SUPPORTING DIVERSITY IN THE WORKPLACE - PLEASE DON’T RE-INVENT THE WHEEL

Canadian Society for Medical Laboratory Science – C. Nielsen & K. Johnson

Third Annual Forum on Measuring Identities – “Inclusion” (November 22, 2019)
PRESENTATION STRUCTURE

• Product background and objectives
• User survey – themes & findings
• Research and development methodology
• Examples of diversity supports
• Next steps
“ASSESSING THE WORKFORCE INTEGRATION OF INTERNATIONALLY EDUCATED HEALTH PROFESSIONALS” (2011)

39% of internationally educated survey respondents indicated that they had experienced some form of “inequitable treatment thorough the course of their career.
“Many managers indicated that they do not know how to interview IEHPs. Though they may be generally caring and understanding there are many instances of interviews that do not take into account the additional pressures IEHPs face in a job interview such as demonstrating language proficiency and battling self-confidence issues that often arise during the credentialing and exam processes for their professions.”

“...some employers have found that it is sometimes difficult to manage different cultures within the same workplace. That is to say, in organizations that hire individuals from many different countries, it can be difficult to manage cultural and historical friction that can occur between employees”.

“Some organizations that have had a negative experience with an IEHP have difficulty overcoming the experience and changing their perceptions.... In addition, some employers feel that certain IEHPs are working below the required skill level which results in difficulties for both the IEHP and the employee.”
DIVERSITY TRAINING PROJECT

- Funded by the Ontario Ministry of Citizenship and Immigration
- Running in parallel to a second CSMLS-MCI project – “Practice Test Project”
- 24 months – until January 31, 2020
- Funding $215,000 + in-kind contributions
- Customization and implementation of 3 diversity products for use by the MLT community
PROJECT OBJECTIVES

The overall Diversity Training Project objectives are:

• to improve access to relevant cultural/diversity expertise at no cost and on demand to the MLT community;
• to leverage exiting diversity products – non-duplication;
• to help attract and retain IEMLTs in rural and/or northern settings;
• and to improve IEMLT integration into the workforce.
USER GROUPS AND OUTCOMES

**Supervisors & Managers**
- Skills and approaches for integrating IEMLT talent
- Assessing and valuing international qualifications
- Plain-language writing and communications
- Retention strategies for IEMLTs
- Making a business case for hiring and integrating IEMLTs
- Creating inclusive job descriptions

**Front-Line MLTs**
- Understanding and appreciating diversity
- Working in diverse teams
- Conflict management in the workplace
- The practical benefits of fostering a welcoming workplace

**IEMLTs**
- Job interview tips and strategies
- Canadian workplace culture and communications
- Dealing with adverse events and taking responsibility
- Understanding the Canadian style of management
# PROJECT PLAN – RESEARCH PHASE

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>February, 2018</td>
<td>Retention of a Project Manager</td>
<td>CSMLS</td>
</tr>
<tr>
<td>February, 2018</td>
<td>Recruitment of Advisory Committee members</td>
<td>CSMLS</td>
</tr>
<tr>
<td>March 15, 2018</td>
<td>Initial face-to-face meeting of the Advisory Committee to finalize workplan and associated methodology</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>May, 2018</td>
<td>Survey of CSMLS membership – identification of diversity support needs</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>May, 2018</td>
<td>Update teleconference - Advisory Committee</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>June, 2018</td>
<td>Retention of Researcher to conduct an environmental scan of diversity products</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>July 19, 2018</td>
<td>First progress report to MCI</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>July, 2018</td>
<td>Review of survey data with Advisory Committee and Researcher (by teleconference)</td>
<td>CSMLS, PM, AC, R</td>
</tr>
<tr>
<td>September, 2018</td>
<td>Completion of environmental scan by researcher</td>
<td>R</td>
</tr>
<tr>
<td>October, 2018</td>
<td>Second face-to-face meeting of the Advisory Committee to review environmental scan findings and select potential diversity products for adaptation to the MLT context</td>
<td>CSMLS, PM, AC, R</td>
</tr>
<tr>
<td>October, 2018</td>
<td>Retention of Focus Group Moderator</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>November 1, 2018</td>
<td>Statement of revenue, expenses and cash flow to MCI</td>
<td>CSMLS</td>
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<tr>
<td>November, 2018</td>
<td>Recruitment of focus group participants</td>
<td>CSMLS, PM, R</td>
</tr>
<tr>
<td>November, 2018</td>
<td>Update teleconference - Advisory Committee</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>November, 2018</td>
<td>Administration of focus groups to review potential diversity products</td>
<td>FGM</td>
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<tr>
<td>December, 2018</td>
<td>Review of focus group findings – determination of which 3 products will be adapted and delivered to MLT stakeholders and partners (by teleconference)</td>
<td>CSMLS, PM, AC, R, FGM</td>
</tr>
</tbody>
</table>
## Development and Implementation Phase

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, 2019</td>
<td>Project evaluation report delivered to MCI – based on focus group findings</td>
<td>CSMLS, PM, FGM</td>
</tr>
<tr>
<td>January 18, 2019</td>
<td>Second progress report to MCI</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>February, 2019</td>
<td>Update teleconference - Advisory Committee</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>February, 2019</td>
<td>Retention of Diversity Expert – to review 3 existing diversity products and reformat them for use by the Ontario MLT community.</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>February – June, 2019</td>
<td>Development of customized diversity products</td>
<td>CSMLS, PM, AC, DE</td>
</tr>
<tr>
<td>June, 2019</td>
<td>Review and refinement of customized diversity products through face-to-face meeting of the Advisory Committee</td>
<td>CSMLS, PM, AC, DE</td>
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# Project Plan – Evaluation and Refinement

## Evaluation and Refinement

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity Description</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>June – August, 2019</td>
<td>Pilot test of diversity products in select MLT workplaces</td>
<td>CSMLS, PM, AC, DE</td>
</tr>
<tr>
<td>July 19, 2019</td>
<td>Third progress report to MCI</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>July, 2019</td>
<td>Update teleconference - Advisory Committee</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>September, 2019</td>
<td>Evaluation survey of pilot test users</td>
<td>CSMLS, PM, DE</td>
</tr>
<tr>
<td>September, 2019</td>
<td>Update teleconference - Advisory Committee</td>
<td>CSMLS, PM, AC</td>
</tr>
<tr>
<td>October, 2019</td>
<td>Refinement of diversity products based on user feedback from the pilot phase</td>
<td>CSMLS, PM, DE</td>
</tr>
<tr>
<td>November-December, 2019</td>
<td>Market and disseminate diversity products to wider audience</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>December, 2019</td>
<td>Finalize evaluation report</td>
<td>CSMLS, PM</td>
</tr>
<tr>
<td>January 6, 2020</td>
<td>Final report to MCI</td>
<td>CSMLS, PM</td>
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</tbody>
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OVERVIEW

• Survey ran from May 28-June 14, 2018.
• Excellent response – 540 respondents – 499 fully complete surveys.
• Results focused on “diversity needs” for three groups:
  • Laboratory Managers/Supervisors
  • Front-Line Staff Educated in Canada
  • Front-Line Staff Educated Outside of Canada
• Overall results + “cross-tabs” for:
  • Contact/experience working with IEMLTs
  • Rural/remote areas
  • Self-identification of diversity needs
Q: WHERE DID YOU COMPLETE YOUR MLT EDUCATION?
N: 540

83.33% in Canada
16.67% outside of Canada
Q: HOW LONG HAVE YOU BEEN LICENSED AND WORKING AS AN MEDICAL LABORATORY TECHNOLOGIST (MLT) IN CANADA?

N: 540

- 9.63% I HAVE NOT STARTED WORKING AS AN MLT YET
- 5.37% I HAVE BEEN WORKING AS AN MLT FOR UNDER 1 YEAR
- 7.41% I HAVE BEEN WORKING AS AN MLT BETWEEN 1 AND 3 YEARS
- 17.96% I HAVE BEEN WORKING AS AN MLT BETWEEN 4 AND 10 YEARS
- 55.74% I HAVE BEEN WORKING AS AN MLT MORE THAN 11 YEARS
- 3.89% I AM NOT A LICENSED MLT - I WORK IN A RELATED PROFESSION
Q: IN WHICH PROVINCE OR TERRITORY DO YOU PRESENTLY LIVE?
N: 540
Q: WHERE DO YOU LIVE?
N: 540
Q: WHICH BEST DESCRIBES YOU?
N: 540

23.33% LABORATORY MANAGER/SUPERVISOR
62.22% FRONT-LINE STAFF EDUCATED IN CANADA
14.44% FRONT-LINE STAFF EDUCATED OUTSIDE OF CANADA
Q: WHICH BEST DESCRIBES YOUR EXPERIENCE IN WORKING WITH MEDICAL LABORATORY TECHNOLOGISTS (MLTS) EDUCATED OUTSIDE OF CANADA? N: 540

- 25.56%: I HAVE NEVER WORKED WITH AN MLT EDUCATED OUTSIDE OF CANADA
- 44.63%: I HAVE WORKED WITH MLTS EDUCATED OUTSIDE OF CANADA SOME OF THE TIME (APPROXIMATELY 25% OF MY CAREER OR LESS)
- 14.63%: I HAVE WORKED WITH MLTS EDUCATED OUTSIDE OF CANADA FREQUENTLY (APPROXIMATELY 50% OF MY CAREER)
- 15.19%: I HAVE WORKED WITH MLTS EDUCATED OUTSIDE OF CANADA EXTENSIVELY (APPROXIMATELY 75% OF MY CAREER OR MORE)
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO LABORATORY MANAGERS/SUPERVISORS
N: 499

- SKILLS AND APPROACHES FOR...
  - FACT SHEET/INFORMATION REGARDING...
  - UNDERSTANDING AND VALUING...
- PLAIN-LANGUAGE WRITING AND...
- MANAGING DIVERSE TEAMS
- SUPPORT STRATEGIES FOR...
- STRATEGIES FOR PROVIDING...
- RETENTION STRATEGIES FOR...
- MAKING A BUSINESS CASE FOR HIRING...
- CREATING INCLUSIVE JOB DESCRIPTIONS

- 52.71%
- 52.10%
- 36.47%
- 31.26%
- 29.46%
- 35.87%
- 30.26%
- 8.22%
- 10.22%
- 8.62%
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED IN CANADA. N: 499

UNDERSTANDING AND APPRECIATING DIVERSITY: 45.69%
WORKING IN DIVERSE TEAMS: 33.27%
CONFLICT MANAGEMENT IN THE WORKPLACE: 44.89%
THE PRACTICAL BENEFITS OF FOSTERING A WELCOMING WORKPLACE: 29.66%
CREATING AND MAINTAINING A PEER-SUPPORT STRUCTURE: 40.48%
MANAGING COMMUNICATION ISSUES: 58.92%
UNDERSTANDING AND APPRECIATING INTERNATIONAL CULTURAL NORMS: 41.68%
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED OUTSIDE OF CANADA.
N: 499
Q. Pick three diversity products from the list below that in your view would be most beneficial to laboratory managers/supervisors.

N: 378 - No, or limited contact (less than 25%) with IEMLTS.

- Skills and approaches for...: 38.1%
- Fact sheet/information...: 37.8%
- Understanding and valuing...: 19.3%
- Plain-language writing and...: 23.0%
- Managing diverse teams...: 20.6%
- Support strategies for...: 21.7%
- Strategies for providing...: 21.7%
- Retention strategies for...: 4.2%
- Making a business case for hiring...: 4.8%
- Creating inclusive job descriptions...: 5.8%
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED IN CANADA.
N: 378 - NO, OR LIMITED CONTACT (LESS THAN 25%) WITH IEMLTS
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED OUTSIDE OF CANADA.
N: 378 - NO, OR LIMITED CONTACT (LESS THAN 25%) WITH IEM LTS

- Understanding the MLT job market: 19.58%
- Job interview tips and strategies: 13.23%
- Dealing with adverse events and mental health: 31.48%
- Understanding the Canadian workplace culture: 55.29%
- Understanding and developing your voice: 32.01%
- Finding your voice: building your skills: 13.49%
- Living and working in small communities: 16.67%
- 17.46%
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO LABORATORY MANAGERS/SUPERVISORS
N: 98 – “TOWN” + RURAL & REMOTE
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED IN CANADA.
N: 98 – “TOWN” + RURAL & REMOTE

- Understanding and appreciating diversity: 40.82%
- Working in diverse teams: 34.69%
- Conflict management in the workplace: 43.88%
- The practical benefits of fostering a welcoming workplace: 27.55%
- Creating and maintaining a peer-support structure: 38.78%
- Managing communication issues: 64.29%
- Understanding and appreciating international cultural norms: 36.73%
Q: PICK THREE DIVERSITY PRODUCTS FROM THE LIST BELOW THAT IN YOUR VIEW WOULD BE MOST BENEFICIAL TO FRONT-LINE STAFF EDUCATED OUTSIDE OF CANADA. N: 98 – “TOWN” + RURAL & REMOTE
WHAT MANAGERS/SUPERVISORS WANT FOR THEMSELVES N – 127 (MANAGER/SUPERVISORS ONLY)
WHAT CAN-ED MLTS WANT FOR THEMSELVES
N = 334 (CAN-ED MLTS ONLY)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Appreciating Diversity</td>
<td>37.13%</td>
</tr>
<tr>
<td>Working in Diverse Teams</td>
<td>28.44%</td>
</tr>
<tr>
<td>Conflict Management in the Workplace</td>
<td>45.51%</td>
</tr>
<tr>
<td>The Practical Benefits of Fostering a Welcoming Workplace</td>
<td>25.75%</td>
</tr>
<tr>
<td>Creating and Maintaining a Peer-Support Structure</td>
<td>36.53%</td>
</tr>
<tr>
<td>Managing Communication Issues</td>
<td>61.08%</td>
</tr>
<tr>
<td>UNDERSTANDING AND APPRECIATING INTERNATIONAL CULTURAL NORMS</td>
<td>35.03%</td>
</tr>
</tbody>
</table>
WHAT IEMLTS WANT FOR THEMSELVES N – 76 (IEMLTS ONLY)
ENVIRONMENTAL SCAN

- Search widely for existing diversity and inclusion resources that might be adapted to meet the needs of the MLT community
  - Use keyword searches and combination searches for Canadian content on “inclusion” “intercultural competence” “cross-cultural competence” “health care” “diversity training” “immigrant integration” and “workplace diversity”
  - Identify additional diversity products through a thorough review of works cited and other resources identified in the original search
- Verify that resources are available online, current, public domain and relevant to (and ideally focused on) the Canadian healthcare context
- Analyze the potential of the resources with respect to CSMLS and its sub-groups
- Review products for accessibility and potential ease-of-use or adaptation for the goals of the project
- Draft a report with potential diversity products for feedback from CSMLS and revise accordingly.
SELECTED RESOURCES

25 Potential Products Identified – 13 chosen for focus groups

- The Passport to Diversity Project, IEHP Atlantic Connections Project
- Hire IEHPs – UofT and HealthForce Ontario
- HR Toolkit: Diversity at Work, HR Council
- RBC Diversity and Inclusion Blueprint 2020, RBC
- eLesson: Unconscious Bias, Microsoft
- Call It Out, Ontario Human Rights Commission
- Tip sheet on unconscious bias, Bhasin Consulting
- TRIEC Learning, Toronto Region Immigrant Employment Council
- Navigating the Interview, NorQuest College, Colbourne Institute for Inclusive Leadership
- Creating Authentic Spaces (LGBTQIA+), 519
- Creating a Culturally Competent Workplace: A Guide to Hiring Newcomer Canadians Including a Resource Section to Support International Business
- Catalyst Knowledge Centre, Catalyst
## FOCUS GROUPS

<table>
<thead>
<tr>
<th>Respondent Description</th>
<th># of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers/Supervisors</td>
<td>14</td>
</tr>
<tr>
<td>Practicing Medical Laboratory Technologist (MLT) educated in Canada</td>
<td>38</td>
</tr>
<tr>
<td>Practicing Medical Laboratory Technologist (MLT) educated outside of Canada</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
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</table>
KEY PARAMETERS FOR DIVERSITY PRODUCTS

• Need to develop 3 products
• Given budget and time: One key product and 2 smaller related products
• Products are to incorporate key content and to be:
  • accessible
  • easy to use
  • interactive
  • cost-effective to develop and distribute
When you see a colleague communicate or behave in a way that is unfamiliar, or you may not understand or agree with, try to avoid making assumptions or judgements. We all have them.
Enhancing Communication in a Diverse Team

URL Links

The video 'Enhancing Communication in a Diverse Team' identifies the following resources for further learning and information. A short explanation of the resource is provided to guide your selection. Please note that if you cannot go to the webpage directly from the link, please copy and paste the link in your browser.

**PERCEPTIONS AND BIAS**

**Hire IEHPs**

The Health Force Integration Research and Education for Internationally Educated Health Professionals (Hire IEHPs) is an online repository of educational resources for health professionals and employers. In particular, the video resources are geared to support the successful workforce integration of IEHPs in the workforce.

https://hireiehps.com/lessons/2-understanding-the-communication-process-2/

The video 'Understanding the Communication Process' provides insight on how we communicate with one another and how culture influences that process.

https://hireiehps.com/lessons/section-3-who-is-the-other/

The video 'Who is the “Other”?' uses an example of two mothers to show how assumptions can have a negative impact on the other.

https://hireiehps.com/lessons/section-4-what-is-diversity/

The video 'What is Diversity?' uses the example of intergenerational diversity to show how our perceptions can differ from one another.

**Biasin Consulting**

https://whistle-leadership.com/unconsciousbias/

This tip sheet is a free download from diversity consultant and author, Kitty Bains. It introduces the concept of unconscious bias and tips on how to address our biases.

**NON-VERBAL COMMUNICATION**

**Hire IEHPs**

https://hireiehps.com/lessons/3-nonverbal-communication/

The video 'Nonverbal Communication' examines how culture influences nonverbal communication and gives examples.

https://hireiehps.com/lessons/4-power-structures/

The video 'Power Structures' dives deeper into how nonverbal communication is expressed in various cultures. The video also starts with offering strategies on how to ask questions when we don’t understand someone’s behaviour.

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Creating a Healthier Environment in Your Team

WHY IS FOSTERING A HEALTHY WORK ENVIRONMENT IMPORTANT?

- It’s a fact that due to skills shortages labs are hiring international talent that bring different perspectives and experiences to the workplace.
- A healthy work environment helps to bridge our differences, and in doing so drives efficiency, reduces stress, and improves our career growth.

HOW DO I FOSTER A HEALTHY WORK ENVIRONMENT?

- Engage in mutually respectful conversations.
  - When talking to a colleague, withhold assumptions and biases—we all have them.
  - Put aside your viewpoint and focus on what the other person is trying to convey.
    - LISTEN
    - If you don’t understand something, ask questions in a respectful way.
  - This is ok to feel discomfort.
    - It can feel uncomfortable to ask questions and/or listen to a viewpoint you disagree with.
    - Keep in mind that this discomfort is part of the process. Think of it as growing pains— if you don’t grow, you don’t progress.

- Becoming an ally.
  - Speak up if you witness exclusionary or discriminatory behaviours—you may want to bring it up with your manager or HR.
  - If a team member is struggling to understand workplace norms/practices, offer to be a mentor.

THE PRINCIPLES OF A HEALTHY WORK ENVIRONMENT GO BEYOND THE WORKPLACE.

- Engage in mutually respectful conversations with diverse members of your community. Get to know them.
- When people feel welcomed and accepted in their community and workplace, they are more likely to stay and thrive.
NEXT STEPS

• Pilot – ends December 1\textsuperscript{st}
  - Review survey results

• Refinement

• Host on CSMLS website – publically available
QUESTIONS & COMMENTS

Christine Nielsen, CEO – Canadian Society for Medical Laboratory Science
ChristineN@csmls.org (905) 528-8642 ext. 8684

Keith Johnson, Independent Project Manager
keithjohnson.pm@gmail.com (416-778-4097)