership’s Decision Under a Microscope* (below) to assess the readiness of his or her own organization (*10 minutes*). The facilitator should ask participants to share the results of their assessments. Participants may use the demographic data provided in the presentation to begin building the case for planning for newcomers within their own organization.

During the discussion of “Who Would be Supportive” the facilitator should point out that while it is important for leadership to have a unified position on hiring newcomers, the most successful employers have been fortunate to have a highly motivated and proactive human resource manager who serves as a “spark plug” or champion for addressing diversity/newcomer related issues within the organization. This individual is responsible for keeping the leadership and workforce focused on successfully accommodating newcomers and continually evaluating and modifying the program. The participants may be able to identify similar individuals in their own organizations.
Putting Leadership’s Decision Under the Microscope

How would you rate your leadership/management teams’ willingness and commitment to successfully accommodate immigrant and refugee workers? (Please complete the scale)

<table>
<thead>
<tr>
<th>Very Reluctant</th>
<th>Very Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Who would be supportive?

Who would challenge that decision?

How would the support/challenge express itself? What form would it take?

How would you rate your employees’ willingness and commitment to successfully accommodate immigrant and refugee workers? (Please complete the scale)

<table>
<thead>
<tr>
<th>Very Reluctant</th>
<th>Very Committed</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Who would be supportive?

Who would challenge that decision?

How would the support/challenge express itself? What form would it take?
Facilitator Presentation Notes:
After the participants work individually and share information from *Putting Leadership’s Decision Under the Microscope* the facilitator should be able to assess the similarities and difference among the participants’ organizational make-ups. This information should be used to break the participants into two small groups. Each group will be assigned the task of completing the Hiring Blitz exercise (below) and sharing their results with the large group. The exercise is designed to help the participants think beyond their individual organizations, and to get them to collectively brainstorm what could/must be done to successfully incorporate newcomers into the organization.

**Hiring Blitz Scenario 1** challenges the participants to assume the role of a human resource manager in a company that has never hired immigrant or refugee workers but determined that it would like to become the premier employer of newcomer workers – highly respected by both the business and immigrant/refugee communities. **Scenario 2** assumes that the organization is currently hiring several newcomer workers and will be adding to its existing workforce.

The facilitator should use this exercise as a transition to Section 4 of the training. Participants’ comments will likely indicate that they have many good ideas and insight into effectively welcoming newcomers into the workforce. However, they may overlook the extent to which they need to prepare and for whom they need to prepare. Often, participants focus on the new workers and not their existing workforce. It is imperative that existing workers be brought into the process and included in the efforts to welcome the new staff. Often workers feel as though they are “out of the loop” and that management is forcing them to change and take on more responsibilities. Managers and supervisors must learn about the culture of their organization and anticipate how it will change and develop.
**Scenario 1**

**Setting:** You are the human resource and management team of one of the largest employers in your community. You currently have a workforce of 100 covering two shifts. Business is good! Now you need to add 25 new positions within the coming year. The catch is that you and all other employers in the community have only immigrant and refugee workers with whom to fill those positions. What will be your strategy? Brainstorm! Take the next 10 minutes to answer the following questions. Your recorder should write them on the newsprint – write large so that your notes are readable.

**INSIDERS’ NOTE:** Your business has never employed immigrant or refugee workers. However, your management team realizes how competitive the race for good employees will be in the future and are committed to being THE premier employer.

What must you do?

What could you do? (Think outside the box)
Scenario 2
Setting: You are the human resource and management team of one of the largest employers in your community. You currently have a workforce of 100 covering two shifts. Business is good! Now you need to add 25 new positions within the coming year. The catch is that you and all other employers in the community have only immigrant and refugee workers with whom to fill those positions. What will be your strategy? Take the next 10 minutes to answer the following questions. Your recorder should write them on the newsprint – LARGE.

INSIDERS’ NOTE: You currently employ 2 Hispanic/Latino workers (who have worked for you for several years) and 1 Bosnian worker (who has been with the company for 6 mo.)

What would you have to do? /What must you do?

What could you do? (Think outside the box)
Facilitator Presentation Notes:
A different approach may be used when the facilitator is conducting a session for one specific employer. In this scenario, the facilitator can assist management by actually uncovering some of the questions and concerns current workers have about the hiring of newcomers or recent workers. A Town Hall Meeting exercise is often very beneficial. The exercise should be promoted as an open format/sharing opportunity for everyone and not an answer session in which staff grill management. During a successful Town Hall Meeting more questions than answers are likely to be shared.

First, the facilitator should work with the group to clarify exactly what is being discussed, e.g., the possible hiring of newcomer workers, the hiring of more newcomer workers, the hiring of additional newcomers but from a new ethnic group, etc. The facilitator should record comments, concerns, and questions. It will be critical for both management and staff to work together to find answers to these questions and prepare for the issues identified by staff. It may be beneficial to periodically have this type of meeting as the organization’s program develops and as evaluation is undertaken.
Town Hall Meeting

It is important that everyone within the organization have an opportunity to express their concerns and be included in the preparation for hiring our new co-worker(s) from ____________. Please take 5-10 minutes to share your thoughts.

My Biggest Concern is:

I hope that:
Examples of Questions, Concerns & Comments Raised:

- When will the new person begin?
- Has the program been approved?
- Where will this person reside? Where will they sit?
- Will they be trained to interpret?
- Our forms need to be bilingual. Will we able to translate our forms literally?
- We need to spend a lot of time with the new person so that they understand.
- The new employee will be swamped with all of these additional responsibilities!
- The new person will have a lot of responsibility!
- Mandatory reporting sessions are in English (healthcare organization). They can get the certificate by just attending but may not understand. (We have that problem with people who speak English too.)
- There will need to be a lot of relationship building.
- We need to be genuine and respectful.
- Who will be working directly with the new person?
- What are the myths and truths about the Mexican/Bosnian/Sudanese culture?
- This is the first time this (issue) has ever been discussed (among/with staff).
Section 4
Determining Your Organization’s Culture & Readiness for Welcoming Newcomers
Determining Your Organizational Culture & Readiness Welcoming Newcomers

Is the organization ready for newcomer workers?
How well do you know your company & your people?
What is the culture?
How will the culture change?
What will the culture become?

Facilitator Presentation Notes:
Once an organization’s leadership is committed to welcoming newcomers, the natural next step is to examine the rest of the organization and begin to measure reaction and develop commitment among staff. As previously stated, leadership must understand how the organization will respond to newcomer workers so that they can plan for cultural differences, new opportunities, biases, stereotypes and/or general uncertainty.

The facilitator may ask participants to describe common characteristics among the members of their workforce, e.g., most went to the same high school, strong union presence, nearing retirement, single/married, similar education level, have weathered numerous layoffs, ethnically diverse. Post the descriptors on a flip chart. Next, the participants should explain how these characteristics impact how newcomers will be/are received. The discussion may be expanded to their local community or industry.

The facilitator should ask, “What do you think your employees’ biggest concern will be/has been with employing immigrant refugee workers?” These responses should be posted on newsprint. The follow-up question to these responses is, “How do you know that this is what your employees are/will be thinking?”
Culture is a set of similar ideas shared by a group of people about appropriate behavior and values. People who share these basic ideas tend to act generally the same, eat and dress the same way, and in many respects, think the same way about life. One way to think about culture is by asking this simple question: “What are the things I do in my normal life and at work that seem so natural that I forget them?” These things make up culture.

Facilitator Presentation Notes:
Though employing immigrant and refugee workers is fundamentally a business decision, it is critical for managers and supervisors to understand and take into account not only the cultural differences of their new employees but the workplace culture of their own organization. The workplace culture reflects the experiences, traditions, habits, customs, standard operating procedures and preferences, as well as the workplace successes and failures that each worker brings to the table. The contributions of individuals and the workplace environment created by working together form an organization’s culture.

Generally speaking, culture consists less of one or two major characteristics, e.g., all are engineers, most are immigrants, the industry is light manufacturing, and more about the hundreds of unapparent traits that no one ever considers. This is why culture can be described as, “Everything you do and everything you forget.”

Some of these can be uncovered by asking the question, “Why do we…?”

Assume employees know what to do on breaks? Close on Christmas?
Go out to lunch/bring our lunches everyday? Hang up pictures of our families and hobbies in our workstations?
Bring treats on our own birthdays? Have “Casual Friday” instead of “Causal Monday?”
Handle the annoying habits of a physician and CNAs differently? Critique whether co-workers drive American or “foreign” vehicles?
Assume co-workers will ask questions if they have problems? Arrive at the plant 25 minutes early to sit and drink coffee?

These types of questions, while generally insignificant, encourage management to critically examine components of their organization that they may take for granted, e.g., why evaluations are conducted ___ times per year, why new employee training has not been modified to accommodate newcomers, how grievances are filed or filter up to management, the most effective strategies to recruit new employees or how constructive criticism is best communicated. It is important for leadership to consider these cultural assumptions and determine how and if the organization needs to make adjustments for newcomer workers. These issues can be uncovered using the formal process of a cultural audit.
Conducting a Cultural Audit of the Organization

- Why audit the culture?
- Are our values compatible with attracting & employing newcomers?
- How well is the vision for the newcomer workers communicated to managers & employees?
- What barriers exist?

Facilitator Presentation Notes:
The best practices research indicates that employers who commit to formally assessing their workplace culture not only uncover issues and challenges that could derail their programming, but identify staff members that may be turned to help lead change. The facilitator should ask the participants to consider their organization’s values (both formal and informal, management and staff) and how compatible the values are to welcoming newcomers. Secondly, the slide asks the participants to assess how well a decision to employ newcomers would be communicated throughout the organization given the current culture. Finally, the participants should offer barriers and/or assets that the current culture present in welcoming newcomers.

Gaining a true and accurate understanding of an organization’s culture requires using several strategies. Each may unearth new and unknown information about the organization, all of which aid leadership in preparing or evaluating the organization. The exercise What is Your Organization’s Culture? Helps participants to reflect on exactly what it is like to work in their organization and to anticipate the challenges and opportunities that may arise with the inclusion of newcomer workers. The facilitator should ask each participant to complete the form (5-8 minutes) then share their assessments. The facilitator should stress that participants need to assess the way things actually are and not just that way it is supposed to be.
What is Your Organization’s Culture?

Sometimes coming up with an accurate and true description of your organization’s workplace culture can be a challenge. There may be a distinct difference between what we would like to think it is and reality, or things may be far better than we presume. A basic exercise to begin understanding the organization is to stop and think about how you would describe the culture to those closest to you. If your spouse, child or best friend were starting with your company tomorrow, what insight and suggestions would you give them on what the organization’s culture is like? This information will be valuable in predicting how the organization may respond to accommodating newcomers, as they need similar information to become a part of the organization.

For a Management Position

Outline how you would describe management’s culture:

✓ Inside “tips” you would give to someone starting tomorrow:

✓ How can you use this information to better prepare for accommodating your newcomer workers?

For a Line Position

Outline how you would describe the floor or job site culture:

✓ Inside “tips” you would give to someone starting tomorrow:

✓ How can you use this information to better prepare for accommodating your newcomer workers?
If the facilitator is working with participants from one organization that is preparing to hire newcomers or more newcomers, the **Greeting Card** exercise generates a collection of inside tips and information. Participants reflect on their observations of the organization from when they were a new employee and share tips for getting along within the organization. The exercise can emphasize that being a new employee is stressful and challenging to any employee. Cultural differences aside, it is just as important for the newcomer worker to “learn the ropes” of their new job.

The exercise generates insight on very practical issues associated with being a new employee within the organization. The facilitator may encourage the participants to come up with strategies for addressing these issue with individuals from different cultures, customs and assumptions about the workplace. The second sheet provides sample responses from **Greeting Card** exercises conducted within specific organizations. Responses may be shared as a large group.
Wow, Your FIRST DAY!… I remember when I was NEW at NAME of ORGANIZATION…

Psst…OK…here is a little tip for you while working at NAME of ORGANIZATION (Keep it positive)
Sample Responses

Wow, Your FIRST DAY!… I remember when I was NEW at (NAME of ORGANIZATION)…

Sample Responses:

- I was overwhelmed, but everyone was patient, reassuring, and told me to take it one step at a time.
- I didn’t know how to use any of the office equipment.
- I had no idea what my job was!
- I was greeted by my office mates with enthusiasm and was made to feel comfortable.
- Everyone was so busy and I felt like I wasn’t nearly up to the same level of excellence as they seemed.
- I hadn’t really used the computer before, so I always had to get help from other people.
- I was greeted with, “Welcome Aboard” by all staff members.
- I relied on my co-workers to learn the ropes. Feel free to ask questions.
- I thought everyone was nice but was still so overwhelmed!!
- I thought, “Will I fit in?”
- I was introduced to everyone but I didn’t understand the differences in the programs.
- I was not sure what to do! It was an exciting first day for what was going to come.
- I asked Brenda computer questions. I still do!
- I was completely overwhelmed as to my job expectations.
- I was very part-time and it took me awhile to learn about other people’s jobs.
- I felt free to ask the same questions time after time.

Psst…OK…here is a little tip for working at (NAME of ORGANIZATION) …

Sample Responses:

- Keep asking questions until you understand – you’ll get the answers you need.
- Stacie can help you do anything on the computer.
- Ask Joanne about the “how to’s.” Don’t rely on other staff because there will be different answers.
- If you want to find Mary N she is in the smoke break room!
- Everyone is very nice and has time to help you. Expect it to take a while to feel like you know everyone and what is going on.
- If you have any questions about CCR&R, how the system works, databases etc., ask Sarah or Brenda.
- Do what you can to learn what others do to help you understand how you will support the work that they do.
- Take advantage of the EPI Bus Garage.
- Become good friends with the accounting department.
- People work very hard; don’t be afraid to ask questions.
- I am still learning myself.
• Don’t be afraid to ask questions!
• If you need anything just ask me!
• Keep receipts for any expenses.
• Sara can help you set up your voicemail.
• Everyone is friendly and happy to help you.
• We are a very family friendly workplace.
• People are very helpful. Ask a lot of questions.

Facilitator Presentation Notes:
Preparing for new workers also involves assessing the ready and willingness of existing workers. It is also necessary for leadership to understand how their organization’s culture is influenced by their workers’ openness, interest and preparedness for working with newcomers.

When working with a group of participants from different organizations or employees from the same company, the facilitator may use the Cultural Comfort Level assessment to illustrate how individuals’ personal characteristics influence the organization. The assessment provides a quick litmus test for how open and receptive individuals might be to organizational change brought on by newcomers. The facilitator should ask the participants to individually complete the assessment. The participants then total their answer to each question into a composite individual score, from 6-10 to 26-30. The five Total Score Categories are loosely compared to the 1-5 comfort/experience scale to profile the organization’s rating, with 6-10 suggesting little or no interest, experience or level of comfort and 26-30 suggesting extensive interest, experience and level of comfort. The facilitator may chart totals on newsprint.
<table>
<thead>
<tr>
<th>Cultural Comfort Level</th>
<th>No/None</th>
<th>Very Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>My experience interacting with people from other countries</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>My level of comfort communicating with people who don’t speak English</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>My interest in learning about other cultures e.g., reading, classes, volunteering</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>My immediate family’s interest in attending a Bosnian/Sudanese/Latino family’s celebration</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>My willingness to devote time to learn another language</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>My international travel experience (excluding cruises and resorts)</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

Total: 58
What the scores report is open for interpretation. However, the sample results (shown) seem to suggest that the organization’s staff has a limited level of experience working and interacting with people from other cultures and who speak languages other than English. They will, in a very real sense, be learning as they go along. This can be both rewarding and challenging. On one hand, staff may be able to empathize with others struggling with new languages and cultures, but on the other hand will not be able to draw on their own experiences and interests at work.

Participants should be cautioned not to use the assessment as a definitive test for how someone will respond to a given situation, e.g., individuals with low scores may actually shine when working with newcomers. It is important to recognize the collective experiences, interests and comfort level of staff related to working and communicating with people from different countries and who speak different languages. Examining individual staff helps to provide a rough measurement of the organization’s “comfort level” in this area.

Management should be careful not to overwhelm or put too many “diplomatic” responsibilities on employees all at once, and recognize and respect individual’s skills, abilities, learning curves and comfort zones. (Note: It is possible that this graph may look completely different in 2 to 3 years.) The exercise also helps management to uncover individuals interested and best suited for taking on additional responsibility in working with new staff and/or identify individuals reluctant to change and slow to welcome newcomers.
Determining Your Organizational Culture & Readiness Welcoming Newcomers

Components of a Cultural Audit:

- Internal & External Assessments
- Shared Definitions & Key Concepts (Accommodation vs. Assimilation, Tolerance)
- Employee Surveys
- On-Site Observations
- Focus Groups
- Interviews

Facilitator Presentation Notes:
Often, leadership will find that more formal assessments are required to understand their organization’s culture and to anticipate how the organization will respond and change with the inclusion of immigrant workers. *Welcoming New Iowans – A Guide for Managers and Supervisors: The Best Practices of Iowa Employers with Immigrants and Refugees in the Workplace* outlines that organizations may conduct employee surveys, site observations, focus groups and personal interview. It is important that the instrument/process be genuinely used to collect input and direction from employees and not to simply communicate “how things are going to be around here.” Employers should make it very clear to employees how their input will be used and that confidentiality will be maintained.

As with any survey or formal inquiry, the process of administering the survey and getting input from respondents establishes a level of expectation for results and outcomes. Employees asked to complete a survey or participate in a focus group expect that management will act upon their input and suggestions. This is especially true in cases where workers identify problems/challenges and possible solutions.

Organizations that spend the time and effort to collect data but do not respond to it risk alienating both traditional and newcomer workers. Leadership should carefully establish why the information is being collected, what will be done with the input gathered, who will analyze the data, how the results of the process will be disseminated to respondents/workforce and the likely timeframe of the process. It is important for management to maintain records of any cultural analysis completed and how the organization used the data.

It is important for organizations to consider their staff succession plans when conducting an analyzing data and designing a plan of action. Organizations that rely exclusively on the
knowledge and experience of one or two key staff may find themselves struggling to maintain or rebuild relationships with their newcomer workers if these staffers are recruited by other employers or leave the organization. By avoiding an “All our eggs in one basket,” scenario, organizations recognize and respect the long-term cultural change being made within the organization.
Section 5
Designing & Implementing a Program for Integrating New Workers
Facilitator Presentation Notes:

After leading the participants through the discussion on understanding the workplace culture of an organization in preparing for newcomers, the facilitator will offer broad suggestions for designing a program for integrating newcomers into a workforce. As this slide suggests (above) “There is no cookie cutter” for designing an effective program. Differing types of businesses and industries, communities, skill levels, newcomers’ language and culture, native workers’ language and culture, organizational culture and economic environment create an infinite number of possible scenarios that organizations may face.

It is important that businesses begin to network and learn from each other’s experiences employing newcomers and to appreciate the resources (financial, time, stress, etc.) required for an effective program. Often, businesses managers approach the opportunity as though they are the first and only to face the opportunities and challenges that come with change. Instead, businesses need to be prepared to “beg, borrow and steal” strategies for employing newcomers from their colleagues. Generally, “seasoned” professionals are more than willing to share their war stories and tips for designing programs and how their business benefited from newcomer workers.

The facilitator should stress the importance of a community’s businesses working together and networking to learn from each other and create a welcoming labor market for immigrant and refugee workers. Even though a business may not be currently hiring newcomers, they may have suppliers or customers who employ newcomers. These businesses may serve as a future resource for participants. In some cases, businesses may share interpreters, refer employees or partner in supporting community events and programs targeting newcomers. Networking also helps to stabilize the local economy/labor force by encouraging employers to communicate regarding the community’s future labor availability, possible expansions/layoffs, and possible anti-immigration activity/sentiment within the community/labor force.
The size and scope of the new program should mirror the number of workers needed and the lead-time that the business has for implementing their plan. The business should also give careful consideration to hiring a “critical mass” of newcomer workers with the same ethnic background. Hiring four to five individuals creates a group large enough to offer peer-to-peer support yet manageable enough in size for the organization. Once the initial hires have been well trained and oriented the organization can evaluate moving forward with additional hiring.

When the facilitator is working with participants who have already employed immigrant workers, the program design process should begin by reflecting back on previous efforts to welcome newcomers and integrate them into the workforce. The Reflecting Back exercise provides a base on which to build a new program or revise an ongoing program.

While identifying the motivation(s) for hiring newcomers, participants should be reminded that hiring newcomers is a business decision that requires careful planning and the allocation of necessary resource. Identifying benefits and challenges, and reflecting on what the organization did or did not do, uncovers strengths and weaknesses that may exist within the organization. Participants should share their benefits, challenges, and tips in an open discussion.

The facilitator may also use the exercise when the participants have a range of experience employing newcomers. The “war stories” of experienced participants often cause less experienced participants to consider how their own organization would respond to given situations. (Included are sample responses from session participants.)
Reflecting Back on Your Company’s Hiring of
Immigrant & Refugee Workers

Why did your company first begin hiring immigrant/refugee workers? What circumstances led to the hiring?

What did you anticipate would be the 2 GREATEST BENEFITS to your company created by hiring immigrant/refugee workers?

What did you anticipate would be the 2 GREATEST CHALLENGES experienced by your company as a result of hiring immigrant/refugee workers?

Best Practices Tips You Can Offer Other Employers:
Why did your company first begin hiring immigrant/refugee workers? What circumstances led to the hiring?

Examples:
- Looking for good, dedicated workers
- Trying to expand the pool of applicants to draw from
- To fill out our workforce
- A lack of quality personnel needed to get the job completed to customer satisfaction and demand – to fill a need/void

What did you anticipate would be the 2 GREATEST BENEFITS to your company created by hiring immigrant/refugee workers?

Labor Availability
- Larger pool of workers
- Met staffing needs and reduced turnover
- The most obvious motivation/benefit

Improved Productivity
- Increased levels of the productivity of all staff due to observing high work ethic and eagerness to work
- Has pushed senior production staff in productivity
- Allowed the company to increase standards
- Willingness to learn willingness to cross train - Immigrant/refugees workers were very willing to cross train and seemed to love a challenge.
  - Immigrant/refugees workers had a willingness to “go do”
  - Some of the new workers learned to drive all equipment
  - Newcomers didn’t question why or question authority

Stabilized Workforce
- Immigrant/refugees workers’ strong work ethic/good attendance strengthened the workforce
- Created dependable and reliable workers
- Willingness to learn/increasing labor resources
- Good workers
- The traditional workers found Immigrant/refugees workers to be hard working and dedicated.
- Regardless of the cultural and communication differences, the newcomers’ willingness to do their jobs proved they were an asset.
  - Hard workers who stay busy
  - Volunteer for overtime
- Good attendance

Cultural Exchange
- Introduced staff to new culture and customs
Cultural exchanges/interpersonal relationships
- Formed new relationships
- Learning new culture.
  - This is often an unanticipated benefit for the organization. Traditional workers were exposed to a new culture, possibly for the first time.
  - The sharing of culture, stories and experiences strengthened the work team and individual relationships.
- Learning to be more tolerant
  - Many traditional workers found that they were “set in their ways”
  - Increased information about why newcomers were hired, education on cultural difference and TIME improve tolerance.

Newcomers’ Role in Community
- Employment of immigrants helped to establish them in community.
- Underestimated the impact of newcomers on the community.

Communication
- Companies work through communication barriers/usage of interpreters. New methods of communication, body language and non-verbal
- Communication methods developed out of necessity. In some cases, newcomers were reluctant to attempt to communicate in English.

What did you anticipate would be the 2 GREATEST CHALLENGES experienced by your company as a result of hiring immigrant/refugee workers?

Communication
- Communication barriers. This is often a challenge was somewhat anticipated.
  - Quality interpretation remains a barrier
- Language barrier in training and communications expectations
- Time-consuming interactions - 2-3 times longer during the start-up phase

Cultural Differences
- Acceptance from local employees due to cultural/language differences - Us vs. Them. This type of mentality may emerge as the number of newcomers grows.
- Differences in expression of emotion
  - More intensity - gestures. Immigrant/refugees workers may be more animated than some other workers.

Teamwork
- Getting all employees to work as a team a challenge because of traditional workers’ lack of acceptance

Safety Communications
- Acceptance of safety requirements, “Why required?”

US Workplace Customs
- Misunderstanding of American procedures – customs
- Maternity leave with one year of pay time
- Personal hygiene issues, could be an unexpected but quite controversial challenge that quickly stereotypes

Lack of Training
Training for management staff and immigrants and co-workers may be overlooked when focusing on the newcomers.

**Discrimination**

- Discrimination of Traditional Workers—some traditional workers may feel discriminated against e.g., if a traditional worker is written-up by upper management for various reasons.

**Best Practices Tips You Can Offer Other Employers:**

Offer referral bonus paid to current employees who refer new employees that stay with the company for an extended period of time.

Offer stay incentives paid to new employees who remain with the company. The pool is created throughout the year but paid out to those who remain with the company at the end of the year.
### Allocating Resources:

- **Allocate Resources to Develop Your Plan**
- **Commit to Newcomer Training/ Formal Training**
- **Develop a Buddy System**
- **Provide Established Worker Training**
- **Form New Alliances & Support New Community Initiatives**

### Facilitator Presentation Notes:

The facilitator should re-emphasize that designing a successful program not only requires a strong leadership commitment and good understanding of workplace culture but a long-term allocation of the resources necessary to develop and implement a plan that will accomplish the organization’s goals. Resources may take the form of additional money, leadership time, staff time, training time and organizational stress. The organization may also have to expend some political clout within the community as the organization designs the program and begins hiring immigrant workers. The latter may be especially true if they are one of the first organizations in their community to employ newcomers. These businesses may take a leadership role within the business community by sharing the benefits and challenges of developing a program and their motivations for hiring newcomers.

Businesses will also allocate resources for retooling new employee training, providing established worker training, offering interpretation/translation, and undertaking new initiatives in response to their circumstances. For example, some employers have organized cultural events/festivals to educate their staff on the cultures within their organization. However, the majority of resources will focus on training workers to do their job, ensuring that jobs are performed correctly and dealing with communication challenges.

Employers are often required to rethink their assumptions about what should be covered in new employee training and how much time should be devoted to this training. Some employers have expanded the orientation for newcomers from several hours to several days. These employers move away from the frenetic pace of hitting the required “high points,” passing out employee handbooks and moving to on-the-job training. Instead, expanded training time is used to explain, clarify and demonstrate exactly what the worker will be doing, and explaining and reviewing basics of working for the company, e.g., scheduling, benefits, safety requirements, break/restroom procedures etc. Employers avoid assuming their
employees know what is expected of them in the workplace or that they will learn what they need to know as they go along in their jobs.

Many employers develop “Buddy Systems” which pair new employees with experienced workers trained to ensure that new workers learn and perform their jobs correctly and are welcomed into the organization. Buddy Systems may be organized in a variety of ways including pairing workers with the same native language or come from the same cultural background, and/or workers from different backgrounds. The goal of the Buddy System should be well trained and well adjusted new employees.

Diverse organizations should develop training programs that reflect the working environment. For example, businesses employing Bosnian, Latino, Sudanese and native Iowans may create a buddy system in which a new Bosnian worker’s initial training is with an experienced Bosnian employee. Next, this individual is introduced and trained by a combination of Latino, Sudanses and native Iowan workers to ensure that they are learning their jobs and to expose them to interacting with co-workers from different cultures. All should focus on the overall mission of the business and the importance of the individual employee’s contribution to the organizational team.

Resources may also be allocated to train existing/established workers to better prepare them for working with immigrant co-workers. An organization’s focus on welcoming and training newcomers may develop a feeling of resentment or exclusion among existing workers. Many may also feel that they have been asked to go above and beyond their current job description to accommodate newcomers. However, others may welcome the opportunity for additional training on language, culture, customs and interacting with their new colleagues. Managers should make time to get feedback from all workers on the effectiveness of the Buddy System and new orientation.

The facilitator may share the **Learning New Languages** exercise (below) as an example of a tool that the organization can use in conjunction with existing/established worker training. **Learning New Languages** creates a list of words and phrases that the employees believe are important to have translated so that they can begin communicating with new workers/clients in their native language. It should be stressed that creating such a list is not solely a personal growth opportunity for existing workers, e.g. learning an interesting new language, but a necessary tool that strengthens the employee communication necessary for effective teams and organizations.
Learning New Languages

As the organization begins to hire new staff it will exceedingly be helpful for staff to become familiar and comfortable with using basic words and phrases in the newcomers’ language (Bosnian/Spanish/Sudan*). This will not only improve the staff’s ability to establish a relationship with their new clients and co-worker, but it will aid in developing a contingency plan for communicating with co-workers/clients when interpreting services are unavailable and/or when crises occur.

An effective step is to create a (Bosnian/Spanish/Sudan*) language “cheat sheet” or reference guide containing a number of words and phrases commonly used within the organization or on the job site. The purpose of developing the sheet now is to challenge staff to begin learning basic words and phrases on their own and to prepare for likely communication challenges. Note: newcomer staff may be assigned the responsibility of completing the translation of the sheet and assisting existing staff with practicing their pronunciation. Compiling and using the sheet also conveys to new staff that the organization is interested and willing to go the extra mile to communicate with them and that the organization respects their language and culture. The sheet should be a ‘living’ document that is regularly updated. Copies of the sheet should be distributed to all new employees and posted in break rooms.

Example: Community Services Language Cheat Sheet

<table>
<thead>
<tr>
<th>English Words of Phrases Common to Healthcare Organizations</th>
<th>Bosnian/Spanish/Sudan* etc. Phrases</th>
<th>Pronunciation Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need help?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you want to go to lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good morning!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been a childcare provider?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hello!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are you today?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many children do you have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old are your children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this an emergency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please call back tomorrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School age children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toddlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are their names?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is (his or her) name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your address?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your telephone number?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individuals from Sudan may speak one or more of the many languages and dialects spoken within the country.
Designing & Implementing a Program for Integrating New Workers

Communication:

✓ Not just about speaking & listening
✓ Respect languages
✓ Effective non-verbal communication is essential
✓ Successful communication is everyone’s responsibility

Facilitator Presentation Notes:
In addition to identifying and allocating the necessary resources, organizations need to address the many aspects of communication in designing their program. Often, businesses and individuals focus their attention on communication differences and the challenges associated with having non-or limited-English speaking staff. The facilitator should point out that organizations can use a variety of tools to overcome these language barriers, including having bilingual supervisors, on-site interpreters, on-call interpreters, group hires (previously discussed), using bilingual workers and private interpreting services e.g. LanguageLine – a telephone based interpreting service used in many healthcare facilities. Many businesses invest in translating their facility signage into multiple languages. This signage not only makes it easier for newcomers to function but aids existing workers in learning other languages.

It should be made clear that effective communication must occur within the organization – “failure is not an option.” Management should never make any employee feel as though they need to apologize for their language, however, management can assign responsibility to all employees to come together to communicate by whatever means are necessary to make sure work is done properly and efficiently. This forces employees to safely move outside of their comfort zones, become resourceful, and take initiative. Some may develop non-verbal systems of pictures and signs while others may go out of their way to bring interpreters into discussions or help newcomers practice their English.
Designing & Implementing a Program for Integrating New Workers

Communication Across Cultures

✓ Use explicit language – communicate with a specific focus
✓ Show as well as tell! Repeat as many times as necessary
✓ Don’t complete others’ sentences
✓ Take time to deal with issues in a timely and direct manner. Some issues might seem petty but they can grow!
✓ Offer intercultural training for all employees. Make sure training is relevant to the company and workforce
✓ Be open about why newcomers are hired


Designing & Implementing a Program for Integrating New Workers

Communication Across Cultures

✓ Be firm and consistent in how you handle matters. Perceived fairness among all workers is very important
✓ Be sure to use an interpreter when issues are important
✓ Provide on-site language training
✓ Be sure all managers know how to use an interpreter

Facilitator Presentation Notes:
Employers should educate all workers on communicating across cultures and with internal and external groups, e.g., management, co-workers, clients, suppliers, etc. The slides above offer basic points to keep in mind when interacting with others. The facilitator should note that newcomers also assume responsibility for communicating with individuals from other cultures, e.g., Bosnian workers with several months or years of experience, though once the “new kids on the block,” assume the same level of responsibility as established Iowan staff for effectively communicating with new Sudanese or Latino workers.

It is also essential for the members of an organization to begin learning about the ethnic culture of new workers and to understand newcomers’ communication styles, social rules and taboos and general personality traits. It is important to caution participants not to form broad stereotypes, e.g., all Bosnians do this… or all Southeast Asians prefer that…, but encourage them to research and share information and coordinate training to assist their workforce in operating smoothly. Mistakes such as culturally offensive gestures may be avoided or minimized by providing staff training on what can be done and what should be avoided.
Designing & Implementing a Program for Integrating New Workers

Assumptions That Can Get Us Into Trouble

• They’re Talking About Me!
• They Don’t Want to Learn English
• They Know English – They Just Don’t Want to Use it

Facilitator Presentation Notes:
The facilitator should stress to participants that the organization should design a program that directly addresses inaccurate assumptions and information regarding the hiring of immigrant workers and working with the new employees. Educating Iowa workers about the trials, tribulations and motivating factors for why newcomers are in Iowa, the number of jobs they are holding/hours worked, family responsibilities and ESL participation helps to dispel many disruptive assumptions.

However, newcomers should also be cautioned to attempt to include individuals speaking different languages. Minority language group members may assume that others are talking about them when they cannot understand the majority’s language, e.g. 2 Spanish speaking workers and 1 English speaking worker/2 Bosnian workers and 1 Sudanese worker.
Designing & Implementing a Program for Integrating New Workers

Helping Diverse Clients & Co-Workers Understand Iowa Norms

- Explain the Reasons Behind the Organization’s Policy
- Show Employees the Benefits of a Highly Effective Workplace
- Suggest Resources They Can Use to Perform Their Jobs
- Spend Non-Work Time Together
- Talk Openly About Differences and Work to Identify/Resolve Conflict


Facilitator Presentation Notes:
Communicating across cultures also involves newcomers gaining an understanding and appreciation for the organization’s existing culture and why/how the organization functions as it does. It is important for newcomers to learn why the organization has many of the policies it does, gaining insight into the organization’s industry and competition, how the organization has changed in recent years, e.g., expansions, lay offs, awards etc., who their co-workers will be and how they contribute to the organization, and what challenges they can expect to face and strategies for fitting into the workplace. Spending time educating newcomers on the culture they are entering into may help to minimize anxiety and build anticipation and enthusiasm for their new job.
Designing & Implementing a Program for Integrating New Workers

Design Your Strategy to Build on Latino Strengths:

✓ Enhance Work Teams
✓ Appeal to Honor, Good Name and Idealism within the work group
✓ Show Respect for Latino American Values and Issues


Facilitator Presentation Notes:
It is also beneficial for the facilitator to share information regarding specific cultures of participants’ workers. The next three slides offer insight for working with Latino workers and what employers can do to strengthen the organization by building upon the strengths of Latino workers. Building and maintaining of relationships is key within the Latino culture. Managers should look to spotlight individuals’ roles and contribution to the work team, and all team members’ contribution in the success of the organization. The approach builds upon the sense of team and community. Managers should also recognize that this focus on relationships within the Latino culture is an asset to a team-oriented environment.
Designing & Implementing a Program for Integrating New Workers

Beginning to Understand Why People Communicate the Way They Do (Just Don’t Over Generalize!)

Latino Culture: Interpersonal relationships

✓ Communication may be indirect & sensitive to other’s feelings – may be more sensitive to criticism
✓ Reluctance to Self-Disclose: Self disclosure/personal information may make them vulnerable
✓ Familismo: Family and group are the highest priority – obligation to family
✓ Simpatico: polite, avoid confrontation, acquiescing –getting along
✓ Personalismo: Trust those with whom they have a personal relationship

The Latino culture’s emphasis on relationships may also influence some individuals’ willingness to disclose sensitive information, willingness offer constructive criticism/troubleshoot and respond objectively to personal evaluation. Situations or circumstances are perceived as a threat to established relationships may be challenging for some Latino employees who find it difficult to separate the business and personal aspects of an organization. This is reflected in the terms Simpatico and Personalismo as described above.

Employers should also account for the Latino culture’s strong emphasis on, and obligation to, family (Familismo). Employers willing to “reasonably” accommodate employees’ immediate and unexpected family commitments may be rewarded with an extremely loyal workforce. Increasing flexibility within employees’ benefits packages, vacation and sick time create a welcoming work environment. However, employers should also communicate how unexpected absences significantly impact the burdens placed on fellow team members and the organization, not to deterring legitimate time off but minimizing excessive/frivolous claims.
Designing & Implementing a Program for Integrating New Workers

- Learn from generalizations about other cultures, but don't use those generalizations to stereotype.
- Practice, practice, practice what you learn about other cultures. It is ok to make mistakes. Often individuals are fearful of trying to speak other languages because they do not want to offend or risk embarrassment.
- Keep questioning your assumptions about the "right way" to communicate. E.g., body language, postures, self disclosure, time.
- Search for ways to make the communication work, rather than searching for who should receive the blame for the breakdown.
- Listen actively and empathetically. Try to put yourself in the other person's shoes. You might need to operate at the edge of your own comfort zone.


The facilitator should note that implementing the plan once it is designed might be quite difficult. Leadership, staff and newcomers need to be coached to practice and apply what they learn. It is often easier to avoid individuals or situations that challenge a person to move outside of his or her comfort zone than it is to build relationships, learn about cultures and use/design new communication systems.

Designing & Implementing a Program for Integrating New Workers

- Working Effectively with Interpreters
  - Never speak more than a sentence or two before stopping to let the interpreter communicate your statement. Avoid the very common mistake of explaining a large amount of information in English, and then waiting for the interpretation.
  - Remember to speak to the employee, not the interpreter. The worker should be the focus of your attention. The interpreter merely acts as your voice in the second language. Maintain eye and body contact, if appropriate, with the worker, rather than with the interpreter.
  - Do not forget to use expression and passion in your presentation.
  - Regardless of the interpreter's presence, try to make at least some "small talk" particularly at the beginning and end of each conversation.

**Facilitator Presentation Notes:**

Topical training should be included in the design of new programs to help leadership and staff develop the skill and confidence necessary for a diverse workplace. Many issues, such as working with an interpreter, while not complex will present new challenges for many staff. Failing to follow the basic guidelines outlined above could result in miscommunication or strained relationships within work teams. Topical training may be offered on a scheduled or as-needed basis. It is important for the organization to periodically determine which staff have or have not received the necessary training. Organizations also need to train newcomers on how to use interpreters so that their message is accurately communicated to others.
Section 6
Creating Methods to Maintain a Diverse Workforce
Facilitator Presentation Notes:
The key step to maintaining an effective program to welcome and integrate immigrant and refugees into an organization’s workforce is evaluation. Evaluation is necessary for reflecting back on past initiatives, measuring preparedness for future programs and understanding the workplace culture and predicting how it will change. The four steps of integrating workers are looped, meaning that once a program is designed and implemented it is thoroughly evaluated. Management uses the evaluation to measure progress toward goals, assess their business decision, study how the organizational culture changed, and modify/improve the existing program.

Participants should recognize that any program to employ immigrant workers permanently re-shapes the organization’s culture. The most successful organizations realize that positive change and growth are the result of long-term commitment and long-term business decisions. It is a process that requires trial and error and frequent retooling as business and personnel change. The successful welcoming of newcomers is not a project that is kicked off with a lot of pomp and circumstance and then forgotten.

Developing cultural tolerance, familiarity, acceptance and then appreciation takes time and requires patience. Managers and supervisors need to support and lead staff by example and provide them with the resources necessary to succeed.
Guidelines for Effective Evaluation

1. Maximize the use of Existing Data and Processes
2. Select Appropriate Measurements Prior to Implementation
3. Allow a Reasonable Amount of Time for Evaluation
4. Make Evaluation of Diversity as a Business Decision
5. Be Prepared for the Good & Bad
6. Use a Variety of Tools – Surveys, Focus Groups, Exit Interviews


Evaluation may take a variety of forms. Data should be collected over time and periodically summarized to create an accurate picture of the organization. This information will be very beneficial in training new managers, supervisors and executive officers. How the program will be measured should be developed in designing the program. A good plan will include success indicators that signal forward progress even if complete success is still some time off. For example, increasing enrollment in Command Spanish classes by English-speaking staff shows progress towards a bilingual working environment or better serving Spanish-speaking clients.

Evaluators must remain objective and prepared to weigh both positive and negative information. It may be necessary to cross-tabulate data by a variety of variables to truly understand how the program is doing. For example, lumping comments from all newcomers (Bosnian, Latino, SE Asian, Sudanese) together may mask situations or issues that are unique to a particular group. Similarly, combine all new, short-term and long-term employees together may confuse issue that have more to do with the common challenges of being a new employee than those of working in a highly diverse work environment.

Participants should be reminded that they likely have a number of evaluative tools at their disposal, some may just need to be modified to address workplace culture related issues. Interviews, probationary period evaluations, annual reviews and exit surveys can help to measure how employees are observing the organization and to head off confrontations and crises that may not apparent to management. It is also very important for management to use outcomes of evaluations to recognize/reward the effort of their workforce and to encourage ongoing commitment to the plan. Recognition helps to develop a sense of pride in integrating efforts and reaffirms leadership’s dedication to the business decision.
Creating Methods to Maintain a Diverse Workforce

Goals for Long-Term Cultural Change

1. Provide a flexible, employee-centered work environment that encourages teamwork
2. Provide the time and resources to encourage creative growth
3. Provide appropriate awards and recognition for newcomers who successfully integrate and traditional workers involved in the program
4. Provide cross-cultural training for all employees and managers
5. Provide mentoring for established newcomer workers
6. Monitor progress
7. Recognize success in formal and informal ways


Facilitator Presentation Notes:
The facilitator may lead a brainstorming session among participants to identify broad goals that they believe are important for long-term cultural change. Participants may suggest additional goals such as creating a culturally flexible work environment that quickly brings new employees into diverse work teams. These teams see diversity primarily as an asset rather than an obstacle. Participants may also create cultural/diversity succession plans to prevent gains and accomplishment leaving with key personnel, e.g., human resource managers.

New goals may be posted on newsprint.

The facilitator may also ask the participants to share what they believe the consequences of an organization not accomplishing its long-term goals. The participants can be asked: How could failing to achieve Goal (above) # ___ impact __________? (The organization, newcomers, established Iowan workers, customers, stockholders, union, community)
Facilitator Presentation Notes:
The final exercise of the training involves the participants identifying what their organization’s next steps are in addressing the integrating of newcomers into their workforce or evaluating existing programs. Determining Your Next Steps asks each participant to identify the 2-3 key issues relating to newcomers and their organization that need to be addressed within the next 6 months to 1 year. The participants then identify the key issue and 1-3 specific action steps that should be undertaken within the next 6 months to 1 year. Each participant should share their issues and actions steps with the large group. The facilitator should challenge the participant to be as detailed as possible in developing their action steps, including which individuals or groups within the organization should be involved and assume responsibility.
Determining Your Next Steps

Taking Action

Based on your personal observations and/or the experiences of your organization, what are the 2-3 KEY ISSUES relating to immigrants and refugees and ______________________ that you believe need to be addressed within the next six months to one year? (Please briefly describe)

•

•

•

Next, go back and choose the ONE issue from above that you feel may be the most PRESSING for ______________ within the next six months to one year and BRAINSTORM 1-3 SPECIFIC Action Steps that may be undertaken to address the issues.

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Conclusion

I. Making a Leadership Commitment

II. Determining the Company’s Readiness for Newcomer Workers

III. Designing & Implementing a Program for Integrating Newcomer Workers

IV. Creating Methods to Maintain a Diverse Workforce

Facilitator Presentation Notes:
The facilitator should summarize the training session by reviewing the four essential steps for integrating immigrant workers. All participants should be provided a copy of the New Iowans Program’s handbook *Welcoming New Iowans: A Guide for Managers and Supervisors* or referred to [http://www.bcs.uni.edu/idm/newiowans/handbook.htm](http://www.bcs.uni.edu/idm/newiowans/handbook.htm).
Section 7
Resource Materials
Are you concerned about Iowa's workforce?

"Hiring immigrants and refugees should be a business decision based on a need to maintain productivity, replace lost workers, and to keep the company running."

""
Welcoming New Iowans in Your Workforce

Iowa's workforce is continually changing! Demographic trends driven by an aging population, declining birth rates, and an exit migration of Iowa's graduates, suggest that future changes and labor needs may be significant. Many Iowa employers have incorporated immigrants and refugees into their workforce, and many more will likely consider doing so in the future.

While many employers may not have a current need for workers, the time to begin thinking strategically about the future is now. Immigrant and refugee workers may become a welcomed asset to your workforce, but also brings many new challenges to the management team.

Whether this is a new issue for your business or an integral part of your organization - take a proactive approach to welcoming new Iowans in your workforce by attending one of our workshops.

Who Should Attend:
• Managers
• Supervisors
• Personnel Managers
• Trainers
• Anyone working with immigrants and refugees

Participants will learn:
• How to make immigrant and refugee workers a part of your strategic business plan.
• How to evaluate your organization's readiness to employ immigrant and refugee workers.
• How to understand and plan for the cultural differences in your changing workforce.
• How to develop and implement your company’s own plan of action.
• How other employers successfully integrated immigrants and refugees into their organizations.

Presenters:
Mark A. Grey, Ph.D., Director of New Iowans Program
Anne C. Woodrick, Ph.D., Co-director of New Iowans Program
James B. Hoelscher, New Iowans Business and Community Outreach Coordinator

Workshop Information:
• Workshops run from 8:00 a.m. to Noon.
• Cost is $25 a participate per workshop.
• Workshops include a continental breakfast and materials including "Welcoming New Iowans: A Guide for Managers and Supervisors" book by Mark A. Grey, Ph.D., UNI New Iowans Program.
• Workshops are funded in part by the U.S. Department of Labor and delivered through a partnership with Hawkeye Community College and University of Northern Iowa New Iowans Program.

Workshop Schedule:
Construction Industry
Wednesday, March 12
Hawkeye Cedar Falls Center

Manufacturing
Wednesday, April 16
Hawkeye Cedar Falls Center

Healthcare
Wednesday, May 7
Hawkeye Cedar Falls Center

Hospitality, Service, & Retail
Wednesday, June 18
Hawkeye Cedar Falls Center

Insurance & Finance
Wednesday, July 16
Hawkeye Cedar Falls Center

Non-Profit Agencies & Education
Wednesday, September 17
Hawkeye Cedar Falls Center

Small Business Employers
Wednesday, October 15
Hawkeye Independence Center

Workshops Coordinated by:
Carol Steckelberg
Hawkeye Cedar Falls Center
5330 Nordic Drive
Cedar Falls, IA 50613

Registration:
Call Joan or Marie at 319-277-3806, Ext. 401

Email Jtruex@hawkeye.edu with your name, company, individual(s) attending, and your phone number.
Employers get training to communicate with their foreign-speaking employees

By JOEL PALMER
Courier Business Editor
WATERLOO

Pam Syhman has invested time and money in taking foreign language classes. Her employer, Powers Manufacturing, has established a program in which foreign-speaking workers move into training positions to better communicate with the company's non-English speaking work force.

The time commitment, not to mention the added expense of training non-English speaking workers, is worth it, considering the benefits the company receives by employing immigrants and refugees.

"We hire them because they do a good job," said Syhman, human resources manager at Powers, a Waterloo-based manufacturer of athletic gear. "When they come to work, they come to work."

Hiring immigrants and refugees can be a daunting proposition for many companies. Helping employees overcome some of those obstacles is the premise of a new series of classes being offered through the University of Northern Iowa and Hawkeye Community College.

"Welcoming New Iowans in Your Workforce" will be the topic of workshops beginning in March. The workshops are the creation of UNI's New Iowans Program, which counsels immigrants and Iowa communities on how to co-exist. Now, program officials want to offer that same advice to area employers.

"It's OK to say you're not ready to do this," said James Hoelscher, business and community outreach coordinator with the New Iowans Program, which was founded in 2000. "But we want to follow up with the question, What would you need to do in your workplace to make this work?"

Officials with the program understand that hiring is the last thing on the agenda of most companies who are either laying off or, at least, not adding workers. But with Iowa's work force aging, especially in manufacturing, Hoelscher believes companies need to look ahead.

"Where we're coming from is to take a look down the road and be aware of this change," said Hoelscher. "Here are the first steps you can take."

One of the first steps toward a diverse workforce is to understand that hiring immigrants has to be about more than just being a good corporate citizen.

"It has to be a business decision," said Hoelscher. "We have to get away from having diversity for diversity's sake."

The next step is to ascertain your company's readiness for an immigrant work force. That means looking at your company's culture and determining whether you can commit the resources necessary to integrate foreigners into your business.

Once that's done, companies need to develop a plan. How will the company handle language barriers, skills assessments and the different cultures and religious beliefs that immigrants will bring with them?

The final step is maintaining diversity once it's established.

The first half-day workshop will be held March 12. Classes will be designed for specific industries, and managers and human resources personnel are encouraged to attend
Bibliography


