The Power of Diversity: Supporting the Immigrant Workforce

LEARNER GUIDE

Module A:

Understanding Diversity

LEARNER GUIDE

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Introduction and Participant Competencies

In order to effectively support direct support professionals, Frontline Supervisors and others in an organization must begin to understand their own culture and frame of reference for making decisions in the workplace. Once they have begun to understand their own cultural heritage they can start the journey toward learning and understanding about other cultures. They can then put this new learning into practice by reflecting on their supervisory practices and on the organizational practices of the agencies in which they work. When they have done this they can apply this newly gained knowledge and understanding to make changes where needed to create a more culturally competent workplace.

This module, **Understanding Diversity**, has activities and information designed to help the Frontline Supervisor understand why developing cultural competence is important; understand some of their own cultural perspectives and biases; understand potential biases in the organizations for which they work; and to develop strategies to begin to create and support a more culturally diverse and culturally competent workplace.

Diversity and cultural competence can be potentially emotional topics and difficult to teach. Cultural competence in and of itself can be controversial if not handled tactfully and sensitively, respecting everybody's viewpoint. This does not mean, however, that the topics should not be addressed.

Module A will take approximately 5 and 1/2 hours to complete.

By completing Module A: Understanding Diversity, you will be able to demonstrate the following competencies:

- Define his/her own cultural identity and understand how culture influences interactions.
- Develop strategies to increase personal cultural competence.
- Identify the underlying values of culturally competent supervisory practices.
- Assess current organizational practices to identify the extent to which they are culturally competent and supportive of immigrant workers and participate in supporting these practices.
- Identify areas in which culture can influence communication.
- Identify and use effective cross-cultural communication strategies.

Housekeeping and Agenda Review

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Overview of Curriculum

- Comprised of 4 modules, each about 5 hours long
  - Module A: Understanding Diversity
  - Module B: Building a Cohesive Team: Supporting Immigrant Workers
  - Module C: Orienting and Training the Immigrant Worker
  - Module D: Recruiting, Hiring and Organizational Practices that Support Immigrant Workers

A 1

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitates successful entry of the immigrant worker into your organization and encourages competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and taps unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

A 2

Session Agenda

- Immigration workforce in Minnesota
  - Why is it important for FLS to be skilled in supervising immigrant workers?
  - Understanding immigration
- Developing Cultural Competence
  - What is your culture?
  - Cultural competence
  - Organizational competence
  - Is your workplace inclusive?
- Cross-cultural Communication and Work Skills
  - Cultural factors in communication
  - Effective cross-cultural communication practices

A 3

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions.
- Frontline Supervisor develops strategies to increase personal cultural competence.
- Frontline Supervisor participates in fostering a culturally competent organization.
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices.
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers.
- Frontline Supervisor identifies areas in which culture can influence communication.
- Frontline supervisors identify and utilize effective communication strategies.

A 4

Unit A1: Immigrant Workforce in Minnesota

In response to changing demographics and difficulties in recruiting and retaining qualified direct support professionals (DSPs), many human service agencies are expanding their hiring and recruiting practices into new pools of potential workers, to fill the important role of providing community supports to persons with developmental disabilities.

In Minnesota, immigrant groups are increasing in number and are providing a rich source of potential DSPs. These immigrant groups include people from Russia, Bosnia, Columbia, African countries (e.g., Somalia, Nigeria, Liberia), Laos and others. Accurate counts of immigrants in Minnesota are difficult to obtain, but state demographers believe that the foreign-born population of Minnesota increased by more than 50% in the 1990s. In the year 2000 there are roughly 125,000 immigrants in Minnesota.

Meanwhile, the traditional pool of DSPs, young European-American women, is shrinking. The U.S. Bureau of the Census (1999) predicts that between 2000 and 2005 the number of people between ages 18 and 44 will decline another 1.3% before the "echo boom" generation matures to adulthood. At this point there will be a new increase in the number of young adults in the workforce. Although there will be an increase in the number of people between the ages of 18 and 44, this group will be more diverse than in the past. For example, the St. Paul school district reports that 65% of its students are not "Caucasian" and that over 80 languages and dialects are spoken in their schools. Such diversity is also occurring in greater Minnesota. The Rochester schools report that 20% if its student body is non-European-American, and that its student population speaks as many as 56 different languages. The city of Worthington estimates that 25-50% of its population is non-European-American. The U.S. Census Bureau estimates that over the next two decades the non-European population in Minnesota will grow from 9% to 15%. So, even though there will be a greater number of younger workers available, this group will be more diverse than ever before.

In response to these changing demographics, community service agencies are increasingly turning to the pool of immigrant workers as a source of direct support professionals. In a recent survey, provider agencies of community services to people with developmental disabilities in Minnesota reported that 20% of all sites had DSPs for whom English was not a primary language, and 19% of agencies

reported that they employed DSPs who were immigrants. The range of immigrant workers varied greatly dependent on geographic region. Fewer than 20% of rural sites reported employing immigrant workers, while 39% of Twin Cities Metropolitan Area sites had immigrant workers (Hewitt, Larson & Lakin, 2000).

Hiring, training, and supporting immigrant workers can provide new challenges to the frontline supervisor. The Institute on Community Integration at the University of Minnesota conducted focus groups of direct support professionals and frontline supervisors who provide community services to persons with developmental disabilities. Information gathered from these focus groups will be discussed throughout this module. The supervisor focus groups identified some of the following differences and challenges that they face as they employ, train and supervise immigrant workers:

- differing communication styles,

- gender role differences,

- different experiences with and understanding of disabilities and disability service provision,

- differing cultural norms around work roles and expectations,

- difference in understanding regarding homemaking and other aspects of support.

It is important to note that although these differences were identified by supervisors as being difficult for them to handle, they were, over time and with the right support, able to effectively supervise, support, and capitalize on the unique contributions of immigrant workers.

At the same time, hiring immigrant workers can also bring a number of benefits to the organization. By expanding and effectively supporting this pool of potential DSPs, agencies can reap the rewards of a diversified workplace, such as:

- attracting and retaining talented people
- reducing the costs associated with recruitment and turnover
- meeting the needs of diverse consumers
- creative problem solving and flexibility that come from different perspectives
- providing a work environment that is welcoming to all workers

A1-1: Why Is It Important for Frontline Supervisors to be Skilled in Supervising Immigrant Workers?

Immigrants in Minnesota

- Foreign-born Population in Minnesota has increased by more than 50% in 1990s
- Spanish-speaking Population in Minnesota has increased by more than 60% since 1980
- Large Immigrant Populations in Minnesota include:
  - 5,000 – 7,000 Russians
  - 15,000 – 22,000 Somalis
  - 45,000 – 75,000 Hmong
  - 125,000 Spanish-speakers

Traditional Pool of DSPs

- Young European-American Women
- Will decline in population another 1.3% in next five years
- After 2005 "echo boom" generation will reach adulthood and numbers will increase

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Recruitment and Retention Challenges

- Overall turnover in Minnesota of DSPs is 46%
- 45% of all leavers had 0-6 months tenure
- 15% of all new hires were terminated
- Supervisor turnover was 27%
- 75% of providers in Minnesota report difficulties finding qualified applicants
- 8.2% of DSP positions are open at any given time
- 4.6% of DSP hours not filled due to vacancies

Immigrant Workers in Community Service Agencies

- Russia
- Bosnia
- Columbia
- Nigeria
- Somalia

20% of sites have ESL workers

19% of sites of agencies hire immigrants

Immigrant workers more common in metro area

Challenges and Differences

- Differing communication styles
- Gender role differences
- Different understandings and experiences of disabilities and disability service provision
- Different cultural norms around work roles and expectations
- Differences in understanding regarding home making and support.

Benefits of a Diverse Workforce

- Attract and retain talented people
- Reduce recruitment and turnover cost
- Meet the needs of diverse consumers
- Creative problem solving and flexibility that comes from different perspectives
- Provide welcoming work environment for all workers

Frontline Supervisor Skills

- Understanding
- Communication
- Trust
- Fairness
- Empowering

Understanding

1) recognizing that there are cultural influences on people's behavior and that people may come from very different points of view
2) recognizing that we are all a "culture of one" and influenced by a number of factors including our age, gender, experiences, culture, etc., so do not stereotype
3) being open to learning
4) being sensitive to cultural differences

Communication

1) listening to learn and to gain understanding
2) providing information and expectations in clear and concise terms
3) avoiding excessive jargon and slang
4) providing information in writing as well as verbally, and when possible using pictures, video or demonstration
5) checking for understanding by asking for competence demonstration or other informal assessment methods

Trust

1) giving immigrant workers the same level of responsibilities as other DSPs
2) seeking the input of immigrant workers
3) providing training opportunities that meet the needs of all employees

Fairness

1) giving all employees the same opportunities for mistakes
2) expecting the same level of performance from all employees

Empowering

1) providing all employees the opportunity for input into household management practices, consumer programs and training
2) providing opportunities for all employees to take risks and try new tasks

A1-2: Understanding Immigration

Introduction

The United States has a unique array of cultures drawing from the centuries of immigration to this country, as well as from American Indians. All of these people with their various cultural backgrounds have helped shape American culture as it is today. Many people are bi-cultural, meaning that they are comfortable functioning in the mainstream culture of the United States, as well as in another cultural community (e.g., Japanese-American, Mexican-American). More recent immigrants to the United States are learning about the dominant culture, while trying to maintain cultural beliefs and practices of their homeland. Recent immigrants may also be joining communities of people who previously immigrated, meaning that members of the immigrant community are in varying places along the path to understanding the dominant culture in the United States.

Please answer the following questions to the best of your ability:

1. According to 2000 census data, this population has risen in the United States by 74.3% in the last ten years.
>   a. Hispanic
>   b. Asian
>   c. African

2. The number one reason that immigrants come to the United States is:
>   a. job opportunity
>   b. family reunification
>   c. quality of life

3. Immigrants pay more in taxes than they receive in benefits:
>   a. True
>   b. False

4. What is the difference between an immigrant and a refugee?

5. Refugees get to choose what country they go to when they have to flee their homeland:
>   a. True
>   b. False

6. Refugees receive cultural training on life in the United States before arriving.
>   a. True
>   b. False

7. The fastest growing segment of the U.S. immigrant population is:
>   a. Canadians
>   b. Mexican-Americans
>   c. Southeast Asians

8. The percentage of immigrant households in Minnesota where one or more adult is working is:

a. 55%

b. 43%

c. 70%

9. Minnesota ranks _____ in the country for number of immigrants:

a. 5th

b. 20th

c. 12th

10. Minnesota's immigrant population has dropped dramatically, from 28.9% in 1900 to less than 10% in 2000.

a. True

b. False

11. The majority of recently arrived immigrants want to live in the United States and not move back home

a. True

b. False

12. The percentage of immigrants that have visited their child's school and attend involvement activities is:

a. 92%

b. 76%

c. 38%

13. Immigrants in Minnesota report the largest stress in living here to be:

a. Jobs (finding, keeping)

b. Separation from family/friends

c. Language barrier

14. Minnesota is home to the largest group of immigrants in the United States from:

a. Mexico

b. Canada

c. Somalia

Unit A2: Developing Cultural Competence

Introduction

Culture has been defined as a "framework which guides and bounds life practices." In other words, culture provides a boundary on what is acceptable behavior in a given society. Culture is a range of views and beliefs which guide human interaction - a "framework through which actions are filtered or checked as individuals go about daily life" (Lynch & Hanson, 1998). Peoples' beliefs of what is acceptable behavior are created by the framework of cultural practices or references. Because we are taught our cultural references early in life, from the very moment of birth, we tend to become unaware that many of our daily interactions and decisions are made within our particular cultural framework. This lack of awareness for our own cultural practices becomes a problem when we experience a "clash" with someone who has different cultural practices. Many issues that surface which strike us as being "right or wrong" are, in fact, different and valid points of view.

It helps to understand that no culture is completely static or rigid. They are influenced by other cultures; by internal factors such as poverty, prosperity, or war; or by technological advances, just to name a few. Just in the past 100 years American culture has varied tremendously in the concept of appropriate roles for women, from the suffragettes in the 1920s who sought and achieved women's right to vote; to less activism by women as everyone struggled with the difficult economic times of the Great Depression; to women moving into the workplace to support the war efforts during WWII; to the return of more traditional roles for women in the 1950s; to the sexual revolution of the 1960s and women's liberation movement of the 1970s; to the current status and ever-widening roles of women today.

It is also important to understand that there can be a wide variation of individual behavior within a given culture. (Lynch & Hanson, 1998). For example, while the dominant European-American culture is time-conscious and values promptness, there are people within this culture who are not timely, do not wear watches and are not concerned with the strict keeping of time. Other areas in which individual

behavior and broader cultural practices may differ include: food, gender roles, religious beliefs, connections to family or work roles.

It is important for each of us to develop an understanding of our own cultural practices and to become aware of the cultural practices of others so that we can avoid misunderstandings and build more comfortable and effective workplaces for all.

A2-1: What is your culture?

What is Culture?

- Framework which guides and bounds life practices
- A range of views and beliefs which guide human interaction
- Not rigid or static
- Individual variation within a culture

(Lynch & Hanson, 1998)

Many Things Make Up Your Culture

- Rural-urban
- Religion
- Ethnicity
- Disability
- Sexual Orientation

How Does Your Culture Influence Your Day-to-day Actions?

A2-2: Cultural Competence

Cultural Competence:

Cultural competence is "the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, cultural, and linguistic diversity."

(Lynch and Hanson, 1998).

Cultural Competence Continuum

Overcoming Negative Stereotypes

Demonstrating Understanding

Cultural Integration

Overcoming Denial

Avoiding "Colorblindness"

Progression to Empathy

(The Center for Cross-Cultural Health, 1996)

Cultural Competence Continuum
Descriptions of Points on the Continuum

1. Overcoming denial that class and cultural differences exist

2. Overcoming negative stereotypes and ideas of superiority of one culture over another

3. Avoiding the idea of "colorblindness" and recognizing that culture does influence people's behavior

4. Demonstrating understanding where cultural differences are acknowledged and respected, but having no real appreciation for what this implies for the supervision of staff

5. Progression to empathy, where a true understanding of other's world views and values occurs, but without full ethical decision making and counseling ability

6. Cultural integration, in which one understands that there are numerous world views, and that within cultures individuals have individual norms

Cultural Competence Continuum Worksheet

Read the following scenarios and identify where each one falls on the continuum.

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum:

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant that Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and to possibly be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR certified staff member on duty at all times. Julie was at a loss as how to handle this situation.

Point on Continuum:

Scenario 3: Beth supervises a multi-cultural staff. In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task assisting male residents with their personal hygiene.

Point on Continuum:

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum:

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum:

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum:

Cultural Competence Action Steps Worksheet

Identify three action steps you can take to increase your cultural competence:

1. What action will you take?

      1a. What resources might you need?

      1b. What is your time frame?

2. What action will you take?

      2a. What resources might you need?

      2b. What is your time frame?

3. What action will you take?

      3a. What resources might you need?

      3b. What is your time frame?

A2-3: Organizational Cultural Competence

Introduction

Just as individuals fall along a spectrum of cultural competence, so do organizations. A culturally competent organization is one that values diversity at all levels of the organization. A culturally competent organization demonstrates this through policies and practices (e.g., training, hiring, promotions, physical environment, etc.) that support and reflect an organizational commitment to understanding, valuing, and utilizing the full potential of each employee and his or her diverse perspectives.

Many organizations have made great strides in improving their cultural competence during the 1990s, but just as the journey is an on-going one for individuals so is it for organizations. It is still not uncommon for an organization to reflect the cultural beliefs, biases and level of competence of the owners or management. All members of an organization share responsibility in creating and maintaining an environment that welcomes individuals from different cultures and facilitates their successful contribution to the organization.

Frontline Supervisors can be very instrumental in helping organizations move along the continuum of cultural competence. By observing and communicating how the organization's spoken and unspoken policies and procedures are working for all staff, listening to the staff and gathering their suggestions and ideas for helping improve the organizational climate, and sharing this with other supervisors, managers and administration, the FLS can help the whole organization become more culturally competent.

Assessing Organizational Bias Survey

Does your agency:	Yes	No	Don't Know
Welcome and accept all employees regardless of cultural or socio-economic background?	❑	❑	❑
Ensure that all staff members are given equal opportunity to voice their concerns and comments about the workplace with no repercussion?	❑	❑	❑
Ensure that meetings are not dominated by one particular point of view?	❑	❑	❑
Respond to concerns and comments about the work environment in a respectful and timely manner?	❑	❑	❑
Openly disapprove of any ethnic, racial, religious, sexual or other demeaning slur or joke in the workplace?	❑	❑	❑
Encourage and respect relationships between people of diverse backgrounds in meetings and/or in the every-day work environment?	❑	❑	❑
Allow variety in dress and grooming?	❑	❑	❑
Recognize and respect different religious and ethnic holidays in terms of release time for employees, program planning, and food for staff events?	❑	❑	❑
Demonstrate flexibility with and support to staff who have limited English language skills?	❑	❑	❑
Provide release time, funding and/or encouragement for staff at all levels to attend formal education classes that are job-related?	❑	❑	❑

Does your agency:	Yes	No	Don't Know
Offer training on multicultural topics to all staff members?	❑	❑	❑
Seek to diversify its staff, administration, and board by actively recruiting people of diverse cultures, races, abilities, gender, etc.?	❑	❑	❑
Have a written commitment to diversity in its mission statement, bylaws, and staff policies?	❑	❑	❑

A2-4: Is Your Workplace Inclusive?

Introduction:

FLS need to be able to put content related to organizational cultural competence into practice at their workplaces. This curriculum provides a starting point by providing preliminary tools for FLS to use when working within their own organizations.

FLSs can use the survey **Is Your Workplace Inclusive?** with the staff they supervise to help staff assess their comfort level in working in a multicultural workplace and to organize and understand their views on how well the agency responds to these issues. The FLS is encouraged to discuss the survey with a program director or administrator prior to having staff fill it out. The FLS is cautioned to seek and use information in a manner that helps employees feel safe in expressing themselves (i.e., respect, confidentiality when asked, clarify how information will be used, etc.) One idea is for the survey to be done anonymously and have each staff person place it in an envelope which is sealed after all of the surveys are enclosed. The supervisor can then review the surveys at a later date without knowing which employee filled out which survey. Also, it is important to remind FLS to provide follow-up and seek ongoing guidance from staff regarding these issues.
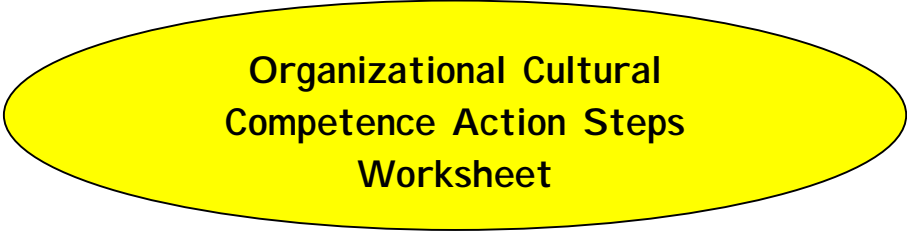
Is Your Workplace Inclusive?
A Survey for Staff

The following questions provide an opportunity for all staff members to respond to issues of diversity which increasingly affect many human service agencies. Rate the following:

	Never	Rarely	Uncertain	Sometimes	Always
1. Are you comfortable working with people of different cultures?	❑	❑	❑	❑	❑
2. Are you comfortable working with people who have views and opinions different from your own?	❑	❑	❑	❑	❑
3. Do you think multicultural teams can be stimulating and productive?	❑	❑	❑	❑	❑
4. Does your agency have a staff of diverse cultural backgrounds?	❑	❑	❑	❑	❑
5. Do agency staff respect points of view different from their own?	❑	❑	❑	❑	❑
6. Are staff encouraged to work together creatively in multicultural teams?	❑	❑	❑	❑	❑
7. Do you think that people should not bring their differences to the workplace?	❑	❑	❑	❑	❑
8. Do double standards exist in your workplace in regards to staff policies?	❑	❑	❑	❑	❑
9. Does the administration demonstrate a commitment to building a diverse staff?	❑	❑	❑	❑	❑
10. Do you ever hear slurs, demeaning comments or jokes that relate to ethnicity, gender, age, sexual orientation, religious tradition, physical disability or other defined areas of social discrimination?	❑	❑	❑	❑	❑

	Never	Rarely	Uncertain	Sometimes	Always
11. Do you think some cultural groups or genders are more suited to certain positions?	❑	❑	❑	❑	❑
12. Are all staff treated with the same respect by supervisors?	❑	❑	❑	❑	❑
13. Do all staff members have a venue for having their comments and concerns heard without fear of reprisals?	❑	❑	❑	❑	❑
14. Are women and people of color represented at higher levels in this organization?	❑	❑	❑	❑	❑
15. Are any individual staff members excluded because of their beliefs or differences?	❑	❑	❑	❑	❑
16. Does agency policy respect staff members' individual needs, preferences, and orientation?	❑	❑	❑	❑	❑
17. Does the agency show flexibility toward allowing time off for staff who observe certain religious or ethnic holidays?	❑	❑	❑	❑	❑
18. Are all staff members made to feel invited at staff activities if they choose to participate?	❑	❑	❑	❑	❑
19. Are you reluctant to voice opinions which differ from those of staff of different backgrounds?	❑	❑	❑	❑	❑
20. Do you feel comfortable resolving conflicts with all staff members?	❑	❑	❑	❑	❑
21. Is training needed to help staff better communicate and understand one another?	❑	❑	❑	❑	❑

* Used with permission from *the Texas Association of Museums: www.io.com/~tam/multicultural/allstaff.html*

**Organizational Cultural
Competence Action Steps
Worksheet**

Identify three action steps you can take in your organization to increase your organization's cultural competence:

1. What action will you take?

      1a. Who will be involved?

      1b. What is your time frame?

2. What action will you take?

      2a. Who will be involved?

      2b. What is your time frame?

3. What action will you take?

      3a. Who will be involved?

      3b. What is your time frame?

Unit A3: Communication and Cross-Cultural Influences

Introduction

Even when individuals have progressed along the continuum to cultural competence, and organizations actively support a diverse workforce, there are still challenges to supervising a diverse team. The skills of team-building, communication and conflict resolution are key to helping staff with a variety of backgrounds effectively work together. There are many additional resources not included in this curriculum regarding the general principles and practices in team-building, communication, and conflict resolution. This curriculum includes only cursory information on these important issues. It is important that FLS seek out and use other resources in addition to what they are learning in this training regarding team building, communication and conflict resolution. Organizations and frontline supervisors are urged to develop and enhance these skills where they do not currently exist.

This unit focuses on the area of communication and how culture can affect this critical cornerstone to positive interactions. FLS are encouraged to become aware of communication issues and to work proactively with all staff to understand them so that conflict can be minimized. Team-building and conflict resolution as they pertain to diversity will be addressed in later units.

When communication breaks down, a number of unfortunate outcomes can happen, usually to the detriment of the immigrant worker. The new immigrant can be perceived as uncooperative, lacking in intelligence, or manipulative; as a result, prejudice and discrimination can build. It is recommended that all workers improve their communication skills: improve their ability to check for understanding, give each other full attention, and admit when they don't understand. Understanding that culture does influence communication can help workers improve their skills in these areas.

A3-1: Cultural Factors in Communication

Partnerships For Success

Cultural Factors in Communication

- Language
- Cultural References
- Cultural Viewpoints
- Non-verbal Behavior

(ASTD, 1990)

A3-2: Communicating Our Way

NOTES:

A3-3: Effective Cross-Cultural Communication Practices

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4 Steps to Effective Cross-Cultural Communication

- Assessment
- Acknowledgement
- Attitude
- Action

(ASTD, 1990)

Notes:

**Effective Communication
Scenarios Worksheet**

1. Assessment: What are the assumptions about communication? What are
   the possible meanings behind body language? Gestures? Words or phrases?

2. Acknowledgment: What cultural biases are present in the communication?
   What are the communication styles of the immigrant? What are the
   communication styles of the European-American?

3. Attitude: What adaptations should each of the participants in the scenario
   make to facilitate better communication between them? (Remember
   effective communication is the responsibility of both parties.)

4. Action: What are ways of communicating with people of diverse backgrounds
   that can be effective?

Module A Summary and Closing

Summary of Module A

- Minnesota's demographics are changing and becoming more diverse.
- Human service agencies face significant turnover and retention challenges.
- Supervisors can provide effective leadership to diverse work teams through:
  - Understanding culture
  - Developing cross-cultural competence in themselves
  - Working with their agency to become culturally competent
  - Developing cross-cultural communication skills

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions.
- Frontline Supervisor develops strategies to increase personal cultural competence.
- Frontline Supervisor participates in fostering a culturally competent organization.
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices.
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers.
- Frontline Supervisor identifies areas in which culture can influence communication.
- Frontline supervisors identify and utilize effective communication strategies.

Preview of Module B

- Feedback
- Mentoring
- Team Building
- Conflict Resolution

Module A Reference and Additional Resources List

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Module A Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Cultural Competence Continuum Worksheet

Read the following scenarios and identify where each one falls on the continuum.

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum:

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant that Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and to possibly be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR certified staff member on duty at all times. Julie was at a loss as how to handle this situation.

Point on Continuum:

Scenario 3: Beth supervises a multi-cultural staff.   In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task assisting male residents with their personal hygiene.

Point on Continuum:

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum: _____

_____

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum: _____

_____

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum: _____

_____

Identify three action steps you can take to increase your cultural competence:

1. What action will you take?

   1a. What resources might you need?

   1b. What is your time frame?

2. What action will you take?

   2a. What resources might you need?

   2b. What is your time frame?

3. What action will you take?

   3a. What resources might you need?

   3b. What is your time frame?

Assessing Organizational Bias Survey

Does your agency:	Yes	No	Don't Know
Welcome and accept all employees regardless of cultural or socio-economic background?	❑	❑	❑
Ensure that all staff members are given equal opportunity to voice their concerns and comments about the workplace with no repercussion?	❑	❑	❑
Ensure that meetings are not dominated by one particular point of view?	❑	❑	❑
Respond to concerns and comments about the work environment in a respectful and timely manner?	❑	❑	❑
Openly disapprove of any ethnic, racial, religious, sexual or other demeaning slur or joke in the workplace?	❑	❑	❑
Encourage and respect relationships between people of diverse backgrounds in meetings and/or in the every-day work environment?	❑	❑	❑
Allow variety in dress and grooming?	❑	❑	❑
Recognize and respect different religious and ethnic holidays in terms of release time for employees, program planning, and food for staff events?	❑	❑	❑
Demonstrate flexibility with and support to staff who have limited English language skills?	❑	❑	❑
Provide release time, funding and/or encouragement for staff at all levels to attend formal education classes that are job-related?	❑	❑	❑

Does your agency:	Yes	No	Don't Know
Offer training on multicultural topics to all staff members?	❑	❑	❑
Seek to diversify its staff, administration, and board by actively recruiting people of diverse cultures, races, abilities, gender, etc.?	❑	❑	❑
Have a written commitment to diversity in its mission statement, bylaws, and staff policies?	❑	❑	❑

Is Your Workplace Inclusive?
A Survey for Staff

The following questions provide an opportunity for all staff members to respond to issues of diversity which increasingly affect many human service agencies. Rate the following:

	Never	Rarely	Uncertain	Sometimes	Always
1. Are you comfortable working with people of different cultures?	❑	❑	❑	❑	❑
2. Are you comfortable working with people who have views and opinions different from your own?	❑	❑	❑	❑	❑
3. Do you think multicultural teams can be stimulating and productive?	❑	❑	❑	❑	❑
4. Does your agency have a staff of diverse cultural backgrounds?	❑	❑	❑	❑	❑
5. Do agency staff respect points of view different from their own?	❑	❑	❑	❑	❑
6. Are staff encouraged to work together creatively in multicultural teams?	❑	❑	❑	❑	❑
7. Do you think that people should not bring their differences to the workplace?	❑	❑	❑	❑	❑
8. Do double standards exist in your workplace in regards to staff policies?	❑	❑	❑	❑	❑
9. Does the administration demonstrate a commitment to building a diverse staff?	❑	❑	❑	❑	❑
10. Do you ever hear slurs, demeaning comments or jokes that relate to ethnicity, gender, age, sexual orientation, religious tradition, physical disability or other defined areas of social discrimination?	❑	❑	❑	❑	❑

	Never	Rarely	Uncertain	Sometimes	Always
11. Do you think some cultural groups or genders are more suited to certain positions?	❑	❑	❑	❑	❑
12. Are all staff treated with the same respect by supervisors?	❑	❑	❑	❑	❑
13. Do all staff members have a venue for having their comments and concerns heard without fear of reprisals?	❑	❑	❑	❑	❑
14. Are women and people of color represented at higher levels in this organization?	❑	❑	❑	❑	❑
15. Are any individual staff members excluded because of their beliefs or differences?	❑	❑	❑	❑	❑
16. Does agency policy respect staff members' individual needs, preferences, and orientation?	❑	❑	❑	❑	❑
17. Does the agency show flexibility toward allowing time off for staff who observe certain religious or ethnic holidays?	❑	❑	❑	❑	❑
18. Are all staff members made to feel invited at staff activities if they choose to participate?	❑	❑	❑	❑	❑
19. Are you reluctant to voice opinions which differ from those of staff of different backgrounds?	❑	❑	❑	❑	❑
20. Do you feel comfortable resolving conflicts with all staff members?	❑	❑	❑	❑	❑
21. Is training needed to help staff better communicate and understand one another?	❑	❑	❑	❑	❑

* Used with permission from *the Texas Association of Museums: www.io.com/~tam/multicultural/allstaff.html*

Organizational Cultural Competence Action Steps Worksheet

Identify three action steps you can take in your organization to increase your organization's cultural competence:

1. What action will you take?

     1a. Who will be involved?

     1b. What is your time frame?

2. What action will you take?

     2a. Who will be involved?

     2b. What is your time frame?

3. What action will you take?

     3a. Who will be involved?

     3b. What is your time frame?

Effective Communication Scenarios Worksheet

1. Assessment: What are the assumptions about communication? What are the possible meanings behind body language? Gestures? Words or phrases?

2. Acknowledgment: What cultural biases are present in the communication? What are the communication styles of the immigrant? What are the communication styles of the European-American?

3. Attitude: What adaptations should each of the participants in the scenario make to facilitate better communication between them? (Remember effective communication is the responsibility of both parties.)

4. Action: What are ways of communicating with people of diverse backgrounds that can be effective?

Module B:
Building a Cohesive Team:
Supporting Immigrant Workers

LEARNER GUIDE

Table of Contents

Module B Participant Worksheets (Use these worksheets to replace those worksheets you completed during the training session)

Introduction and Participant Competencies

In **Module A** you explored the meaning of culture, identified your own cultural framework, and how it guides your behaviors, learned about cultural competence, and strengthened your cross-cultural communication skills. **Module B** will build on these skills and give frontline supervisors the tools to support the immigrant worker and to build a team from diverse members that finds strength in its differences and functions effectively to meet the needs of people with developmental disabilities in community settings. Both you, as the supervisor, and the team play important roles in creating an atmosphere that welcomes and respects the contributions of immigrant workers.

Successful supervisors of multicultural teams can utilize a number of skills to encourage members to effectively communicate with and support other team members, work through conflicts, and build productivity and competency as a team. Frontline supervisors will have an opportunity in this module to strengthen skills and practices such as feedback skills, team-building, mentoring and conflict resolution. This module will provide a brief overview of each of these practices, facilitate discussion around these topics and encourage application of these concepts and principles in the workplace.

By completing Module B: Building a Cohesive Team, you will be able to demonstrate the following competencies:

- Identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.

- Effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.

- Coach and provide relevant feedback to staff regarding performance issues.

- Facilitate teamwork and positive interactions and attitudes among staff.

- Provide counseling and support to staff when conflict arises.

- Identify at least three practices of social inclusion.

Module B – Housekeeping and Agenda Review

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Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization.

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.

Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

Session Agenda

- Reviewing Your Progress
- Feedback
- Mentoring
- Team-Building
- Conflict Resolution

Opening Activity: Head in the Clouds, Nose to the Grindstone

_____

_____

_____

_____

_____

Partnerships For Success

Categories of Slang

- Sports
- Western or cowboy talk
- Clothing
- Parts of the body

Notes:

Sports: _____

_____

_____

Western/Cowboy Talk: _____

_____

_____

Clothing: _____

_____

_____

Parts of Body: _____

_____

_____

Reviewing Your Progress

NOTES:

Unit B1: Communication Styles and Feedback

Introduction

Supervisors can help immigrant workers be successful employees by using good feedback skills. Because typically training and orientation is done in a rushed manner, feedback about job performance is critical to helping employees be successful at work. Lack of feedback about performance can lead direct support professionals to believe that the supervisor doesn't care about their performance, or that they are not appreciated, which might result in lower performance by the employee or unnecessary turnover. Using good communication skills to provide direction and feedback to immigrant workers helps ensure that they understand the expectations of the position, and helps them to assess if they are meeting those expectations.

Remember to use the communication skills you learned in **Module A** while providing feedback and that communication includes both verbal and non-verbal communication. People communicate using their bodies, as well as their words. Non-verbal communication may include facial expressions such as smiles, frowns, and nods; gestures such as pointing beckoning, and shrugging; body position such as crossing your arms, crossing your legs, and tilting your head; posture such as leaning forward; and contact, such as eye contact, shaking hands, hugging, kissing, slapping one's back. Non-verbal communication is just as important and sometimes can be more important than the verbal message you are sending or receiving. The non-verbal communication listed above may be sending messages such as affection, impatience, boredom, anger, appreciation and power. When communicating across cultures you may not always be sending the message you think you are and conversely you may be interpreting sombody else's non-verbal communication inaccurately. If you are not sure about the messages you are sending and receiving, it is important to check it out with the other person by stating what you understand and asking if that is what was intended.

B1-1: Feedback

Feedback

- Addresses specific behavior
- Occurs frequently
- Happens soon after behavior
- Is positive praise and constructive criticism
- Constructive criticism should always be paired with a positive statement (ASTD, 1990)

Positive Praise

- Addresses specific, observable behavior
- Should be delivered in a culturally appropriate manner
- Should occur as soon as possible after the behavior.

(ASTD, 1990)

Constructive Criticism

- Should address a specific behavior
- Should address behaviors DSP has authority/power to change
- Should include a specific plan for changing behavior
- Should include explicit instructions about desired behavior
- Begins and ends with a positive statement about DSP performance

(ASTD, 1990)

Feedback Form

1. How do you like to receive praise or positive feedback? Are there things you like better than others?

2. How do you like to receive constructive criticism or information about an area that may need improvement in your performance?

3. Are there ways in which you simply do not like to receive feedback?

Unit B2: The Benefits of Mentors

Introduction

Mentoring is an age-old technique for encouraging professional development. In human services, it can be a meaningful way to support newer direct support professionals while recognizing the experience and ability of more tenured staff. The mentor helps the new direct support professional to become familiar with the organizational norms, values and practices, and to develop the skills needed to provide quality services. This may involve frequent contact with new staff, sharing information, modeling job skills and performance, and providing a safe place for the new staff person to have their questions answered.

Not only does mentorship benefit the mentee, but there are also positive outcomes for the mentor. Being a mentor is a measure of a person's competency. Mentors can use this as a yardstick to measure how far they have come in their careers, and reflecting on all they have learned. Mentors have an opportunity to see a different point of view that may be "outside of the box." Both the mentor and mentee, when entered into the relationship voluntarily will experience professional development and growth through this relationship.

There are many things to consider when choosing a mentor and developing a mentorship program. Mentoring programs can be formal or informal and can be different in various organizations. The Peer Empowerment Program (PEP) curriculum (another curriculum developed at the Institute on Community Integration) provides an overview of mentorship and provides an outline to plan the implementation of a formal program. If your organization is interested in developing a formal mentorship program, please refer to the PEP Curriculum. For the purpose of this training we will simply explore what mentorship is and how it is useful to immigrant workers as well as looking at the role of the mentor.

In choosing mentors to work with new immigrant staff, selecting mentors of the same cultural background and who speak the same language can provide several advantages. A mentor of the same cultural background can provide mentees with somebody with whom they may be more comfortable asking questions and somebody who is able to explain new concepts and skills in the person's native language. In addition, this person may be able to more easily recognize the difficulty that new staff might be experiencing in their role and help them to work through it. It is

important to recognize that it is not the responsibility of someone from the same culture to serve in the mentor role simply due to culture and organizations should not assume that people will want to fulfill these roles. Mentoring should be a voluntary role, with clear set expectations. In the case where you have non-immigrant workers that want to serve as a mentor to an immigrant worker, this can be an excellent cross-cultural opportunity. Pairing an immigrant worker with a non-immigrant worker could also have many benefits such as facilitation of relationship building across cultures, break down stereotypes of other cultures, and welcome the new staff, and demonstrate socially inclusive practices. There are a number of benefits to mentoring for all parties involved.

B2-1: Why have mentors?

_____

_____

_____

_____

_____

Benefits of Mentors

- Strengthens new DSP skills
- Recognizes excellent DSPs
- Improves quality of support
- Provides immigrant workers a safe place to seek help
- Allows for native language instruction

Unit B3: An Introduction to Team Building

Introduction

A team can be defined as a group of people who must work together to accomplish an agreed upon goal. Helping staff feel welcome, and using effective communication and mentoring are all skills the supervisor can use to support individual staff members and to help individuals become a part of a positive functioning team. Supervisors must also pay attention to the importance of expecting all staff members to play a role in creating a team and providing them with the time, skills and support to do so. The supervisor needs group skills to support all staff members to work effectively together in a team.

Teamwork at all levels of human services is essential for the provision of excellent services to consumers. Supports to persons with developmental disabilities are increasingly being delivered in community settings, and consumers and family members are more often invited to participate in designing, shaping, and managing services. As a result of these changes, the role of the DSP is changing dramatically. DSPs are learning to plan with, and not for, persons needing services. Coordination and the ability to work with a wide variety of other professionals is also becoming an increasingly important skill. As services are decentralized, supervisors have less contact than ever before with DSPs, meaning that DSPs are increasingly isolated and are more dependent on their own skills and resources to accomplish goals. In many community homes and job situations, DSPs have to work with team members who they often do not see or have few opportunities to work together. This reality makes effective team building an essential FLS skill.

The use of teams to perform ongoing work or to complete special projects is another growing trend in human services. Effective teams can improve productivity, increase the quality of supports, improve job satisfaction and morale, and reduce the levels of management needed. Underlying these benefits is the assumption that a group of people who are focused, organized, and trained can be more productive than people working alone.

The FLS plays an important role in building a strong team of DSPs. There are specific things to consider when a supervisor is creating a team of multi-cultural members. Communication and expectations around group norms and roles are influenced by culture, and can affect the ability of a group to smoothly function. When working on team building, FLS need to consider these cultural influences.

B3-1: Defining Your Team

Partnerships For Success

What is a Team?

- Any group of people who need each other to accomplish a result (Senge, 1994)
- A collection of people who rely on group collaboration to experience success and reach goal achievement (MN DHS, 1993)
- A group of people who collaborate on a regular basis, share mutual interests, and achieve success via a common purpose and jointly developed and agreed-upon goals (Sauer, 1994)

B3-2: Interaction Styles and Teamwork

Interaction Styles

- **The Individualist**
  - Likes challenging projects, working alone, independent success, respects initiative and individual decision-making
- **The Group-Oriented Member**
  - Likes shared work, group consensus decision-making, group has precedence over the individual, interested in long-term goals, values authority, honors elders
- **The Uncertainty Avoider**
  - Desire for advancement may not be as strong as others, avoids conflict, doesn't like pushy people, intolerant of ambiguity, prefers consensus decision-making, values security over success
- **The Leader Needer**
  - Likes having a strong leader and having someone be clear about giving direction, uncomfortable with a consultative management style, comfortable with leaders having special privileges
- **The Achiever**
  - Desires success, believes competition gets results, group relationships not important, will push people to work harder
- **The Nurturing Member**
  - Likes to have good relationships with group, place more emphasis on group activity, avoids competition within the group, wants to be liked by group members

(ASTD, 1990)

Task for Work Groups

Instructions to Work Group Members

You are a planning committee from a day program for adults with developmental disabilities whose task is to plan a major celebration for the participants at your work sites, their families and other interested people. You've been notified that your plan must be in the hands of the caterer by 8:00 AM tomorrow morning.

Your plan must be so clear that they will be able to proceed immediately without any phone calls or questions, or additional fees will be attached to the total invoice.

You will need to develop specific instructions on who will be invited, the kind of food that will be served, and how it will be arranged. You must decide how the party will be paid for and where and when it should be held. In addition, you must set up the games and activities as well as choose the prizes for the games.

Remember, your organization employs a large number of immigrants as DSPs, and you also provide services to a diverse group of people. Your director is promoting the implementation of culturally competent practices. You feel it is important that this picnic is welcoming of people from all of the different cultures represented in your organization.

You have no instructions other than the above, and the group must proceed entirely on its own.

Your description, either in words, charts, or diagrams has to be perfectly clear and easy to understand. You will be provided with:

- Large sheets of paper
- Markers

You have 20 minutes to accomplish the assignment.

Team Building Action Steps Worksheet

Identify three action steps you can take in your organization to promote effective teams:

1. What action will you take?

    1a. Who will be involved?

    1b. What is your time frame?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your time frame?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your time frame?

B3-3: Expanding Your Work Team: Including Family Members, Immigrant Workers, and Consumers

Introduction

As community support agencies become more diverse, work teams also need to be more diverse. The FLS can help shape that diversity by including consumers, family members, and immigrant workers on a number of different work teams. Frontline Supervisors, however, may first need to facilitate the development of relationships among consumers, family members, and DSPs from diverse backgrounds. Family members and persons receiving services may have had little opportunity to learn about and work with people from other cultures and may be unsure of how to interact and approach DSPs from different backgrounds. Family members and people receiving supports report that there have been times when new DSPs from immmigrant countries are unsure of how best to provide supports. For example, they struggle with knowing how to prepare food the person receiving supports prefers to eat or with communicating expectations or needs due to language difficulties. It is important for FLS to facilitate the working relationship between DSPs, people receiving services and family members. Through this relationship-building process, more effective and diverse work teams will emerge. There are three purposes of this exercise: 1) to discuss the potential difficulties among immigrant workers, family members, and consumers, 2) to brainstrom ways to deal with these challenges, and 3) to use these new ideas and experiences to include consumers, family members, and immigrant workers on worksite and agency teams.

Unit B4: Conflict Resolution

Introduction

Although there are many benefits to a diverse workforce, a team made of members with different cultural backgrounds may experience internal conflict between members due to cultural misunderstanding, despite a supervisor's best efforts in creating a cohesive team. The supervisor can play an important role in helping team members resolve conflicts through mediation and thus strengthen the team.

Conflicts can occur between staff because of different values, assumptions, and perceptions, such as: gender roles, communication styles, etc. Some conflicts may be beyond a supervisor's ability to mediate because emotions are too high, or because one side does not have the power to resolve the conflict. For example, conflicts over religious beliefs may be unsolvable because they are highly emotional and devout practioners of a religion are unable to change their practices. It is important to remember that conflict is not necessarily bad, and the positive resolution of conflicts creates a stronger team.

Along with other factors (such as gender, age, work experience, etc.) supervisors need to consider the cultural backgrounds of the staff members in conflict in order to understand the communication styles and other cultural influences on the interactions between the supervisor and the staff members in conflict (e.g., What does it mean when the person nods their head? Is the person really offering their perspective or are they attempting to please the authority figure? Etc.). Attending to the cultural influences in communication, as well as to the possible cultural factors which may be underlying the conflict, will increase your ability to mediate a successful resolution to the conflict.

Activity B4-1: Conflict Mediation

Workplace Disputes

- Work limitations
- Work assignments
- Communication misunderstandings

Mediator's Role in Resolving Conflict

- Treat each person with respect and assume the dispute is important
- Assume each person is in a position to follow through with plan
- Recognize that when people participate in the process, they have a stake in the outcomes

Steps to Resolving Conflicts Between Staff

- Offer to help staff resolve conflicts
- Find a mutually agreeable time and place to meet
- Introduce process and ground rules
- Follow the process
  - Introduction
  - Uninterrupted time
  - Exchange – developing understanding
  - Brainstorming
  - Closing
- Arrange follow- up meeting

Module B Summary and Closing

Review of Module B

- **Supervisors Can Effectively Support Immigrant Workers Through:**
  – Use of feedback, such as positive praise and constructive criticism
  – Providing mentors to new employees
  – Focusing on team-building and working together
  – Mediating conflicts effectively

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.

Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

Preview of Module C

- Socialization and Orientation
- Culturally Competent Training
- Culturally Competent Assessment Strategies
- Developing a Training Plan

Learner Guide B References and Additional Resources List

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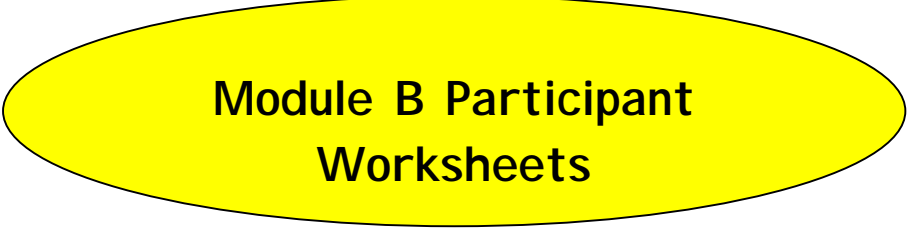
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Module B Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Feedback Form

1. How do you like to receive praise or positive feedback? Are there things you like better than others?

2. How do you like to receive constructive criticism or information about an area that may need improvement in your performance?

3. Are there ways in which you simply do not like to receive feedback?

Team Building Action Steps Worksheet

Identify three action steps you can take in your organization to promote effective teams:

1. What action will you take?

      1a. Who will be involved?

      1b. What is your time frame?

2. What action will you take?

      2a. Who will be involved?

      2b. What is your time frame?

3. What action will you take?

      3a. Who will be involved?

      3b. What is your time frame?

Module C:

Orienting and Training the Immigrant Worker

LEARNER GUIDE

Table of Contents

Module C Participant Worksheets (Use these worksheets to replace those worksheets you completed during the training session)

Introduction and Participant Competencies

In the previous modules you examined your personal level of cultural competence and learned strategies to assist you in supporting a diverse workforce such as team building, mentoring, and conflict resolution. You have also reflected on the challenges and successes that you and other supervisors may encounter as you strive to develop culturally competent supervisory skills. This module will help you to identify and use efficient orientation and training strategies to address the specific training needs of the immigrant worker and prepare them to effectively participate in the teams you supervise.

The ability of the supervisor to provide effective training and orientation is critical to the success of all new employees and can be especially critical to the success of immigrant workers. Many immigrants are in the process of learning things about a new culture that natives take for granted. Supporting immigrant workers as they are learning aspects of the culture, such as language and norms, as well as the roles and responsibilities of a new position calls for creativity in training and a supportive team environment.

Immigrants come to the U.S. and to their new positions with varying degrees of exposure to people with disabilities and with varied cultural experiences related to the opportunities provided to and roles experienced by people with disabilities in their countries of origin. In fact, some immigrant workers have reported that until the first day on their new job as a direct support professional they had never even seen a person with a disability. Disability culture is very different in various cultures and not only are immigrant workers learning about American language, norms and traditions they are also being exposed to perhaps new cultural expectations and norms regarding people with disabilities.

This module begins with an activity that provides an opportunity for participants to reflect on their cross-cultural work experiences and to discuss the benefits and challenges of utilizing a diverse workforce. After this activity, the participant will explore the challenges of orientation and training programs for immigrant workers and will develop strategies to address these challenges; creating orientation and training that prepare the immigrant worker to provide quality support services for persons with developmental disabilities. Finally, participants will learn about conducting culturally competent assessments of job performance of direct support professionals.

This module provides basic information about training and assessment but is not intended to be a comprehensive course on either of these topics. More in-depth training on these topics will be provided in the Recruitment and Retention Curriculum of the Partnerships for Success Series. This module assumes the participants will have a basic understanding of training and assessment concepts and will be looking at ways to adapt their practices to better address the needs of immigrant workers.

This module will take approximately 6 hours and 30 minutes to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

- Effective approaches to teach and coach direct support professionals to achieve necessary direct support competencies.

- Provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.

- Explain the culture of disability in the United States and current models of service delivery to persons with developmental disabilities.

- Explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).

- Provide information on organizational culture and norms.

- Provide competency-based training.

- Identify important content to include in training, including information related to cultural norms that may be important for immigrant workers.

Module C: Housekeeping and Agenda Review

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization.

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct-support competencies.
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities.

Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- The Frontline supervisor can provide information on organizational culture and norms.
- The Frontline supervisor can provide competency-based training.
- The Frontline supervisor can identify important content to include in training,including information related to cultural norms that may be important for immigrant workers.

Session Agenda

- Opening Activity: The Way It Is: The Real Issues
- Culturally Competent Orientation Practices
- Culturally Competent Staff Training
- Culturally Competent Assessment Strategies

The Way It Is: The Real Issues

Small Group Response Form

1.   What is a specific aspect of your culture, which you most appreciate and would not like to give up?

2.   What is a personal quality or aspect you think is the most difficult to understand in another culture?

3.   What is a personal quality or aspect you find most enjoyable in working with someone from another culture?

4.   What is the greatest difficulty you have experienced working with someone from another culture?

Unit C1: Orientation for a Diverse Workforce

Introduction

The orientation process has a number of purposes, though overall it should send the message to the new employee that they are welcomed and appreciated as a new worker. An effective orientation program provides a background on the organization's goals, philosophies, mission, services, structure, in addition to the standard personnel, policies and procedures. (ASTD, 1990) A critical objective of the orientation process that is often overlooked is to communicate the work and behavioral expectations of employees. If a new employee knows exactly what is expected of him/her, it is much easier to meet those expectations. Often however, it is assumed that a staff person knows what we expect, when really the staff person is still trying to determine how to understand our expectations. When we are not clear about expectations during orientation, ambiguity may result for the new employee.

For the immigrant worker creating a successful, clear and welcoming orientation is critical. Remember, many immigrants are new to the United States, are still trying to understand aspects of the American culture and may have English as a second language, which can result in communication difficulties. Thus, taking the time to create an orientation program that specifically accommodates the need of immigrant workers is important.

There are a number of ways to develop and conduct a successful orientation program including structured and purposeful job shadowing, providing information based on the individual's experience and in an interactive way, using storytelling to illustrate different skills needed or the types of problem solving an individual may have to do. Lastly, it is helpful to pace the information being presented. Providing an overview of everything at once and then sending the worker off to visit a program is less meaningful than providing information on a topic that is applicable to the individuals initial work tasks. In this way the individual has an opportunity to experience a situation and apply the information they just received.

These different strategies to successful orientations can be especially meaningful to an immigrant worker. The feedback received from immigrant workers show that one of the biggest barriers they feel they face is not feeling welcomed and included in their new environment. The orientation process is the place to begin to

ensure that all staff, regardless of background or ethnicity feel that they are welcomed and appreciated as a new member of the organization.

The purpose of this unit is to explore the benefits of inclusive practices in orientation, for both the organization and immigrant worker, and discuss strategies to welcome and be socially inclusive of all new staff.

C1-1:　Inclusion/Exclusion

Partnerships For Success

Experiences of Exclusion

- Feeling ignored
- Not being invited to participate in activities
- Not being trusted
- Opinion not sought
- Assumptions made about immigrant's background/education

Inclusive Practices Action Steps

Identify three action steps that you as a supervisor will take in your organization to promote inclusive practices within your work team.

1. What action will you take?

    1a. Who will be involved?

    1b. What is your timeframe?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your timeframe?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your timeframe?

C1-2: Culturally Competent Orientation Practices

Culturally Competent Orientation Practices

- Using differential information based on experience and familiarity with social service system
- Using storytelling or showing real-life examples rather than assign reading to illustrate points
- Taking into account the person's English language ability and adapting your presentation as you can, to better meet their needs
- Provide snacks and beverages that represent different cultural influences

Unit C2: Culturally Competent Staff Training

Introduction

As you can see from the previous activity, a cross-cultural work environment brings with it both new challenges and exciting rewards. The ability to effectively work with people from other cultures is a learning process that is built on understanding, flexibility, communication, trust and fairness as discussed in Module A. These are some of the underlying values of effective cross-cultural interactions. The training and orientation that you provide as a supervisor is a critical element to creating a productive and diverse work group.

In order to improve training practices, we first need to take a look at what training practices are effective and how these can be developed further or adapted for training immigrant workers. Let's see what direct support professionals and frontline supervisors have to say about training practices and how well it meets the needs of the new immigrant staff.

C2-1: Staff Training Experiences

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Immigrant Worker Experiences

Many Direct Support Co-Workers:

- Use jargon, concepts and field information that are new and unfamiliar. When training and helping me, they present this information too fast
- Not enough training on how and when to do written communications
- Need more time for training
- Want diverse tools in training
- Don't understand clearly enough what the job will be like

Co-Worker Experiences

Co-workers report that many Immigrant Workers:

- Do not provide "support" to the individual receiving services, instead they "take care of them"
- Don't understand the system
  - Medical
  - Human service
- Have concerns/issues around food

Introduction

The high level of turnover and the diversity of new employees entering the human services workforce underscores the need for supervisors and trainers to be able to provide "effective" training in a time and cost efficient manner. "Effective" training can be thought of as the degree to which staff retain the information presented to them and the degree to which they are able to apply the skills and knowledge they have learned.

Providing training to adult learners requires using a variety of training approaches and a high degree of flexibility. Adults learn most effectively through instruction that acknowledges and seeks out their experiences, encourages application of new skills in the work setting, offers opportunities to practice new skills and teach the new skills to others, and incorporates discussion of the issues and concepts being taught.

Partnerships For Success

Effective Training Strategies

- Multi-modal training

- Self-paced learning

- Competency-based training

Multi-modal Training

- High-quality training uses a variety of instructional modes to satisfy different learning styles.
  - One-to-one instruction
  - Direct observation/Hands-on training
  - Formal classes
  - Skill demonstration
  - Lecture
  - Film/videotape
  - Reading training modules
  - Computer-based interactive modules

Effectiveness of Training Modes

• Lecture	5
• Reading	10
• Audio-Visual Enhancement (Overheads, etc.)	20
• Demonstrations (seeing the new skill)	30
• Discussions with a group	50
• Practice of skill (in training setting)	75
• Immediate use of new skill or teaching skill to others	95

Templeman & Peters (1992)

Self-Paced Learning Strategies

- Trainer sets expectations, provides training materials/resources and a timeframe.
- Learners direct their own training process, using materials provided in a manner that best meets their learning needs.
- Learning outcomes are measured upon completion.

Competency-based Training

1. Identify skills staff need to meet job description.
2. Measure skills needed to meet job description (written pre-test, skill demonstration)
3. Set expectations for learning.
4. Select best training curricula and format.
5. Transfer knowledge to applied setting - post-training measurement (observation, skill demonstration)
6. Obtain feedback regarding performance of skill (performance review)

Community Support Skill Standards

1. Participant Empowerment: The competent community support human service practitioner (CSHSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

2. Communication: The community support human service practitioner should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

3. Assessment: The community support human service practitioner should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

4. Community and Service Networking: The community support human service practitioner should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

5. Facilitation of Services: The community support human service practitioner is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

6. Community Living Skills & Supports: The community support human service practitioner has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

7. Education, Training & Self-Development: The community support human service practitioner should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

8. Advocacy: The community support human service practitioner should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

9. Vocational, Educational & Career Support: The community based support worker should be knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

10. Crisis Intervention: The community support human service practitioner should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

11. Organization Participation: The community based support worker is familiar with the mission and practices of the support organization and participates in the life of the organization.

12. Documentation: The community based support worker is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Unit C-3: Culturally Competent Assessment Strategies

Introduction

Formal assessment strategies can be beneficial in the training and development of new and tenured staff. Having a regularly scheduled, formal process to evaluate job performance, and set standards and expectations for all employees of an organization can serve a number of purposes, including identifying areas where staff need further training, helping to identify new work related goals, and setting compensation criteria for pay scales. Frontline supervisors often intend to perform reviews and evaluations of staff, however, due to numerous other obligations this is often postponed. Without a formal assessment process in place, the Frontline supervisor has no fair mechanism to provide feedback to employees regarding performance. This can create staff frustration and conflict, and can result in poor quality of services to persons being supported. In addition, supervisors cannot hold a staff person accountable for performance without formally evaluating and providing feedback to the staff person. Conducting regularly scheduled, formalized evaluations communicates that an organization is committed to high quality services by ensuring staff development and a standard performance level.

Formal evaluations need to be based upon the skills and knowledge needed to perform a job.   They must be competency-based. An evaluation is not helpful if it measures skills that don't directly apply in the workplace. Including competency-based measures in an evaluation requires identifying the skills that are needed to perform a job, and evaluating outcomes identified for the position. For example, an important aspect of a direct support position may be to promote community integration. This may be identified as a core value of the organization. Developing competence-based evaluations of these skill involves identifying what skills the staff need and are demonstrating to meet the outcome of promoting the integration of consumers into their communities. Once these skills are identified the next step is to determine how to measure those skills. These are the same steps presented in building competency-based training. Assuming the training is competency-based, developing performance evaluations and other assessments that are tied to these competencies would naturally follow.

In developing performance standards and performance-linked evaluations, supervisors should consider using The Community Support Skill Standards (CSSS), as discussed earlier in unit C2. Comparing these competencies against those used in the agency and building from there is a good place to ensure that training is competency-based and that formal assessments are evaluating the identified competencies.

When working with diverse teams, cultural competence is a crucial element of the assessment process. Conducting culturally competent assessments will require cross-cultural communication skills, ability to establish a trusting, honest relationship with staff and the ability to provide constructive feedback in a safe, direct manner. Review and develop assessments with cultural issues in mind. For instance, different cultures have different norms and expectations around evaluation and feedback. Our American characteristic of self-critique is not widespread, and is frequently more outwardly obvious in democratic nations. Some new immigrants may be unfamiliar and uncomfortable with this process, or may simply be accustomed to a different style of review and assessment. This is something to explore with an immigrant worker prior to the assessment process.

In working with diverse teams, conducting formal reviews ensures consistency in the evaluation of staff and minimizing conflicts caused by staff perceptions of lack of fairness. Reviewing all staff by the same measure and at specified points in their employment (i.e., 3 mos., 6 mos., 1 yr.) ensures that all staff are evaluated according to the same standards. However, using various culturally competent methods of assessment will be important to make this fair. In addition, measuring actual job performance, (rather than for example using a paper and pencil test to assess skills) avoids misjudging employee abilities based on non-essential skills. Formal assessment also provides a framework for new staff to guide their own development on the job. Formal assessments early in a new staff's employment can serve to detect areas in which the staff needs more training immediately and in the long-term.

Because formal assessments typically occur at structured intervals, they may not provide necessary or situation specific feedback. For these reasons a supervisor should be comfortable and skilled with a number of informal assessments as well.

One important aspect of any type of training, especially competency-based training is that an accurate assessment of the person's skills must be completed. These

assessments must be done after training is complete, but can also be done prior to training to help determine what training is needed. If you never determine if a person has a specific skill and can use it effectively on the job, then you really cannot hold the person accountable for having the skill even if training has been delivered to them. There are a number of important ways that this assessment could occur and include both informal and formal strategies.

The purpose of this unit is to identify and discuss various assessment strategies that will best meet the needs of individuals with different learning styles and cultural backgrounds.

C3-1: Assessment Strategies

Formal Assessment Strategies

• Performance Appraisals

• Tests

• Self-Assessments

Informal Assessments

• Check-In

• Co-Worker Observations

• Direct Observation

C3-2: Putting It Into Practice.

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Training Topic Areas

- Roles and Ethical Responsibilities of DSPs
- Documentation
- Support Services for Persons with Developmental Disabilities
- Cultural Perspectives on Persons with Developmental Disabilities

Training Topic Areas Packet

The Roles and Ethical Responsibilities of Direct Support Professionals

The role of the today's direct support professional DSP is a complicated one. There is still the need and emphasis on the day-to-day care and support of people with developmental disabilities. However, there is also the need to provide these basic supports within the structure of new visions and ideals. People who need support do not only need help with household tasks and personal care, they also want support to lead self-directed lives, and to participate fully in the social and civic life of our communities. This focus on empowerment and participation is critical because people with disabilities and others who rely on human service support are frequently isolated and ignored in our society.

What does this mean for the direct support professional? First they must be proficient and comfortable with providing the most basic of care. Helping people bathe, dress, brush their teeth, and shave is only one part of it. Being prepared to cook, clean, do laundry, go grocery shopping, change light bulbs, and do minor household maintenance may be also important.

Outside of assisting with personal care for people and their households, direct support professionals must be prepared to behave professionally in a number of challenging situations. For instance, direct support professionals need to be able to remain calm and focused in medical emergencies or in cases where someone they support acts in a manner that is threatening or frightening. They must be able to prepare and share information when needed with other professionals and with family members and understand when sharing information would not be appropriate. They need to understand how to keep good written records regarding supports.

Competent DSPs work well alone and with others. They can think flexibly and creatively in a variety of situations. As more and more supports are being done in non-segregated environments, DSPs must be prepared to do public relations work. This means they must be comfortable interacting with a variety of people in the community and helping community members understand more about developmental disabilities.

The direct support professional is a key player in providing person-centered supports. Person-centered supports focus on people's strengths, preferences and

skills. They do not focus on the deficits of an individual, or trying to "fix" a person. In person-centered supports an emphasis is placed on the individual, his or her family, and the specific supports these individuals need to enable them to become full citizens in their community. Meetings or "get togethers" of the important people in the person's life, and any needed professionals, are held to learn more about the preferences and needs of an individual and how to help him/her achieve these hopes, dreams, and goals. Because they often have the most direct contact with the people receiving supports, DSPs are critical in both the planning and the implementation of person-centered supports.

Because the DSP has such an intimate role in the person's life, they have a responsibility to behave professionally, courteously and ethically in all ways toward the persons they support. Some critical pieces to this professionalism are expressed in the following concepts:

- Confidentiality: DSPs must protect and ensure the confidentiality and privacy of the people they support by knowing the personal preferences and expectations of each person, and the agency, and by seeking out trusted judgment when it is unclear how to handle a situation.

- Respect: DSPs show respect for the persons they support by regarding each person as an individual with a unique history, values, and set of circumstances; by working to help the persons they support be seen as respected and important members of the community; by protecting the person's privacy not only through confidentiality practices but also by understanding that providing personal cares should be done discreetly and privately; and that the DSP is working in that person's house and should act accordingly by knocking before entering a house or a room and by asking to use the phone, etc.

- Relationships: DSPs assist persons with disabilities in building and maintaining relationships, including providing opportunities for private, intimate relationships if desired. DSPs refrain from judging the quality of others' relationships.

- Self-Determination & Advocacy: DSPs assist the persons supported to direct the course of their life by providing opportunities to experience a variety of situations, helping to explore the consequences of choices, respecting choices, and identifying resources within the community.

The role of direct support will be unique depending on who the DSP supports and where. Learn to provide these intimate and necessary supports in a respectful and thoughtful manner. Remember, the person being supported is at the center of these services, and these roles will be the marker of high quality direct support services today and in the future.

*Primary source for this document is the *NADSP Code of Ethics*- (May 2001)

Documentation

Documentation is an important part of direct support, but one that is easy to avoid. There are many reasons why documentation does not get done or done properly. Sometimes support staff don't know where things should be documented, sometimes they are not clear on the importance of documentation and regard it as a waste of time, other times the physical activities of direct support continue right until a shift ends and staff do not have time to complete documentation. However, it is important to remember that accurate and complete documentation is not only required by the state and federal rules and regulations that govern support services, but also can be a valuable tool in helping the person get the best support services possible.

Reasons for Documentation

Documentation refers to keeping a written record of information needed to evaluate the effectiveness of a person's overall program of services. There are different types of documentation such as narrative progress notes, medical notes or charting, and specific types of data collection. It's important to understand the reasons for documenting and the method for choosing what to document and how to do it accurately.

Documentation is important to regulators because it provides one method of proof that services and supports were actually delivered. For this reason, it is required by both state and federal licensing and certification regulations. When asked directly about "documentation," most people receiving services are not likely to feel that is very critical. On the other hand, if you ask a person, "Is it important that new staff coming on shift are aware that you had a seizure earlier that day?" or "Is it important that your doctor knows the exact pattern of your seizures and when and what type of medications you have been taking to control them?" the answer will very likely be yes.

Many agency services are structured to rely on a model of supports where different staff come in for shifts, often without any overlap between shifts. Accurate, regular documentation is one of the best ways to ensure that important information is not lost and that people's needs are being met. For instance, if a person's goals include wanting to get together with family or friends several times

a month, keeping a record of when the person interacted with others will help create a comprehensive picture of how well staff are meeting this need for the person.

Documenting the details, like how much of the planning and organizing the person is able to do for him/herself and what barriers get in the way of plans, can help the person and his or her support team get a better understanding of the situation. They can identify what skills may be needed to help the person experience visits more often (such as improved grooming, phone skills, learning the bus schedule, or behavior management) or what types of resources need to be gathered to make this work (such as providing for taxi or spending money, more staff on certain shifts, or asking friends and family to do more).

How to Document Accurately

Any form of documentation required in the rules and regulations is considered a legal document; it must be done in a manner which followed legal guidelines. Those guidelines include:

- All entries must include a date and time, and signed with a full name (or if using a set of initials — a signature sheet must be available so that the person making the entry can be identified).

- Do not leave blank lines or spaces between entries in a log.

- Keep entries in chronological order.

- Do not use white out. If you make a mistake draw a single line through the entry and put your initial above or next to it.

- All entries must be legible.

- All entries must be in blue or black ink.

Besides meeting the legal requirements of documentation, the purpose of your documentation should be clear and the description should be objective. When describing a situation, you should assume that the person reading it does not know the person or the situation and provide enough detail to clearly explain, the following:

- ❏ Who is involved in the situation;
- ❏ What happened;
- ❏ When it happened;
- ❏ Where it happened;

❑   How it happened;

❑   Why it happened or what events, actions may have led to the situation being described.

Using the acronym: DARO (Description, Action, Response, Outcome) might help you remember the things to include in any documentation. Remember, be objective! Entries should not include subjective comments such as "acting crabby," "bad behavior," but should use descriptive words such as "When her name was called to come do the dishes, she hit the table with her fist and swore at staff."

If you are concerned about your spelling or writing skills, ask you supervisor to provide a good current dictionary and allow yourself time to use it. Allow yourself enough time to make entries and concentrate your efforts on documenting only the most critical pieces of information. Finally, ask for feedback regarding your documentation and how it can be improved.

What to Document

At first it can seem overwhelming trying to understand what to document and why. Each agency has specific types of things they want documented and specific ways they want it done. In general, the kinds of things to document include:

- Daily medications

- Signs and symptoms of illness (runny nose, cough, etc.) and any actions taken on the part of staff (took person's temperature, gave them cough medicine — provide exact amounts and times)

- Unusual Incidents (anything that leads to extra medical care or potential harm to the person)

- Information regarding the progress or barriers to the person's chosen goals

- New areas of interest or achievement for the person or areas where new frustrations or problems have emerged

- Conversations regarding the individual and his/her care with people outside of the staff in the home. (doctors, nurses, family members, other support programs, etc)

- Outings in the community or with family/friends

Making Time for Documentation

Once you understand why and how to accurately document there are still time considerations. The following are hints for getting documentation done on time and effectively:

- Jot notes during the shift regarding events or situations that may be appropriate for documentation. At the end of a long shift it can be tempting to document the <u>most recent</u> events rather than the <u>most important</u> events of the day. Your notes will help refresh your memory regarding what needs to be documented (note—always document medications and medical treatments immediately so that no errors in medications are made).

- There is no need to wait until the end of a shift to begin documentation. While you should never document an event "before" it happens, you can choose to document important events immediately after they occur or during the next quiet period of your shift. This way you have time to document completely.

- If documentation is new to you or feels overwhelming, ask other staff if you can be responsible for less documentation and take on other tasks, or ask for help in completing the documentation. Do document at least a few things every shift, so that you can improve your skills and confidence.

- Use times when consumers don't need full attention to document. For instance, if someone would like you to watch a video or TV program with them or is working on a hobby, etc., use this time to complete documentation. (But never take program books out on activities, or other places outside of the home).

Support Services for Persons with Developmental Disabilities In Minnesota

Currently in Minnesota, most support services available to adults with developmental disabilities are administered by county social service agencies. To access services a person must have been assigned a developmental disabilities county social worker. This person is sometimes called a service coordinator, county social worker, or case manager. The county social worker helps the person with disabilities and their families understand what services they are eligible for, how the services can be paid for, and connects the person to potential providers. In cases where the person is under state guardianship the county social worker will also act in the role of guardian for the state by helping the person make the good decisions and ensuring the person is guarded from others who might take advantage of him/her. A primary role of the county social worker is to help create and facilitate the development of a support plan for the person and to make sure providers are able to provide the needed supports identified in the plan.

Available support services will vary depending on the size and resources of the county. Larger, more populated counties typically have more services available and more service providers from which to choose. This list contains some of the most common services currently available through the counties.

- Day Habilitation Services –These are services for people with developmental disabilities who have completed their public education and who wish to develop additional skills or need support services in a work environment. Depending on a person's needs and abilities, he or she may get supports to: find and keep a job; volunteer; communicate more effectively; take care of personal needs; learn about the community and how to get around; and how to work with others.

- In-Home Supports — Supports to people in family homes to learn new skills. Usually a support person is available for no more than a few hours a day.

- Respite Care— Either provided in the person's own home or in a licensed facility, these are temporary services so that permanent caregivers can have a break, go

on vacation, or if they have another reason that they cannot care for the person for a brief period of time.

- Semi-Independent Living Services (SILS)– For people who need some support to learn to live independently. Services are available depending on a person's needs but typically will include assistance with budgeting, cooking, shopping and taking care of an apartment or home and will not be for more than a few hours a day and may be much less.

- Supported Living Services (SLS)—These services are offered to people who do not live in their parent's home and who need more daily support than can be offered in Semi-Independent services. People receiving supports through SLS may need less than 24-hour a day supervision to stay safe, but they usually need significant daily assistance to accomplish the daily tasks of caring for themselves and their homes. Some people receiving SLS-funded services need a lot of medical or behavior supports and will need a staff or other responsible person with them all the time. In Minnesota it is typical for SLS to be offered in small group homes of 2-4 people. These homes are sometimes called "waivered' homes since the funding for SLS comes from federal and state dollars that became available as a "waiver" to other (ICF/MR) funding and rules.

- Intermediate Care Facilities for persons with Mental Retardation (ICF/MR) services— Whereas the SILS and SLS programs are expanding, the ICF/MR programs in MN are shrinking. Current ICF-MR programs admit new consumers, but only when other consumers leave. The state of Minnesota has a number of ICFs/MR. ICFs/MR services are for people who need 24-hour-a day care in order to stay safe and to accomplish the daily tasks of life. ICFs/MR in Minnesota are typically 6-10 person homes with a few larger facilities with more people in them. Many large ICF/MR facilities are currently undergoing downsizing efforts.

Funding for services come from a variety of sources including federal, state, and county dollars. In addition, some services, such as respite care, may have to be paid for by the individual or their families. In the coming years there will continue to be changes in how services are paid for and how and where services are delivered.

Support Services to people with developmental disabilities have undergone a number of changes in the last several decades and likely will continue to evolve for some time to come. Two of the most notable changes have been: 1) the shift from providing residential services and vocational services to people in large facilities (where people were segregated from their communities) to providing services in smaller settings and in their preferred communities; 2) the shift from providing a support system designed around regulations and rules, to seeking to create supports that fit the unique needs and desires of individuals. While many services are still provided in group homes and workshops, homes are smaller with usually 6 or fewer people living in them. More often, services are offered in people's own homes, and work is in the community with job coaches. Regardless of the setting in which they receive supports, people today are being given more opportunities to be active with their families, neighborhoods, and communities than when services were primarily provided in institutions.

Other current changes at both the state and federal level include: 1) looking at the many regulations that govern services in an effort to streamline them and ensure that they are written in such a way that the interests of the persons receiving supports are the most critical focus of the regulation (sometimes called "outcome-based services"); 2) exploring how funding for services can be put directly in the hands of the people needing services or their family members. This change will allow individuals to have the power to budget and pay for the services that are most important to them and to more easily make changes if they are dissatisfied.

The state of Minnesota has been active in trying and creating new methods of providing services and supports to people that reflect these changes. The state frequently participates in demonstration projects which are meant to explore how changes could be infused into current service system as well as how the system may need to change. Some of these projects include:

- The Person-Centered Agency Design project (1991-1994) A project which provided tools to help 8 Minnesota agencies look at their supports services and redesign agency practices to reflect and focus on the needs of the individuals they supported.

- The Performance-Based Contracting project (1994-2000) A project designed to demonstrate and evaluate an alternative method for ensuring quality in ICFs/MR using a method that is outcome-based and consumer-focused.

- <u>Minnesota's Self-Determination Initiative</u> (1996-1999) A project to explore methods for expanding options for people with developmental disabilities by helping them to fully understand and make their own choices about supports, housing and employment, by managing their own support budgets.

The participation of Minnesota in these projects and others like them shows a commitment on the part of the state to continue to move toward a support system where individuals guide and select their own supports.

Primary Source for this document was the on-line document *7 County Metro Resource Guide for Children and Adults with Developmental Disabilities, and Their Families*: <http://www.co.hennepin.mn.us/adultsvcs/DD/Metro/Start-Intro.htm>

Cultural Perspectives on Persons with Disabilities

Throughout history, perceptions and attitudes about people with disabilities have gone through a number of changes in the United States. From the days of large institutions, to providing supports in the community and in a way that recognizes the individual as an individual with the right and desire to achieve his/her own life dreams and goals-- we have come a long way.

The self-advocacy movement, which grew out of the Civil Rights Movement of the 1960's, has moved us into a new way of seeing people with disabilities and helped to change public attitudes and perceptions. We are making the shift from a medical model in which we try to "fix" people, to the support model in which we see individuals as full members of society that contribute and reap the rewards of our society as other members of society do. We now see people with disabilities in many facets of daily community life, and are striving to further promote the integration of all individuals into their community. The actions of the direct support professionals must reflect this respect for the individual and the reflection of their full rights within our community. It is important that direct support professionals understand the history and the progress we have made in order to provide quality supports, and to continue to advance the efforts of providing supports based on the desires of the individual in a fully integrated community.

Recent arrivals from other countries will have different perspectives of disability and may need time and education to understand and express the values of our current support model. It is likely that many come from a social system in which providing services to persons with disabilities looks very different. In fact, it is possible that some immigrants may have different beliefs about why a person has a disability, and what this means. In addition, many developing countries do not have the money to provide services for people with disabilities and it is the full responsibility of the family to care for their family members. All of these factors may vary across cultures and it is important to understand what a new immigrant workers understanding is, as well as help them to understand what our current belief system is.

It is important to keep in mind that people from various cultures have different experiences, and that one person's opinions cannot be generalized to the whole culture. It is imperative that you treat each employee as an individual, and find out their thoughts, feelings and perspectives rather than stereotyping.

Below are the perspectives of individuals from various countries about the lives of persons with developmental disabilities in their respective country. This is simply a sampling and should not be interpreted as "the way it is." Countries may have a number of beliefs, based on class, religion, or age. In addition, individuals in each of these countries may have widely differing views on perspectives depending on their own life experiences. Therefore this should be used only as a starting point and further information should be gathered. Beyond this section you will find a matrix to give you basic information about the country and culture.

Russia
The beliefs about causes of a disability in Russia are often linked to environmental pollution or other ecological problems. Persons with disabilities are not encouraged to take part in the community as "normal" citizens. People with disabilities are treated with sympathy, and are taken care of by the family, usually the mother.

Social programs such as schools and day programs are almost non-existent. People in wheelchairs rarely, if ever, leave their homes, and people with learning disabilities or mental/psychological disorders are schooled separately, if at all. Persons who are disabled due to war are given some benefits from the government, such as food stamps, nursing services and medication. However, these programs are perceived to be in poor shape due to the economy.

Liberia
In Liberia, perceptions on the causes of a disability range from open acceptance to fear that it might be a curse on the family. Persons with MR can be considered to be a burden on the family.

In the past, Liberia had institutions to house and care for the mentally ill, but they were closed due to corruption. Since the institutions have closed, families have been responsible for caring for the family members that have disabilities. People with disabilities are often cared for by the mother and spend most of their time in the family home; most do not go to school. There are limited schools for persons

who are deaf, mute, or blind. Persons with physical disabilities can go to school if they have transportation, but there is a shortage of wheelchairs, and if a family lives beyond walking distance from a school, transportation is difficult.

Persons with disabilities also comprise a percentage of the homeless population.

Colombia
Due to the strong sense of Christianity, causes of a disability may be tied to religious beliefs, and people are seen as having the same needs as persons without disabilities. In small towns, theories might exist about environmental factors causing disability, and theories about good vs. evil as causes of disability.

People with disabilities are taken care of by their families, usually the mother, or maybe in an institutional setting. They are treated with consideration and respect. Those in small towns may utilize natural healers rather than "western" medicine. Children with physical disabilities may go to school, but, again, transportation is an issue for outlying communities. Persons with disabilities rarely take part in community events, such as festivals or holiday celebrations, other than those taking place in the home.

Bosnia
There are no cultural belief systems about the causes of a disability.

People with disabilities are generally not seen at community events, in the market, or during celebrations that take place outside of the home. People with disabilities in Bosnia are taken care of by family members, again, generally by the mother. Children with physical disabilities may go to school. Kindergarten is accessible for everyone, and college is free. In addition, health care is universal. While these services are free, access and transportation are issues.

Due to recent conflicts in Bosnia, persons with physical disabilities are more commonly seen.

Nigeria

In smaller villages in Nigeria, the causes of a disability may be seen as the fault of the parents, or the result of a curse put on the family. Persons with developmental disabilities/mental retardation can be viewed as being a burden, and are generally not considered contributing members of society.

Nigerian children who have a disability can and do go to school. However, there is no formal assessment of cognitive ability; therefore special education and services are unavailable at this time. Nigeria has institutions for persons with mental illness, but not for other groups needing services. Adults with disabilities typically live in their family home and are cared for by family members. Adults with disabilities that have no family members often earn a living by begging.

Due to political and economic unrest in Nigeria, healthcare is almost non-existent for all citizens, so persons with disabilities are not given priority. Items such as wheelchairs are expensive luxuries.

Country	Russia	Bosnia	Nigeria	Liberia	Colombia
Period of largest influx of people to United States	1970-80s smaller wave in 1990's	1998-present	Late 1970s-Early 1980's	1990-present	1998-2000
Reason	Political, racial, religious tensions/ Disintegration of Soviet Union	Political problems	Political unrest	Civil war	Internal wars and economic distress
Predominant religion	Russian, Christian Orthodox High percentage are atheist and practice no religion	Catholic, Orthodox and Muslim. Roughly equal numbers in each religion.	Christianity	Christianity Some Voodoo in rural areas	Catholic Small populations of other Christian groups and the Jewish faith.
Common languages	Russian	Mostly Bosnian	9 different languages depending upon area. English is the common second language.	16 different languages depending upon area. English spoken in school and in business.	Spanish
Cultural norms/ practices	Eye contact with a friend shows respect during conversation, though with a stranger is bad manners and can trigger a conflict situation. A person's middle name is used to address an elder. Men shake hands	Eye contact is avoided during conversation. Bosnian women display affection with each other by kissing on the cheek when meeting. Children are highly valued. Elders are respected and	Eye contact is avoided during conversation. Nodding is shown to demonstrate that the listener is paying attention. If younger people meet an elder, men may bow and women may kneel to show	Very little direct eye contact in conversation. Persons older than you are always called by a title of respect. Younger person addresses elder first in conversation. Handshaking is	Colombians make a great deal of direct eye contact during conversation. They are warm, affectionate people. Personal space in work environments is similar to United States. Children highly

Country	Russia	Bosnia	Nigeria	Liberia	Colombia
	and women may kiss hello. Rarely is there any touching or socializing between a supervisor and employees -distinct social distance.	encouraged to discipline children regardless of family relation.	respect. Handshaking is not practiced, but is noted to be common in western culture, so most Nigerians are comfortable with the practice here.	common. More personal space than what is common in western culture. Inappropriate to show displeasure or strong emotion with a situation.	valued. Great respect shown to elders.

Training and Assessment Plan Worksheet

Topic Area: _____

1. What is the information to be shared or skills to be developed?

1a. Given the information to be delivered, what are the best modes to use in the delivery of the material?

2. Given the diversity of your new staff and the many individual learning styles, how will you incorporate as many modes as possible into the delivery of this training? Name the modes you will use, the rationale for using each mode, and the hoped-for outcomes.

3. Identify at least two competencies for participants to achieve from this training.

4. What are the most effective ways to assess knowledge and/or skill level of the material? Identify at least two measurement or assessment methods you will use, and the rationale for using these methods.

5. What additional materials or resources do you need to develop quality training on this content area?

Training and Assessment Outcomes Worksheet

1. Was this an appropriate strategy for this training topic? Why or why not? –for immigrant workers? Why or why not?

2. Which method of training and/or assessment may have been better? How could you adapt this method to make it more applicable?

3. How did staff respond to this training? Did they find it easy to use? Did they understand the material and display the skill? Did they display competency?

Module C: Summary and Closing

Summary of Module C

- Effective orientation programs demonstrate inclusive practices that welcome and value all new staff.
- Effective, culturally-competent training strategies are multi-modal, competency-based and offer self-paced learning opportunities.
- Culturally-competent formal and informal assessment strategies conducted regularly and fairly assist the new employee to improve performance.

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct-support competencies.
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities.

Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- The Frontline supervisor can provide information on organizational culture and norms.
- The Frontline supervisor can provide competency-based training.
- The Frontline supervisor can identify important content to include in training, including information related to cultural norms that may be important for immigrant workers.

Preview of Module D

- Recruiting for Diversity
- Realistic Job Previews
- Effective Interviewing
- Hiring Practices
- Building Organizational Cultural Competence

Module C References and Additional Resources List

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Module C Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

The Way It Is: The Real Issues

Small Group Response Form

1.   What is a specific aspect of your culture which you most appreciate and would not like to give up?

2.   What is a personal quality or aspect you think is the most difficult to understand in another culture?

3.   What is a personal quality or aspect you find most enjoyable in working with someone from another culture?

4.   What is the greatest difficulty you have experienced working with someone from another culture?

Inclusive Practices Action Steps

Identify three action steps that you as a supervisor will take in your organization to promote inclusive practices within your work team.

1. What action will you take?

    1a. Who will be involved?

    1b. What is your timeframe?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your timeframe?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your timeframe?

Training and Assessment Plan Worksheet

Topic Area: _____

1. What is the information to be shared or skills to be developed?

1a. Given the information to be delivered, what are the best modes to use in the delivery of the material?

2. Given the diversity of your new staff and the many individual learning styles, how will you incorporate as many modes as possible into the delivery of this training? Name the modes you will use, the rationale for using each mode, and the hoped-for outcomes.

3. Identify at least two competencies for participants to achieve from this training.

4. What are the most effective ways to assess knowledge and/or skill level of the material? Identify at least two measurement or assessment methods you will use, and the rationale for using these methods.

5. What additional materials or resources do you need to develop quality training on this content area?

Training and Assessment Outcomes Worksheet

1. Was this an appropriate strategy for this training topic? Why or why not? –for immigrant workers? Why or why not?

2. Which method of training and/or assessment may have been better? How could you adapt this method to make it more applicable?

3. How did staff respond to this training? Did they find it easy to use? Did they understand the material and display the skill? Did they display competency?

Module D:

Recruiting, Hiring & Organizational Practices that Support Immigrant Workers

LEARNER GUIDE

Table of Contents

Introduction and Participant Competencies

In the previous modules you learned the knowledge and skills needed to build competency in and to support a diverse workforce. Now you are ready to learn how to build a diverse workforce through effective recruitment, hiring, and other organizational practices.

The following sections will provide recruitment strategies that tap into unique resources in the community, educate potential applicants about the direct support position using realistic job previews, and that encourage culturally competent interviewing and hiring practices that will better prepare new workers for their jobs and lead to improved retention in your workforce.

This module will take approximately 6 hours to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

- Recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires.
- Identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g. posting vacancies in community or ethnic newspapers, networking with immigrant service organizations).
- Schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members.
- Arrange for criminal background checks and drivers license reviews for newly hired personal.
- Communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner.
- Describe and develop components of a realistic job preview, can identify the benefits and application of this strategy as part of the interview process.
- Understands basic immigration law and hiring limitations and issues related to immigrant workers.

Module D: Housekeeping and Agenda Review

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Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

Objectives of Module D 1

- The frontline supervisor can recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires.
- The frontline supervisor can identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g., posting vacancies in community or ethnic newspapers, networking with immigrant service organizations).

Objectives of Module D 2

- The frontline supervisor can schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members.
- The frontline supervisor can arrange for criminal background checks and driver's license reviews for newly hired personnel.
- The frontline supervisor can communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner.
- The frontline supervisor can describe and develop components of a realistic job preview, can identify the benefits and application of this strategy as part of the interview process.
- The frontline supervisor understands basic immigration law and hiring limitations and issues related to immigrant workers.

Session Agenda

- Opening Activity: Cultural Hat Dance
- Recruiting for Diversity
- Realistic Job Previews
- Staff Selection and Hiring
  – Interview Strategies
- Building Organization Cultural Competence

Introduction

Now that you are better prepared to supervise a diverse workforce and you better understand the benefits, you will want to learn about recruitment strategies that allow you to tap into the growing pool of potential immigrant employees. Often human service agencies use standard practices such as advertising in the classifieds section of the newspaper. While this may seem time and cost efficient, in reality it often times is not, because it yields few new applicants and those that are hired do not remain in their position long enough to justify the expense. Several other resources and strategies to recruit new employees are often times underutilized. The key to successful recruitment is identifying and hiring competent staff that are likely to remain in their position. This unit will discuss ways to recruit staff toward that goal.

D1-1: Building Recruitment Strategies

How Do You Recruit?

- What recruiting strategies do you or your organization use?
- Which of these are effective?
- Which ones are not effective?
- What makes them effective? - ineffective?

Recruitment Strategies

Inside Sources
- Referrals from staff/ Recruitment/Referral Bonus
- Family Members
- In-House Postings
- Volunteers and Interns

Networking

Community Newspapers

Effective Recruitment Strategies
(Information Sheets)

<u>Using inside sources.</u> This strategy involves using current employees, consumers and their family members, volunteers, and Board of Directors as active recruiters for potential new hires. The benefit of attracting new staff in this way is that the new staff person has an opportunity to ask a number of questions and gather information from a person who knows about the job and the organization prior to applying for the position. They have an opportunity to gain a better understanding of what the job entails, and can make an informed decision about whether or not they want to begin the application process. Hearing about a position from a friend, relative or neighbor is more informative than reading an ad in a newspaper, and the potential employee is more likely to get a real picture of the work s/he would be doing, including information about the exciting parts and benefits of the job area and what parts are difficult. They also are more likely to gain insight into the organizational culture and norms. This provides a clearer picture of what it would be like to work in that organization and serves as a mechanism to screen out people who decide the job or organization isn't for them. This method is important to immigrant workers who might be looking for an organization that welcomes and supports diversity.

<u>Recruitment and referral bonus.</u> This recruitment strategy provides an incentive for current employees to refer candidates for open positions. This strategy may mean a cash bonus to the person who referred an applicant who has been hired, or it can involve other incentives such as gift certificates, paid time off, etc. Referral programs can be structured in a number of ways. The preferred method is to provide several installments during the first six to twelve months after hire. Gradual installments can positively affect retention as well as recruitment because is provides an incentive to the person who makes the referral to offer informal support and mentoring to the new employee during the first few months of employment so that s/he is more likely to remain on the job. This strategy has been particularly successful in hiring immigrant workers in many organizations. This success is often due to the strong networks that exist within many of the cultures from which immigrant workers identify. As friends and relatives come to this country or area they are often looking for employment. Hearing about a potential job from a person within that given culture is an excellent way to find new employees.

<u>Networking</u>. Another strategy for improving recruitment is to network with various organizations such as immigrant service organizations, local resource centers, community education sites and technical schools, high schools, local colleges, job centers, and welfare-to-work programs. This strategy can provide access to individuals who are qualified and ready to be trained to work in the field of developmental disabilities. Networking might include presenting information about your agency to classes and job clubs, collaborating with other organizations to present more and varied opportunities, and connecting with community organizations about the best way and place to "recruit" potential immigrant workers. Applicants recruited through these organizations may have financial and other forms of support (e.g., childcare, transportation) that might also serve as an incentive for them to remain in their position.

<u>Community or ethnic newspapers.</u> Another potential avenue for accessing job-seeking immigrant applicants is through community or ethnic newspapers. The key is to present information about your organization so that it will not become lost among the many other job ads. One way to do this could be to write an article for a local newspaper that highlights the services offered to people with disabilities and provides contact information for those persons interested in a position. This method provides information about the job and attracts people based on interest as well as the need for employment. In talking with many immigrant workers it has become evident that many are drawn to this line of work because of a sense of wanting to give to others and as a calling from a "higher power." The human side of this line of work is very important to many immigrant workers and being able to show this side of the direct support professional job is important in recruiting individuals.

<u>Web-based advertising.</u> Posting job descriptions and openings on the internet offers room for larger ads that can be much more descriptive of the organization and the particular job descriptions. These web-based job postings could include photographs, comments from current staff persons about the job, and other information that would be more meaningful to a potential applicant. Many agencies are beginning to use this strategy and this will continue to be a more important recruitment tool as web use continues to increase. Many organizations have reported success in being able to recruit people into their organization using the internet as a tool.

D1-1: Developing a Recruitment Action Plan

Introduction

New American and immigrant worker pools are excellent new sources of workers for human service agencies. Tapping these pools requires some thought and planning. Agencies need to identify where this pool of workers can be contacted and how best to inform them of job openings. Agencies should assess their current resources to determine how they are able to deal with issues related to recruiting and employing immigrant workers, such as potential language and cultural barriers. Once these issues have been resolved, agencies should find that immigrants are a wonderful source of new employees.

Recruitment Action Plan Worksheet

1. Identify three new sources of recruitment of immigrant workers in your local community or agency that you could utilize.

2. What steps will you take in changing your recruitment practices to interest new workers from immigrant pools?

3. What changes within the organization are needed to help it feel welcoming to new workers from different backgrounds?

4. With whom within your organization will you need to discuss this new action plan?

5. What resources do you need?

6. What is the timeframe to implement?

7. How will you know that you have been successful?

Unit D2: Realistic Job Previews (RJPs)

Introduction

Many human service jobs and particularly at the direct support level are considered "hidden" jobs. In other words the community has very little understanding of the majority of the work DSPs do as part of their job. When people apply for hidden jobs they often are not familiar with what the work involves and therefore may quickly resign due to unmet expectations about the job. Realistic job previews are a way of sharing information about the job prior to a job offer being made so that potential new staff have a better understanding of the types of tasks for which they would be responsible.

Realistic job previews are an important strategy when working with immigrant applicants. Some immigrants may never have seen individuals with disabilities or the supportive devices that persons with disabilities use in our culture. They need to see these realities and what the position looks like prior to being offered a position.

An overview of all of the types of tasks a person would be expected to do is important. This includes tasks such as cooking, doing household chores, driving, medical interventions, etc. In discussions with many immigrant workers and their co-workers it is clear that for some immigrant workers a realistic picture of their responsibilities was not made clear to them up front and this resulted in conflict in their jobs, and, for some leaving their positions. It is also important that a realistic job preview shows the organizational culture or unwritten rules and practices. New staff have much to learn the first few weeks on the job, including rules, information about consumers, procedures, and schedules. New employees who are not familiar with the cultural norms and unspoken rules within an organization have even more to learn. Given that these "norms" or practices can vary across industries and even across organizations it is important that the unspoken ways of your organization are also illustrated in the realistic job preview. Such things as timeliness, appropriate dress, ways of interacting with consumer, co-workers, and supervisors are all examples of unspoken rules that have to be learned when joining a new organization.

Using realistic job previews is one effective way to reduce unnecessary turnover. By creating effective realistic job previews, agencies can reduce the time and money wasted on interviewing and hiring people who do not understand or enjoy direct support work.

D2-1: Realistic Job Previews

**Realistic Job Previews:
Key Components**

- Reflects both positives and negatives of the position from the perspective of person doing the job (DSP)
- Developed with input from direct support staff, consumers and family members
- Allows applicant opportunity to select out of application process

Partnerships For Success

Types of Realistic Job Previews

- Structured Observations
- Meetings with direct support staff, consumers and family members
- Pre-application screening
- Videotapes
- Booklets, brochures or other written documents
- Web-based multimedia

Types of Realistic Job Previews

Structured observations. These observations take place at a worksite and provide the applicant with a comprehensive overview of job expectations. In a structured observation the applicant is given a checklist that identifies the specific activities or skills that they should observe. Existing employees may spend some time talking with the observer but to be most effective the observer should take responsibility for gathering the information s/he needs so that working staff are focused on performing duties in their usual ways. Remember, this is not actually on-the-job training, but an opportunity for the potential staff member to get a better picture of the job. Structured observations should be followed by an opportunity to debrief - talk with a supervisor about the observations and have questions answered.

Meetings with direct support professionals, consumers and/or parents. These meetings can also be an effective way to share information about the roles and expectations of the position. If information is presented by a consumer or family it can also provide a different perspective for the applicant. This is valuable for the applicant as it ensures they understand who is receiving services. The direct support professional can also provide valuable information including some of the highlights and drawbacks of the job.

Pre-application screening. Pre-applicant screening takes place when an applicant requests information on the application process or when s/he requests an application. It can be very brief and is designed to help the agency find out if the prospective employee meets minimal criteria. There are a number of ways to adapt a pre-screening to include relevant information for the applicant, such as pay-scale, hours, shifts, etc.

Videotapes. Videotapes are created to show an applicant what the job is really like by showing people performing the job. It should reflect different types of situations, with different consumers, consumer programs, activities and staff members.

Booklets or brochures. Published material such as booklets or brochures could range from professionally developed agency-wide brochures to photo albums compiled by consumers and direct support professionals. While the format may

vary considerably it is necessary that the product presents all the components of an effective RJP.

Web-based multimedia. This form of an RJP involves putting comprehensive information about the positive and negative features of jobs on a website for prospective employees to review before applying for a job or before a job offer is made. This may include photos, verbal descriptions, video clips, and text to provide information about the agency and position.

Group RJPs. One way to deliver an RJP involves a group of prospective applicants meeting to receive information about the agency and job, and an opportunity for applicants to ask questions. This should be done in segments, with frequent breaks to allow individuals to leave if they are not interested in the work being described.

Developing a Realistic Job Preview Worksheet

1. Identify 6 tasks/responsibilities of DSP role that should be portrayed in RJP. Balance the positive with the negative. Include tasks or responsibilities that may be a surprise to some immigrant workers (like making hotdish!).

2. Identify 4-5 "unwritten" rules or behavioral expectations for DSP at your organization. (Think about what may be most surprising to some immigrant workers – such as avoiding talking about personal religion on the job).

3. Identify what type of RJP you could develop to help immigrant workers understand these tasks and rules most clearly.

4. Identify who will be involved in developing RJP (DSPs, other immigrant workers, etc).

5. Begin to think of who are the best people to portray specific parts and how they will do it.

6. List some ways you can help applicants communicate that they are not interested in the position.

(Note: This is a practice exercise to help you brainstorm about RJP possibilities. Be as creative as you want in creating a meaningful RJP that fits the culture of your organization)

Unit D3: Staff Selection and Hiring

Introduction

Frontline supervisors often interview and hire direct support professionals for the programs they directly supervise. As our population continues to become more diverse it will be important for the frontline supervisor to have the skills to conduct successful interviews with persons from both diverse ethnic groups. This unit is designed to discuss some of the challenges of interviewing, and to identify and apply strategies to improve the interview process. These strategies will allow the supervisor to better assess the knowledge and skills of an applicant in a culturally competent manner and to discuss those roles and responsibilities that are critical to providing supports to persons with developmental disabilities.

The process of selecting and hiring new employees is the first step to building and supporting an effective and productive workforce. The ability to use effective strategies and best practices in the hiring and selection process can set the stage for success for the new employee. How you recruit new employees, the information provided, and the strategies used to interview applicants are all critical to making best choices among candidates and encouraging new employees to succeed. While these strategies apply to all new hires, it is important to consider concepts in the context of recruiting and hiring immigrant workers. The process of interviewing and hiring immigrant workers may bring a different set of challenges that will be addressed below. This will be discussed from the perspective of immigrant worker as well as from the perspective of the supervisors.

Many frontline supervisors have had little opportunity to learn about and develop different interviewing strategies. Frontline supervisors have reported that for the most part these skills are simply acquired on the job. Concerns such as needing more information on immigration laws, miscommunication in the interview process, and misunderstanding due to cultural differences can make this task seem even more overwhelming. This section will provide a number of different interviewing strategies that can be used to address the issues listed above and build competency in hiring and interviewing.

Partnerships For Success

Interviewing Challenges

- Don't have enough information about immigration laws, fair-hiring practices
- Some immigrants don't understand the interview process
- Miscommunications during interview due to language barriers

Structured Interview Protocols are designed to have all applicants respond to the same set of questions. This provides information that can be more easily assessed as you can evaluate the answers based on a predetermined scale. You can also compare responses from excellent and poor candidates to determine how well the applicant understands the concept in question. The questions are designed to address important behaviors that distinguish excellent performers from poor performers. This strategy ensures consistency across interviews and facilitates the evaluation process. Instead of asking "What would you do if…" questions that allow the applicant to tell you what they think you want to hear, use questions that ask "tell me about a time when…" The best predictor of future behavior is past behavior in similar circumstances.

While, this practice may be an effective way to identify qualified candidates, it also has potential drawbacks. For instance, as described above, recent hires that are friends may "prep" applicants prior to the interview, so that the applicant may be responding based on what they think the correct answers are rather than what they believe or on the skills they have. In order to avoid this situation, the frontline supervisor can develop a number of protocols and rotate the use of these interviews. Each interview will still address the same issues or concepts, but the question can be phrased differently, and/or the ordering of the questions may be different. This will help to ensure that interviewees are responding to questions in such a way that their responses reflect their understanding of the concept.

Structured Interview Protocol Worksheet

1. Identify 3-5 areas that are necessary to be a good candidate for a DSP position. (e.g., teamwork, managing multiple tasks, etc.)

2. Design a question that addresses each of these competency areas. This may be an open-ended question, a response to scenarios or other ways that you can elicit responses that accurately reflect skills and understanding.

3. For each question, identify key elements of responses that reflect varying levels of skill or knowledge (e.g., excellent worker, proficient worker, poor performing worker).

4. Now ask these questions of your team members. In response to these questions, each member should write a brief response to each question. Compare responses. Discuss responses with group members. Which question for each skill area elicited a response that best reflects an applicant's understanding of that competency area?

5. Choose the best question for each competency and make edits as needed. Be prepared to share with the large group.

D3-1: Effective Interviewing – Part 2

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Partnerships For Success

Using Multiple Interview Methods

Present Information:
• Verbally
• Written
• Demonstration or observation

Receive Responses:
• Verbally
• Written
• Demonstration
• True/False, Multiple Choice
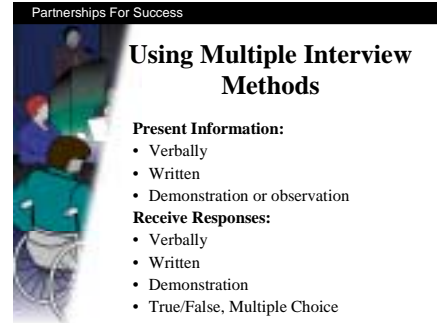
Using Multiple Interview Methods allows you to best assess the qualifications, skills, and understanding of the applicant. Consider your own style of interviewing or test taking. Do you prefer to have a conversation to display your qualifications or do you prefer a hands-on assessment? Do you do better responding to questions that you read or that you hear? For immigrant applicants using various modes of gathering information may provide you with a better understanding of their skills. For example, if an immigrant applicant has poor verbal English language skills, but can read English and writes well, their knowledge or ability will be misrepresented if their skills are only assessed through conversation.

D3-2: Immigration Law and Fair Hiring Practices

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Immigration Law and Fair Hiring Practices Fact Sheet

Do citizens and nationals of the U.S. need to prove, to their employers, they are eligible to work?

Yes. While citizens and nationals of the U.S. are automatically eligible for employment, they too must present proof of employment eligibility and identity and complete an Employment Eligibility Verification form (Form I-9). Citizens of the U.S. include persons born in Puerto Rico, Guam, the U.S. Virgin Islands and the Northern Mariana Islands. Nationals of the U.S. include persons both in American Samoa, including Swains Island.

Do I need a completed Form I-9 for everyone who applies for a job with my company?

No. You need to complete Form I-9 only for people you actually hire. For purposes of the I-9 rules, a person is "hired" when he or she begins to work for you for wages or other compensation.

I understand that I must complete a Form I-9 for anyone I hire to perform labor or services in return for wages or other remuneration. What is "remuneration"?

Remuneration is anything of value given in exchange for labor or services rendered by an employee, including food and lodging.

Can I fire an employee who fails to produce the required document(s) within three (3) business days?

Yes. You can terminate an employee who fails to produce the required document(s), or a receipt for a replacement document(s) (in the case of lost, stolen or destroyed documents), within three (3) business days of the date employment begins. However, you must apply these practices uniformly to all employees. If an employee has presented a receipt for a replacement document(s), he or she must produce the actual document(s) within 90 days of the date employment begins.

What happens if I properly complete a Form I-9 and the INS discovers that my employee is not actually authorized to work?
You cannot be charged with verification violation; however, you cannot knowingly continue to employ this individual. You will have a good faith defense against the imposition to employ this individual. You will also have a good faith defense against the imposition of employer sanctions penalties for knowingly hiring an unauthorized alien unless the government can prove you had actual knowledge of the unauthorized status of the employee.

What is my responsibility concerning the authenticity of document(s) presented to me?
You must examine the document(s) and, if they reasonably appear on their face to be genuine and to relate to the person presenting them, you must accept them. To do otherwise could be an unfair immigration-related employment practice. If a document does not reasonably appear on its face to be genuine and to relate to the person presenting it, you must not accept it. You may contact your local INS office for assistance.

May I accept a photocopy of a document presented by an employee?
No. Employees must present original documents. The only exception is an employee may present a certified copy of a birth certificate.

What does the law say about it?
The Immigration and Nationality Act is a law that governs the admission of all persons to the United States. For the part of the law about Employment Authorization Documents, please see INA 274A. The Code of Federal Regulations [CFR] discusses the employment authorization responsibilities of both employers and employees at 8 CFR 274a.

*http://www.ins.gov

GLOSSARY & ACRONYMS
Immigration and Naturalization Services

Acquired Citizenship – Citizenship conferred at birth on children born abroad to a U.S. citizen parent(s).

Alien – Any person not a citizen or national of the United States.

Asylee – An alien in the United States or at a port of entry who is found to be unable or unwilling to return to his or her country of nationality, or to seek the protection of that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. For persons with no nationality, the country of nationality is considered to be the country in which the alien last habitually resided. Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States. These immigrants are limited to 10,000 adjustments per fiscal year.

Certificate of Citizenship – Identity document proving U.S. citizenship. Certificates of citizenship are issued to derivative citizens and to persons who acquired U.S. citizenship (See definitions for Acquired and Derivative Citizenship).

Employer Sanctions – The employer sanctions provision of the Immigration Reform and Control Act of 1986 prohibits employers from hiring, recruiting, or referring for a fee aliens known to be unauthorized to work in the United States. Violators of the law are subject to a series of civil fines for violations or criminal penalties when there is a pattern or practice of violations.

General Naturalization Provisions – The basic requirements for naturalization that every applicant must meet, unless a member of a special class. General provisions require an applicant to be at least 18 years of age and a lawful permanent resident with five years of continuous residence in the United States, have been physically present in the country for half that period, and establish good moral character for at least that period.

Green Card/Permanent Resident Card –A permanent resident card is evidence of your status as a lawful permanent resident with a right to live and work

permanently in the United States. It is also evidence of your registration in accordance with United States immigration laws. The Permanent Resident Card is also called INS Form I-551.

Immediate Relatives – Certain immigrants who, because of their close relationship to U.S. citizens, are exempt from the numerical limitations imposed on immigration to the United States. Immediate relatives are: spouses of citizens, children (under 21 years of age and unmarried) of citizens, and parents of citizens 21 years of age or older.

Immigrant/Permanent Resident Alien – An alien admitted to the United States as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the United States, except one legally admitted under specific nonimmigrant categories (INA section 101(a)(15)). An illegal alien who entered the United States without inspection, for example, would be strictly defined as an immigrant under the INA but is not a permanent resident alien. Lawful permanent residents are legally accorded the privilege of residing permanently in the United States. They may be issued immigrant visas by the Department of State overseas or adjustment to permanent resident status by the Immigration and Naturalization Service in the United States.

Immigrant Visa – An immigrant visa is given to someone who intends to live and work permanently in the United States. In most cases, your relative or employer sends an application to the INS for (the beneficiary) to become an immigrant.

Immigration Act of 1990 – Public Law 101-649 (Act of November 29, 1990), which increased the limits on legal immigration to the United States, revised all grounds for exclusion and deportation, authorized temporary protected status to aliens of designated countries, revised and established new nonimmigrant admission categories, revised naturalization authority and requirements.

Immigration and Nationality Act – The Act (INA), which, along with other immigration laws, treaties and conventions of the United States, relates to the immigration, temporary admission, naturalization, and removal of aliens.

Immigration and Naturalization Service – The U.S. Immigration and Naturalization of Justice is responsible for enforcing the laws regulating the

admission of foreign-born persons (i.e. aliens) to the United States and for administering various immigration benefits, including the naturalization of qualified applicants for U.S. citizenship. INS also works with the Department of State, the Department of Health and Human Services and the United Nations in the admission and resettlement of refugees. INS is headed by a Commissioner who reports to the Attorney General.

Immigration Reform and Control Act (IRCA) of 1986 – Public Law 99-603 (Act of 11/6/86), which was passed in order to control and deter illegal immigration to the United States. Its major provisions stipulate legalization of undocumented aliens who had been continuously unlawfully present since 1982, legalization of certain agricultural workers, sanctions for employers who knowingly hire undocumented workers, and increased enforcement at U.S. borders.

Migrant – A person who leaves his/her country of origin to seek residence in another country.

National – A person owing permanent allegiance to a state.

Naturalization – The conferring, by any means, of citizenship upon a person after birth.

Naturalization Application – The form used by a lawful permanent resident to apply for U.S. citizenship. The application is filled with the Immigration and Naturalization Service at the Service Center with jurisdiction over the applicant's place of residence.

Nonimmigrant – An alien who seeks temporary entry to the United States for a specific purpose. The alien must have a permanent residence abroad (for most classes of admission) and qualify for the nonimmigrant classification sought. The nonimmigrant classifications include: foreign government officials, visitors for business and for pleasure, aliens in transit through the United States, treaty traders and inventors, students, international representatives, temporary workers and trainees, representatives, temporary workers and trainees, representatives of foreign information media, exchange visitors, fiancé(e)s of U.S. citizens, intra-company transferees, NATO officials, religious workers, and some others. Most non-immigrants can be accompanied or joined by spouses and unmarried minor (dependent) children.

Nonimmigrant visa – A nonimmigrant visa is given to someone who lives in another country and wishes to come temporarily to the United States for a specific purpose. Nonimmigrant visas are given to people such as tourists, business people, students, temporary workers, and diplomats.

Refugee – Any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. People with no nationality must generally be outside their country of last habitual residence to qualify as a refugee. Refugees are subject to ceilings by geographic area set annually by the President in consultation with Congress and are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States.

Special Immigrants – Certain categories of immigrants who were exempt from numerical limitation before fiscal year 1992 and subject to limitation under the employment-based fourth preference beginning in 1992; persons who lost citizenship by marriage; persons who lost their citizenship by serving in foreign armed forces; ministers of religion and other religious workers, their spouses and children; certain employees and former employees of the U.S. Government abroad, their spouses and children; Panama Canal Act immigrants; certain foreign medical school graduates, their spouses and children; certain retired employees of international organizations, their spouses and children; juvenile court dependents; and certain aliens serving in the U.S. Armed Forces, their spouses and children.

Special Naturalization Provisions – Provisions covering special classes of persons who may be naturalized even though they do not meet all the general requirements for naturalization. Such special provisions allow: 1) wives or husbands of U.S. citizens to file for naturalization after three years of lawful permanent residence instead of the prescribed five years; 2) a surviving spouse of a U.S. citizen who served in the Armed Forces to file his or her naturalization application in any district instead of where s/he resides; and 3) children of U.S. citizen parents to be naturalized without meeting certain requirements or taking the oath, if too young to understand the meaning. Other classes of persons who may qualify for special consideration are former U.S. citizens, servicemen, seamen, and employees of organizations promoting U.S. interests abroad.

Student – As a nonimmigrant class of admission, an alien coming temporarily to the United States to pursue a full course of study in an approved program in either an academic (college, university seminary, conservatory, academic high school, elementary school, other institution, or language training program) or a vocational or other recognized nonacademic institution.

Temporary Protected Status (TPS) – Establishes a legislative basis for allowing a group of persons temporary refuge in the United States. Under a provision of the Immigration Act of 1990, the Attorney General may designate nationals of a foreign state to be eligible for TPS with a finding that conditions in that country pose a danger to personal safety due to ongoing armed conflict or an environmental disaster. Grants of TPS are initially made for periods of 6 to 18 months and may be extended depending on the situation. Removal proceedings are suspended against aliens while they are in Temporary Protected Status.

Visa – A visa is a permit to apply to enter the United States. If needed, it is normally obtained at an American consulate outside the United States. It classifies the visit as business, tourism, etc. and is usually valid for multiple visits to the United States during a specified period of time.

*http://www.ins.gov

D3-3: The Role of the Direct Support Professional – Exploring Topics in the Interview Process.

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Partnerships For Success

Roles of DSP to Explore with Applicants:

- Ability to take direction (female, older, younger)
- Gender roles – How do you feel about doing dishes? Assisting with personal cares?
- Medications administration
- Documentation

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Unit D4: Reviewing Organizational Practices that Support Immigrant Workers

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Activity D4-1: Organizational Assessment and Action Plan

NOTES:

Organizational Cultural Competence
Action Plan Worksheet

Identify three action steps that you as a supervisor can take to build cultural competence in your organization. Refer back to the action steps you identified in Module A. Are these still the action steps you would choose? If not edit accordingly to develop action steps that would best build cultural competence in your organization.

1.

2.

3.

Who are the others needed to implement this in your organization (other supervisors, director)

What is the time frame for each of these actions?

What resources (equipment, supplies, in budget, people) do you need to complete your goals and action steps?

How will you know that you have been successful (e.g., recruitment bonuses up by 10%, turnover reduced by 25%).

Module D and the Power of Diversity Summary and Closing

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Summary of Module D

- Using inside sources and community resources can be valuable in recruiting to build diversity within your organization.
- Realistic Job Previews share important information about the job prior to accepting a job offer.
- Using structured interview protocols and discussing the role of the direct support professional position are critical components of culturally competent interviews.

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

REFLECTIONS on the Power of Diversity Training

1. What was the overall learning experience like for you?

2. What were the "best" features of the curriculum?

3. What were the "worst" features of the curriculum?

4. What would you change? How?

5. What were your emotional highs and lows?

Module D References and Resources List

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RESOURCE LIST

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ADDITIONAL RESOURCES

Building Immigrant Awareness Support
Minnesota Advocates for Human Rights
The B.I.A.S. Project
310 Fourth Avenue South, Suite 1000
Minneapolis, MN 55415-1012
(612) 341-3302; Fax (612) 341-2971

Code of Ethics for Direct Support Professionals. National Alliance for Direct Support Professionals. (May, 2001)
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

New Employee Orientation Modules for Programs Serving Persons with Developmental Disabilities.
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families
Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455 (612) 624-4512

Module D Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Recruitment Action Plan Worksheet

1. Identify three new sources of recruitment of immigrant workers in your local community or agency that you could utilize.

2. What steps will you take in changing your recruitment practices to interest new workers from immigrant pools?

3. What changes within the organization are needed to help it feel welcoming to new workers from different backgrounds?

4. With whom within your organization will you need to discuss this new action plan?

5. What resources do you need?

6. What is the timeframe to implement?

7. How will you know that you have been successful?

Developing a Realistic Job Preview Worksheet

1. Identify 6 tasks/responsibilities of DSP role that should be portrayed in RJP. Balance the positive with the negative. Include tasks or responsibilities that may be a surprise to some immigrant workers (like making hotdish!).

2. Identify 4-5 "unwritten" rules or behavioral expectations for DSP at your organization. (Think about what may be most surprising to some immigrant workers – such as avoiding talking about personal religion on the job).

3. Identify what type of RJP you could develop to help immigrant workers understand these tasks and rules most clearly.

4. Identify who will be involved in developing RJP (DSPs, other immigrant workers, etc).

5. Begin to think of who are the best people to portray specific parts and how they will do it.

6. List some ways you can help applicants communicate that they are not interested in the position.

(Note: This is a practice exercise to help you brainstorm about RJP possibilities. Be as creative as you want in creating a meaningful RJP that fits the culture of your organization)

Structured Interview Protocol Worksheet

1. Identify 3-5 areas that are necessary to be a good candidate for a DSP position. (e.g., teamwork, managing multiple tasks, etc.)

2. Design a question that addresses each of these competency areas. This may be an open-ended question, a response to scenarios or other ways that you can elicit responses that accurately reflect skills and understanding.

3. For each question, identify key elements of responses that reflect varying levels of skill or knowledge (e.g., excellent worker, proficient worker, poor performing worker).

4. Now ask these questions of your team members. In response to these questions, each member should write a brief response to each question. Compare responses. Discuss responses with group members. Which question for each skill area elicited a response that best reflects an applicant's understanding of that competency area?

5. Choose the best question for each competency and make edits as needed. Be prepared to share with the large group.

Organizational Cultural Competence
Action Plan Worksheet

Identify three action steps that you as a supervisor can take to build cultural competence in your organization. Refer back to the action steps you identified in Module A. Are these still the action steps you would choose? If not edit accordingly to develop action steps that would best build cultural competence in your organization.

1.

2.

3.

Who are the others needed to implement this in your organization (other supervisors, director)

What is the time frame for each of these actions?

What resources (equipment, supplies, in budget, people) do you need to complete your goals and action steps?

How will you know that you have been successful (e.g., recruitment bonuses up by 10%, turnover reduced by 25%).

REFLECTIONS on the Power of Diversity Training

1. What was the overall learning experience like for you?

2. What were the "best" features of the curriculum?

3. What were the "worst" features of the curriculum?

4. What would you change? How?

5. What were your emotional highs and lows?