TEMPORARY WORKPLACE INTEGRATION

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Temporary Workplace Integration

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CONTENTS

SUMMARY

This report examines workplace integration and specifically the integration of foreign temporary workers into Norwegian workplaces. The report considers barriers to integration, success factors, support from management and co-workers, and how workers' living situation outside of work can affect their integration. The report also considers how temporary workplace integration differs from permanent workplace integration. Workplace integration is understood as the process of becoming connected to the social system in the organisation, through relations with co-workers and functional involvement with the productive tasks they engage in. This can lead to a sense of belonging and, thus, of contributing meaningfully to the common goals of the organisation.

The value of workplace diversity has become a significant research topic in recent decades. Three major topics have been central in the diversity management literature: leadership, implementation, and inclusion. An organisation's leadership impacts its employees' perception of diversity, and can contribute to an inclusive and open work environment. An inclusive work climate fosters more involved workers, but there has been a lack of research on which diversity practices are the most useful to implement. There has also been a lack of focus on how the national context influences diversity management. Furthermore, there is little research on how to manage diversity in a temporary setting. Mentorship is one diversity management strategy which has been successfully utilised in temporary workplace situations. In this context, mentors can provide advice on practical and work-related issues, and research findings show that temporary workplace integration can be improved by continuing and strengthening the use of mentors.

The analysis of the quantitative data shows that the temporary workers who have been a part of the Norec partnership programme have largely been satisfied with their exchange experience, and most temporary workers considered themselves to be well integrated, both socially and at work. The explanatory factors that seem to have the largest influence on both social and professional integration are how clear the temporary worker found the job requirements, and whether they had a mentor.

This report identifies several measures that contribute to successful temporary workplace integration. Successful temporary workplace integration requires planning, clear expectation, and a focus on inclusion. The introduction when the temporary workers first arrive in Norway is essential to establish good integration early on. One key factor in this situation is clarification of expectations and communication between the worker and the workplace. In this regard, one of the most significant measures to take is to treat temporary workers similarly to permanent workers, while still valuing the unique contributions the temporary worker brings. This includes ensuring that the workers are tasked with work that is relevant to their skillset and knowledge, while also integrating them into formal and informal work situations. Inviting the workers into such situations can also contribute to long-term benefits for the organisation, as it helps to anchor their work as a part of the organisation, rather than as a side project, and helps to ensure that co-workers and managers are aware of the contributions of the temporary workers.

The primary barrier to workplace integration in Norway is language. Early language courses, preferably some language learning before the start of the temporary worker's stay, have proven useful and should be utilised to a larger degree. Work exchange benefits are influenced by the living situation of temporary workers as it affects their ability to understand the Norwegian historical, social, and cultural context, which in turn affects how well they are able to fit into the workplace. This study indicates that elements impacting social belonging related to living situation include central housing, shared accommodation for people coming alone, and for those coming with family in sovme cases.

The main difference between temporary and long-term workplace integration is the amount of time the workers have available to get acquainted and integrated, the projects the workers are a part of during their stay, and the resources that are available for their integration. Often, the amount of resources that are both available and productive to spend on the temporary workers is lower than for someone who will be staying permanently. Temporary workers also have less time to adjust and get acquainted before they start their work. A third difference between long-term versus temporary workplace stays is the time horizon of their projects. The aim is often to either establish projects that can continue independently after the workers end their stay, or work that can be completed by the end of the stay. An advantage of a temporary stay is that the temporary workers know they are only staying for a set amount of time and so they need to – and often do – get as much out of the time as possible. The organisation can also benefit from constantly having new input, knowledge, and perspectives brought into the organisation and the work it is doing.

Successful integration of temporary workers in the workplace places demands on the temporary workers, their colleagues, the management, and the organisation. Based on the findings of this report, the following recommendations for successful temporary workplace integration can be made:

- Full integration of the temporary workers in the workplace, including receiving proper equipment, participation in formal and informal meetings, and contribution to non-work tasks, equal to regular workers.
- Clarification of expectations between the workplace and the temporary workers in advance of the work exchange.
- Clear expectations and communication regarding the work that the temporary workers are expected to complete.
- Adjusting the work to the temporary workers' skills and knowledge and valuing the individual contributions each new temporary worker brings to the workplace.
- Organising a mentor, preferably one with experience of living abroad, that the temporary worker can easily contact with questions and/or for support.
- Formalisation of transfer of knowledge and experiences from the previous to next temporary stay, with the aim of continuously improving both the integration and the work.
- Early access to language courses to improve both working conditions and social small talk in the workplace.
- Cultural courses that inform temporary workers on Norwegian social and working life.
- Temporary workers' accommodation should be easily accessible so that they can participate in social integration both through and outside of work.

> One key factor in this situation is clarification of expectations and communication between the worker and the workplace.

1. INTRODUCTION

This report aims to highlight best practices for temporary workplace integration, identifying the risks when engaging temporary employees and providing specific recommendations to facilitate more successful temporary integration. The report focuses on 'workplace integration' and specifically on integration of 'temporary workers'.

Diversity is a much used and debated term. In general, the term refers to identities based on membership of social groups, and is often used while discussing ethnicity in Norway, which relates to nationality, language, skin colour, and religion.[1] Foreign workers in Norway thus represent diversity as it is here defined. The value of workplace diversity has become a significant topic within research fields such as innovation, internationalisation, migration, value creation, and the like. It is well documented that workplace diversity is important for business and organisational development. As a consequence, diversity management has become an important agenda within the management and administration field, education, and organisational praxis. Diversity management refers to the management of businesses without a narrowly defined understanding of the 'normal employee'; included within this is the development of a new organisational culture.[2] In Scandinavia, the term diversity management is also closely associated with "the social responsibility of the firm".[3] In order to help organisations perform optimally, management must be able to extract all

employees' capabilities and qualifications in development processes. The integration of different groups of employees is important for the company's learning, experiences, sustainability, and (hopefully) better decision-making for the future. However, what is less examined in extant research is the phenomenon of *temporary* workplace integration.

In this report, workplace integration is understood as the process of becoming connected to the social system in the organisation, through relations with co-workers and functional involvement with the productive tasks they engage in. This leads to a sense of belonging and of contributing meaningfully to the common goals of the organisation's members.[4]

The Norwegian Agency for Exchange Cooperation (Norec) and its partner organisations have a wealth of hands-on practical methodological experience with temporary workplace integration. This stems from the long history of the former Fredskorpset (FK Norway) and the more recent experience of supporting bilateral exchanges of personnel between organisations in Norway and the Global South, as well as between countries in the south.[5] Reports and evaluations commissioned by Norec, reviewed and summarised by Cliff Allum (2019), also provide an extensive body of knowledge. Norec aims to expand its broad knowledge base to perform its function as a competence centre specialising in exchange cooperation. In this report, we

seek to expand the perspectives on how temporary integration can be achieved, by contextualising the understandings of Norec partners with the experience of organisations engaged in similar efforts and of contributions from the literature on *diversity management*.

Our project is concerned with how foreign-born workers are integrated into the workplace in a Norwegian context. The primary focus in the study has thus been on temporary workplace integration in the Norwegian labour market, and the data gathered are related to temporary workers in Norway. For the study, we followed Norec's exchange participants, who came to Norway to work in two of Norec's partner organisations, for a time-limited period. In addition, we also studied guest workers and temporary staff within a larger multinational group and at a university in Norway. The quantitative data was collected from Norec's exit survey, and therefore includes temporary workers outside of the Norwegian context, while the focus of the case studies is on temporary workers stationed only in Norway. In preparation for the interviews, we used available literature on diversity management as the knowledge foundation for the interview guide. The research outcome is, therefore, mostly focused on general recommendations that can be relevant for organisations in Norway engaged in temporary integration of foreign workers.

1.1 RESEARCH QUESTIONS
The report aims to answer the following six research questions:

1. Which factors lead to successful temporary integration of staff, both for the employees themselves and the long-term benefits of the organisation?
2. What levels and types of support from management, colleagues, or the home organisation are necessary for successful integration?
3. How does the living situation outside of the workplace affect the integration of foreign workers?
4. What are the main risks and barriers to temporary integration of staff members from other cultures, and how can these be mitigated?
5. How do negative experiences and new challenges influence the integration process?
6. How is temporary workplace integration different from other forms of workplace integration, and what are the implications for integration efforts?

These research questions seek to identify the causal factors and mechanisms that impact on the quality and scope of temporary integration of foreign staff.

1.2 REPORT STRUCTURE
The report is divided into the following parts:

1. Methodology
2. Literature review
3. Statistical analysis
4. Case studies
5. Concluding remarks

Within this structure, parts 2 to 4 are based on different data collection methods.

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[1] See, for example, Holvino, E., & Kamp, A. (2009). Diversity management: Are we moving in the right direction? Reflections from both sides of the North Atlantic. *Scandinavian journal of management*, *25*(4), 395-403. and, Berg, B., Thorshaug, K., Garvik, M., Svendsen, S., & Øiaas, S. H. (2012). Hvorfor mangfold? En studie av ulike forståelser og praktiseringer av mangfold.

[2] Berg, B., Thorshaug, K., Garvik, M., Svendsen, S., & Øiaas, S. H. (2012). Hvorfor mangfold? En studie av ulike forståelser og praktiseringer av mangfold.

[3] Holvino, E., & Kamp, A. (2009). Diversity management: Are we moving in the right direction? Reflections from both sides of the North Atlantic. *Scandinavian journal of management*, *25*(4), 395-403.

[4] See, for example: Johnson, Doyle Paul (2008): «Integration and Social Order at the Macro Level: Parsons' Structural-Functional Perspective». In: *Contemporary Sociological Theory*. New York: Springer.

[5] Krøvel and Skare Orgeret (2013). Fredskorpset. Pax forlag

2. METHODOLOGY

To answer the research questions, the research methods used included:
- Literature review and document analysis related to diversity and diversity management
- Data from Norec's exit surveys
- Four case studies, including 35 interviews

2.1 LITERATURE REVIEW AND DOCUMENT ANALYSIS

The body of literature on diversity management and workplace integration was extracted from Scopus, using the search string: "diversity management" OR ("workplace AND integration"). The time span was set to cover all years, and the search yielded 1,436 results. The results were limited to English language records only and then loaded into SciVal[6] using DOI numbers. Upon viewing the subject areas, it became clear that the publication set included articles from fields that were unrelated to the topic under consideration. By removing Computer Science, Engineering, Environmental Science, Medicine and Health Professions, the list of articles was reduced to 882. The resulting publication set was then exported from SciVal and the articles were sorted by their Field Weighted Citation Impact.[7] This metric considers the differences in research behaviour across scientific disciplines and relativises the citation counts to be comparable across fields. The titles and abstracts of the top 200 articles were then inspected and irrelevant articles were excluded. The sample was further refined by a closer reading of abstracts, resulting in a final set of 58 articles that were pertinent to the

research questions. A similar search on "*mangfold*" and ("*arbeid* AND *integrering*") was conducted, but this did not provide any relevant results.

As this report focuses on temporary workplace integration in Norway, some documents that highlight the Norwegian context and/or experiences from Norec exchanges were included. These documents are not peer-reviewed, but they nonetheless provided relevant contextual information related to temporary workplace integration and work exchange in Norway and Norec.

2.2 SURVEY

Norec routinely sends out surveys, both to participants in the exchange programme and their partner organisations, in order to examine the exchange experiences of participants and partners. The exit survey is sent to participants after their exchange has ended, and the alumni survey is sent to all former participants every other year. The partner survey is sent out on a yearly basis to the partner organisations. These surveys are used to assess how well the partnerships and exchanges have functioned over time. The surveys are not specifically designed to measure the degree of integration the participants experience in their host organisation during the exchange, neither do they ask about the different diversity management tools that might be employed by the organisations to facilitate workplace integration. However, the surveys do include questions related to workplace integration.

Initially, the plan for the statistical analysis was to

analyse responses from both the partner surveys and the exit surveys in conjunction, in order to be able to compare the responses of host organisations with those of the exchange participants that had worked temporarily in these organisations. However, because of data limitations concerning the possibility of matching participants with host organisations [1], this approach was abandoned. Instead, the responses from the exit surveys in the period 2015 to 2019 were pooled [2] and formed the basis of the analysis. The question set, order, and exact phrasing of the questions and response alternatives, has changed substantially over the years. Thus, the survey items were matched in Excel [3] and the rest of the analysis was carried out using the statistical computing software R[8]. The dataset contained 1,630 observations. Listwise removals of missing values, after dropping the variables not included in the analysis, resulted in 1,306 observations remaining.

2.3 CASE STUDIES

A case study is an intensive study of a single group, incident, or community that provides a systematic way of looking at events, collecting data, analysing information, and reporting the results.[9] Using case studies for this report ensures an in-depth, comprehensive understanding of workplace integration for the temporary worker. Workplace integration is a complex phenomenon, and a study of successful integration techniques requires a comprehensive understanding of the interaction between employees, the organisation, and surrounding factors.

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One of the main sources of data collection for case studies is qualitative in-depth interviews. This method provides insight into the understanding of the subject's point of view and their experiences, as it allows people to convey to others a situation from their own perspective and in their own words. The present research includes four case studies related to temporary workplace integration.

The four cases included in the study are; (i) the PULSE project: Norges Musikkorps Forbund / Norwegian Band Federation (NMF); (ii) the Red Cross Youth Delegate Exchange Programme (YDEP); (iii) Halliburton; and (iv) OsloMet. [10] The first two cases were drawn from Norec's partner organisations. The Red Cross was selected as one of the cases because the programme has temporary workers placed in various districts, which often change annually, with the workers coming from different countries. They also have extensive experience with temporary work exchange. NMF also has extensive experience with temporary workplace exchange but, in contrast to the Red Cross, the participants come only from South Africa, and have been stationed at the same locations. The two other cases, Halliburton and OsloMet, also have extensive experience with temporary workers and were selected to provide insights from both the public and the private sector in Norway.

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6 SciVal is Scopus' built-in tool for bibliometric analysis.
7 Field-Weighted Citation Impact is the ratio of the total citations actually received by the denominator's output, and the total citations that would be expected based on the average of the subject field: www.snowballmetrics.com/wp-content/uploads/snowball-metrics-recipe-book-upd.pdf

[1] Hidden identities among the respondents was to a varying degree an issue in the different partner surveys.
[2] The datasets used were named "Exit survey 2015", "Exit survey sent out 04_04_2016 to 05_2018" and "Exit survey 2019". A dataset called "Exit survey 2017" contained a different question set which overlapped little with the rest.
[3] The INDEX MATCH function and manual review was used for this. The items were given new variable names based on their order in the 2019-survey.

8 See https://www.r-project.org/ for more information.
9 Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, *13*(4), 544-559.

10 See annex for full description.

3. LITERATURE REVIEW

The aim of this review is to consider what scholarly work has been carried out on diversity management, with a focus on literature related to workplace integration. The review identifies literature on diversity management where the knowledge gained from the research could be applicable in a workplace situation where the worker remains at the workplace on a temporary basis, for a (typically) pre-determined amount of time. We have therefore excluded research on how diversity management and successful inclusion affects long-term job commitment. For the same reason, studies of diversity management in the recruitment process were also excluded, as this body of literature deals with issues related to recruitment of a diverse workforce, and not on the integration of a diverse or temporary workforce.

This review will first provide an overview of the diversity management field and of other reviews conducted on diversity management. Thereafter, the review will go into more detail on three themes, which have emerged as central in the literature: leadership and organisational strategy, implementation and management strategy, and inclusion. The review will further consider documents on diversity management in a Norwegian context and highlight relevant research gaps in the literature.

3.1.1 Overview
The concept of diversity management originated in the late 1980s in the USA and became actualised in Scandinavia around the turn of the millennium. The Scandinavian interest in diversity management first emerged as part of a debate on how to integrate ethnic minorities into the labour market, but the view on diversity management later changed to a belief that diversity in work life could be beneficial.[1] The area has since grown, and a significant amount of research has been conducted on diversity management and various

related fields. Common research topics since the field was first established have included diversity managers, management practices, and suggestion of various models for which to organise diversity management.[2]

As a result of the increase in interest toward, and the number of published articles on, diversity management, several reviews of this body of literature have been conducted. These reviews have primarily focused on diversity management and its outcomes[3], but a number of other sub-fields have also been considered. For instance, Shore, Cleveland and Sanchez[4] reviewed articles that focused on inclusion in diversity management, while Guillaume, Dawson and Otaye-Ebede[5] reviewed papers on management practices and how these can moderate the effects of diversity. Most of the reviews have included suggestions for moving the literature forward, including highlighting the relevant gaps they have identified.

3.1.2 Leadership and strategy
One topic that has been raised several times in the diversity management literature is the role of the leadership and the organisation's strategy. Most of the studies on this topic have found that leadership plays a key role in creating a successful diverse workplace. This is done through, for example, stimulating information elaboration and promoting positive intergroup contact. Ashikali and Groeneveld found that the effectiveness of diversity management is partially explained by the leadership and by the inclusiveness of the organisation's culture.[6] This is because employees' perceptions of how diversity management is implemented by their

managers, have an impact on their behaviour. This is supported by Boekhorst, who found that leaders are a key source of social information and, therefore, they have the potential to influence the formation of an inclusion-friendly climate.[7] Likewise, Madera argued that leadership is one of the most important factors in developing a diverse workforce. Management positions are responsible for monitoring diversity, and direct involvement from top executives can signal an organisation's commitment to diversity;[8] by contrast, when employees' or managers' behaviour reflects a non-inclusive attitude, diversity programmes are unlikely to succeed.[9]

Due to the importance of managers and leadership, Ashikali and Groeneveld recommended that managers recognise their leadership style and how this impacts the organisational culture and the employees' perception of diversity.[10] An organisation's strategy is likewise likely to impact diversity management and, according to Guillaume, Dawson and Otaye-Ebede, will inform diversity-related aims, and may help to determine the allocation of resources necessary to achieve those aims.[11]

3.2 IMPLEMENTATION AND DIVERSITY MANAGEMENT STRATEGIES
A second relevant topic discussed in the literature is the implementation and use of diversity management strategies. Tatli argued that organisations often focus too much on adopting popular diversity management programmes and not enough on what outcomes they are hoping to achieve through their diversity manage-

1 Holvino, E., & Kamp, A. (2009). Diversity management: Are we moving in the right direction? Reflections from both sides of the North Atlantic. *Scandinavian journal of management*, *25*(4), 395-403.

2 Guillaume, et al. (2014). Managing diversity in organizations: An integrative model and agenda for future research. European Journal of Work and Organizational Psychology,23(5) 783-802

3 Yang, Y., Konrad, A.M. (2011). Understanding diversity management practices: Implications of institutional theory and resource-based theory. Group and Organization Management,36(1) 6-38

4 Shore, L.M., Cleveland, J.N., Sanchez, D. (2018). Inclusive workplaces: A review and model. Human Resource Management Review,28(2) 176-189

5 Guillaume, Y.R.F., Dawson, J.F., Otaye-Ebede, L. et al. (2017). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity?. Journal of Organizational Behavior,38(2) 276-303

6 Ashikali, T., Groeneveld, S. (2015). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and the Inclusiveness of the Organizational Culture. Review of Public Personnel Administration,35(2) 146-168

7 Boekhorst, J.A. (2015). The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. Human Resource Management,54(2) 241-264

8 Madera, J.M. (2013). Best Practices in Diversity Management in Customer Service Organizations: An Investigation of Top Companies Cited by Diversity Inc.. Cornell Hospitality Quarterly,54(2) 124-135

9 Peretz, H., Levi, A., Fried, Y. (2015). Organizational diversity programs across cultures: effects on absenteeism, turnover, performance and innovation. International Journal of Human Resource Management,26(6) 875-903

10 Ashikali, T., Groeneveld, S. (2015). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and the Inclusiveness of the Organizational Culture. Review of Public Personnel Administration,35(2) 146-168

11 Guillaume, Y.R.F., Dawson, J.F., Otaye-Ebede, L. et al. (2017).Harnessing demographic differences in organizations: What moderates the effects of workplace diversity?. Journal of Organizational Behavior,38(2) 276-303

ment, and that this can lead to less successful outcomes of diversity management.[12]

Syed and Pio found that diversity management should take into consideration the multiple influences of gender, ethnicity, and religion, and that diversity cannot be understood and managed unless issues of employment, ethnicity, religion, and gender are addressed at multiple levels both within and outside the workplace.[13] According to Holck, the way in which diversity is linked to power dynamics and organisational structures is one of the most prevalent reasons for the failure of diversity initiatives. The two other major reasons identified by Holck were a lack of accountability related to the implementation of diversity management strategies and too great a focus on numerical representation.[14]

Regarding the inclusion of high-skilled migrant workers, Farquharson and Hewege found that there needs to be a good fit between the implementation of inclusive workplace practices and the expectations of skilled migrants, to achieve successful workplace integration. They argued that, at the individual level, policies should focus on providing assistance in understanding the local workplace culture by providing transparent and clear information on expectations through formal induction and training programmes, and further that it is important to formalise informal practices in order to provide mentoring support.[15]

3.2.1 Diversity training programmes
Within the implementation of diversity management programmes and strategies, a reoccurring topic has been diversity training programmes. Several organisations offer diversity training programmes which aim to implement and maintain a culture of diversity and inclusion. The programmes often have the common goal of increasing knowledge about diversity, to develop diversity-related skills and to improve attitudes toward diversity. Diversity training programmes can take the form of online modules, classroom-based training, videos, discussions, role play, simulations, and exercises.[16] The effect of these diversity training programmes has been studied, producing mixed results. Homan et al.'s review of the literature up to 2015 revealed that the effectiveness of diversity training remains uncertain.[17] Diversity training programmes have also been criticised for being unconnected to procedures and programmes that can lead to change, for a lack of follow-up, and for having few objectives or goals. As a result, many diversity training initiatives may cause more harm than good, and resistance to such programmes is often high.[18]

Nishii, Khattab and Shemla et al. found that, for diversity training programmes to be successful, it is essential that they consist of specifically tailored education and training programmes that provide practitioners with knowledge on how to deal with workplace equality and diversity issues. Such specifically tailored education may be designed to develop a knowledge base on legislation, human resource management procedures, industrial relations, inter-group relations, and the history and policy of discrimination, as well as imparting a set of skills including leadership, facilitation, conflict resolution and teamwork, among others.[19] Chrobot-Mason and Aramovich argued that diversity training programmes should focus on promoting behaviour that helps to create an environment with equal access and treatment.[20] Lai, Shankar, and Khalema, who looked at immigrants' workplace integration in Canada, found that immigrants should be supported to develop 'soft' skills through training on workplace communication and relationships, teamwork, leadership and management, general office etiquette, workplace laws, and professional ethics, to increase their integration in a workplace setting. They

further found that access to professional mentorship represented a means to address information and training needs.[21]

Several diversity management programmes focus on mentoring and network programmes, but this has been a less common topic in the literature on diversity management. According to Madera, two types of programme that are common: programmes where managers mentor employees, and employee networking groups. Madera further found that firms with successful diversity management often implemented both mentoring and network programmes.[22]

> Workplace integration (...) should be supported to develop 'soft skills through training on workplace communication and relationships, teamwork, leadership and management, general office etiquette, workplace laws, and professional ethics, to increase their integration in a workplace setting

3.3 INCLUSION
Inclusion is an under-researched area closely related to diversity management, though the focus on inclusion in diversity management research is growing. Shore, Cleveland, and Sanchez defined inclusion as follows: "In inclusive organisations and societies, people of all identities and many styles can be fully themselves while also contributing to the larger collective, as valued and full members".[23] The literature on inclusion emphasises

on belonging and uniqueness; the belongingness theme reflects a sense of acceptance of all organisational members, whereas the uniqueness theme implies that the contributions of all employees are valued, whereby each member is given respect and a voice in the workplace.[24]

Research suggests that in an inclusive climate, employees are willing to participate more fully, and discrimination and harassment tend to be lower. Drivers for inclusion, according to Vohra et al., include senior leaders' behaviours, managers' behaviours, work–life balance, respect and acceptance, empathy, listening skills, dignity, trust, and access to information.[25] Research has also found that co-worker relationships are growing in importance, but this is complicated by the increasing diversity in today's workforces. Demographic diversity, and in particular racial diversity, among co-workers can contribute to relational challenges, such as lower cohesion and lower-quality communication.[26] Small talk and humour are, for example, important in an inclusive work environment, and being able to engage in these is key to integration.[27] However, some of the common strategies for fostering workplace relationships, such as company-sponsored social outings and teambuilding self-disclosure exercises, might be less effective for employees who are demographically dissimilar from the majority.[28]

There are several approaches and measures to promote inclusion, but in the extant research there is little consensus on how to proceed and which measures are the most valid.[29]

3.4 DIVERSITY IN A NORWEGIAN CONTEXT
Considering diversity research in a Norwegian context, *Hvordan lede mangfold?* by Brenna and Solheims is one of the few peer-reviewed papers in this field. The

[12] Tatli, A. (2011). A multi-layered exploration of the diversity management field: Diversity discourses, practices and practitioners in the UK. British Journal of Management,22(2) 238-253

[13] Syed, J., Pio, E. (2010).Veiled diversity? Workplace experiences of Muslim women in Australia. Asia Pacific Journal of Management,27(1) 115-137

[14] Holck, L. (2016). Putting diversity to work: An empirical analysis of how change efforts targeting organizational inequality failed. Equality, Diversity and Inclusion,35(4) 296-307

[15] Farquharson, K., Hewege, C. (2017).Workplace integration: The lived experiences of highly skilled migrants in Australia. Equality, Diversity and Inclusion,36(5) 437-456

[16] Madera, J.M. (2013).Best Practices in Diversity Management in Customer Service Organizations: An Investigation of Top Companies Cited by Diversity Inc.. Cornell Hospitality Quarterly,54(2) 124-135

[17] Homan, A.C., Buengeler, C., Eckhoff, R.A., Van Ginkel, W.P. and Voelpel, S.C. (2015).The interplay of diversity training and diversity beliefs on team creativity in nationality diverse teams. Journal of Applied Psychology,100(5) 1456-1467

[18] Chrobot-Mason, D., Aramovich, N.P. (2013). The Psychological Benefits of Creating an Affirming Climate for Workplace Diversity. Group and Organization Management,38(6) 659-689

[19] Nishii, L.H., Khattab, J., Shemla, M. et al. (2018). A multi-level process model for understanding diversity practice effectiveness. Academy of Management Annals,12(1) 37-82

[20] Chrobot-Mason, D., Aramovich, N.P. (2013). The Psychological Benefits of Creating an Affirming Climate for Workplace Diversity. Group and Organization Management,38(6) 659-689

[21] Lai, D.W.L., Shankar, J., Khalema, E. (2017). Unspoken Skills and Tactics: Essentials for Immigrant Professionals in Integration to Workplace Culture. Journal of International Migration and Integration.

[22] Madera, J.M. (2013). Best Practices in Diversity Management in Customer Service Organizations: An Investigation of Top Companies Cited by Diversity Inc.. Cornell Hospitality Quarterly,54(2) 124-135

[23] Shore, L.M., Cleveland, J.N., Sanchez, D. (2018). Inclusive workplaces: A review and model. Human Resource Management Review,28(2) 176-189

[24] Boekhorst, J.A. (2015).The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. Human Resource Management,54(2) 241-264

[25] Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, et al. (2015). Inclusive workplaces: Lessons from theory and practice. *Vikalpa*, 40(3), 324-362.

[26] Dumas, T.L., Phillips, K.W., Rothbard, N.P. (2013). Getting closer at the company party: Integration experiences, racial dissimilarity, and workplace relationships. Organization Science,24(5) 1377-1401.

[27] Nelson, M. (2014).'You need help as usual, do you?': Joking and swearing for collegiality in a Swedish workplace. Multilingua,33(1-2) 173-200

[28] Dumas, T.L., Phillips, K.W., Rothbard, N.P. (2013). Getting closer at the company party: Integration experiences, racial dissimilarity, and workplace relationships. Organization Science,24(5) 1377-1401.

[29] Boekhorst, J.A. (2015).The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. Human Resource Management,54(2) 241-264

paper examined Seema, a Norwegian company, and considered specific tools connected to the diversity management practices (mangfoldsledelse) at this company. The following factors are emphasised in the paper as having important positive effects on diversity: sufficient competence variation, an open and change-oriented organisational culture, and a conscious commitment to diversity from the management/leadership.[30]

Diversity is a much-discussed topic in Norway, although the academic interest in the field thus far has been limited. Nevertheless, several policy documents, articles, and reports on diversity have been published, and some of these focus on workplace integration. Examples include the *Institutt for samfunnsforsknings* (Institute for Social Research) report on ethnic and religious diversity in Norwegian work life, which analysed attitudes, experiences, and practices regarding ethnic and religious minorities in Norwegian workplaces.[31] The report showed that respondents had a positive attitude towards having colleagues from a minority background. Traavik's article from 2006 also discussed various relevant perspectives regarding diversity in a Norwegian context, and highlighted Norwegian laws and regulations on diversity as important to understanding the Norwegian diversity management context.[32] Furthermore, a Norwegian standard on diversity management was published in 2018, entitled *Ledelsessystemer for mangfold* (NS 11201:2018).

Relevant documents related to the Norwegian context also include some research carried out on Norec's exchanges, including Cliff Allum's report from 2019.[33] This report consists of a cross-section assessment of all evaluations and reviews by Norec (then Fredskorpset) between 2002 and 2017. The report found that important aspects of successful exchanges included effective planning; matching of participants to the skills and exchange requirements; the capacity and matching of partners; and shared values and shared commitment amongst the leadership. KPMG's report on exchange of staff from 2019 also presented some relevant perspect-

ives on integration in a temporary time frame.[34] The study examined the learning outcomes among organisations who took part in Norec's exchange programme, with the purpose of examining how the exchange programme can be adapted to ensure quality learning in the future. The study found that key success criteria for learning outcomes were that employees were part of long-term reciprocal exchanges between partner institutions, and the relevance of the working tasks during the exchange.

Knights and Omanovic took a critical stance on the role of the business case within the diversity management research, arguing that other perspectives such as the values of human rights, justice, equality, and sustainability are neglected in the diversity management literature.

3.5 RESEARCH GAPS

The literature review undertaken for this report highlighted three major research gaps in the existing literature: a lack of focus on the national context when discussing diversity management programmes (evident in a large proportion of the academic research); a lack of focus on the practical implementation of diversity management; and the very often used business case argument for the implementation of diversity management strategies and an exclusion of other perspectives.

The research on diversity management originated in the US and has since spread to the rest of the world. Diversity management has, therefore, been shaped by

the western demographic, socio-cultural and economic contexts, and in particular the American context where the term was first developed.[35] According to Shore, Cleveland, and Sanchez (2018), the research on diversity management, thus, often does not take national and cultural context into consideration. This can have a significant impact on diversity practices,[36] and Holvino and Kamp's research highlighted how the aim of diversity management has been viewed differently in Scandinavia and the US. Diversity management in Scandinavia has been primarily seen as a means to integrate ethnic minorities in the labour market.[37] There has, however, been some research conducted on diversity management practices in non-western contexts, such as Cooke and Saini's paper on managing diversity in Chinese and Indian organisations, which discussed the appropriateness of the US-originated approach in managing diversity in the Indian and Chinese contexts. They found that an awareness of the host country's institutional context and cultural traditions is essential to understanding diversity issues and how to manage them.[38] There has also been some research conducted on comparative and cross-cultural diversity management.[39] For instance, Pringle and Ryan's paper on diversity management approaches and the relevance of the local context argued that, "When context is taken seriously, then diversity management becomes situated, and dynamic".[40] There has also been some research on diversity management in a Scandinavian context. Brenna and Solheim's paper on diversity management has already been mentioned, and Holvino and Kamp's study pointed out how diversity management's focus on difference means it is difficult to translate it to the Scandinavian context, where equality is the norm.[41] The research gap suggests that national context is important, yet some-

what understudied, in diversity management research, which raises the question of if, and how, diversity management should be adjusted to context, both the Norwegian context and the contextual background of temporary workers. This research gap further highlights that diversity management is not a universal construct, and it is likely that the informants do not have the same or even similar understandings of the term diversity management.

A second research gap that has been highlighted in the literature is the lack of focus on studies and theoretical research. For example, Pitts and Wise found that workforce diversity research has had less focus on practical, action-based findings, such as which diversity practices should be used, how they should be implemented, for what purpose, and to what effect.[42] Kulik further found that the research–practice gap applies to diversity management.[43] This line of research could be developed in the future by examining the distinctions among intended, actual, and perceived diversity policies, as the diversity policies implemented by managers can differ from those formulated at the organisational level.[44] The detachment of diversity research from organisational settings often results in the conducted research having limited practical relevance.[45] This means that the link between the theoretical and the practical view of diversity management might be weak, and that the relevant findings identified in the literature review may be less applicable among the informants for the four case studies.

A third research gap is regarding the role of the business case within the diversity management literature and the exclusion of other arguments. The business case for diversity includes the argument that employees

30 Brenna, L. R., & Solheim, M. C. (2018). Hvordan lede mangfold?. *Praktisk økonomi & finans*, *34*(03), 186-195.

31 Brekke, J. P., Fladmoe, A., Lidén, H., & Orupabo, J. (2020). Etnisk og religiøst mangfold i arbeidslivet: Holdninger, erfaringer, diskriminering og praksis. *Rapport–Institutt for samfunnsforskning*.

32 Traavik, Laura (2006) Ledelse av mangfold. Fra https://www.magma.no/ledelse-av-mangfold [21.07.2020]

33 Allum, Cliff (2019) What do we know about exchange for development? A literature review of the evaluation studies of the NOREC exchange program.

34 KPMG / Olsen, Elisabeth (2019) Study of Government Institutions Exchange of Staff

35 Syed, J., Özbilgin, M. (2009).A relational framework for international transfer of diversity management practices. International Journal of Human Resource Management,20(12) 2435-2453

36 Shore, L.M., Cleveland, J.N., Sanchez, D. (2018).Inclusive workplaces: A review and model. Human Resource Management Review,28(2) 176-189

37 Holvino, E., & Kamp, A. (2009). Diversity management: Are we moving in the right direction? Reflections from both sides of the North Atlantic. *Scandinavian journal of management*, *25*(4), 395-403

38 Cooke, F., Saini, D.S. (2012).Managing diversity in Chinese and Indian organizations: A qualitative study. Journal of Chinese Human Resources Management,3(1) 16-32

39 Klarsfeld, A., Ng, E.S.W, Booysen, L., Christiansen, L.C. and Kuvaas (2016). Comparative equality and diversity: Main findings and research gaps. Cross Cultural and Strategic Management,23(3) 394-412.

40 Pringle, J.K., Ryan, I. (2015).Understanding context in diversity management: A multi-level analysis. Equality, Diversity and Inclusion,34(6) 470-482

41 Holvino, E., & Kamp, A. (2009). Diversity management: Are we moving in the right direction? Reflections from both sides of the North Atlantic. *Scandinavian journal of management*, *25*(4), 395-403

42 Pitts, D.W., Wise, L.R. (2010). Workforce diversity in the new millennium: Prospects for research. Review of Public Personnel Administration,30(1) 44-69

43 Kulik, C.T. (2014).Working below and above the line: The research-practice gap in diversity management. Human Resource Management Journal,24(2) 129-144.

44 Madera, J.M. (2013). Best Practices in Diversity Management in Customer Service Organizations: An Investigation of Top Companies Cited by Diversity Inc.. Cornell Hospitality Quarterly,54(2) 124-135

45 Holck, L. (2016). Putting diversity to work: An empirical analysis of how change efforts targeting organizational inequality failed. Equality, Diversity and Inclusion,35(4) 296-307

will realise their full potential at work through, and that innovations will result from, the variety of perspectives, experiences, and backgrounds that a diverse workforce may bring.[46] Knights and Omanović took a critical stance on the role of the business case within the diversity management research, arguing that other perspectives, such as the values of human rights, justice, equality, and sustainability are neglected in the diversity management literature. They further argue that the exclusive focus on the business case, where diversity leads to commercial benefits, could potentially harm the case for workplace diversity, because if it does not deliver what it promises, the interest in diversity could decrease.[47]

3.6 SUMMARY AND CONCLUSIONS

There has been a significant increase in the number of papers published on diversity management in the last decade. This literature review has highlighted three major topics in the recent diversity management literature: leadership, implementation, and inclusion. First, an organisation's strategy and leadership play an important role in diversity management: managers impact employees' perception of diversity, and they can contribute to creating an inclusive and open work environment. Second, on the implementation of diversity management strategies, the research has shown that it is important to address this at multiple levels and to consider how these are interlinked and connected before selecting what strategy to implement and how. Training and mentoring can have a positive impact on the success of diversity management in an organisation, but the training must be specifically tailored to the organisation and its aims. Third, an inclusive work climate creates more involved workers, but although the literature has provided several approaches and measures to promote inclusion, there is little consensus on which measures are the most valid.

The literature review has also highlighted three research gaps in the literature. First, there has been a lack of focus on how national context influences diversity management and which strategies should be implemented. Some research has been done on the influence of the Scandinavian context, and some reports on diversity in Norway have been published, but there remain notable gaps in this area. There has also been a lack of research on which diversity practices to utilise and what the relationship between theory and practice is. The third research gap that has been highlighted, and criticised, is the emphasis that has been put on the business case in the diversity management literature, while the benefits of a diverse workforce beyond increased innovation and profit have often been neglected. The research gaps suggest that diversity management is not a universally agreed upon concept, and raise questions such as how diversity management is implemented in practice, and what need there is for adjustments for cultural context.

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46 Chrobot-Mason, D., Aramovich, N.P. (2013). The Psychological Benefits of Creating an Affirming Climate for Workplace Diversity. Group and Organization Management,38(6) 659-689

47 Knights, D., Omanović, V. (2016). (Mis)managing diversity: Exploring the dangers of diversity management orthodoxy. Equality, Diversity and Inclusion,35(1) 5-16

4. STATISTICAL ANALYSIS OF NOREC'S EXIT SURVEYS

This chapter presents the results from the analyses of Norec's exit surveys conducted in the period 2015 to 2019. The analyses were conducted on existing data consisting of 1,306 observations. A more thorough description of the methodology and steps performed in the factor analysis and regression analysis is provided in the Annex. It is important to note that the data include responses from exchange workers from all countries who stayed in host organisations based in every region that has participated in the Norec exchange programme. This means that the experiences of exchange workers in non-Norwegian host organisations also inform the results. The quantitative analyses are used as a basis for assessing whether Norec, on a general level, succeeds in facilitating and achieving a high level of workplace integration.

In the presentation of the results, we disclose:
1. The exchange workers' experience of workplace integration
2. What internal and external factors influence the degree of integration they experienced
3. How successful Norec's integration efforts have been

4.1 DEGREE OF EXPERIENCED INTEGRATION

As mentioned earlier, the exit survey is not specifically designed to measure the degree of integration the participants experience in their host organisation during the exchange. Neither does it ask about the different diversity management tools that might be employed by the organisations to facilitate workplace integration. However, the surveys do include questions that touch upon pertinent aspects of the degree of workplace integration experienced. These survey items are congruent with familiar concepts in the literature

on workplace integration, understood as the process of becoming connected to the social system in the organisation, through relations with co-workers and functional involvement with the productive tasks they are engaged in.[1] The questions address both (A) how well the participant was fit into the productive tasks of the organisation:

- (A.1) The host partner made me feel that my role was important and valuable
- Did your host organisation:
    - (A.2) Make use of your knowledge and skills?
    - (A.3) Fit you into the institution's work pattern and routines?
    - (A.4) Put you in the right place in the organisation?

And further, (B) to what the extent the participant felt like part of the team in the new organisation:

- Did your host organisation:
    - (B.1) Integrate you socially in the workplace?
    - (B.2) Integrate you socially in the host community?
- (B.3) I felt welcomed and appreciated by the staff

They thus capture different dimensions of workplace integration. We chose the term "Professional integration" to refer to the former, and "Social integration" for the latter:

A. Professional integration: to what extent the temporary worker feels integrated professionally
B. Social integration: to what extent the temporary worker feels integrated socially.

Clearly, the survey items do not provide an exhaustive account of the degree to which the respondent was

integrated in the workplace. If the survey had been designed with that aim, it would have included survey items that addressed additional aspects of both professional and social integration, such as to what extent they were invited to join formal and informal meetings, to what degree they felt encouraged to voice their opinion, whether their contributions were made visible and valued, and so on.

To test the assumption that the survey items capture two different aspects of workplace integration, we performed a factor analysis on the existing survey material. The factor analysis confirmed that the responses to most of the survey items grouped together as expected, with the exception of "I felt welcomed and appreciated by the staff", which was split evenly between the dimensions and was therefore removed. The dependent variable "Professional

integration" is therefore based on the five survey items listed first above (A.1-A.4), and the dependent variable "Social integration" is based on those listed after (B.1 and B.2), except, "I felt welcomed and appreciated by the staff" (B.3). The response sets for each item in the dimensions are 5-point Likert scale items from strongly disagree, through somewhat disagree, neither agree nor disagree, somewhat agree to strongly agree.[2] The score is the average agreement with the statements that make up the professional and social integration scales.

Figure 1 below shows the frequency distribution for the mean-item summated scores for professional

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[2] The mean-item summated score is an individual's summated score divided by the number of items.

FIGURE 1: Frequency distribution of dependent variables (N=1306)
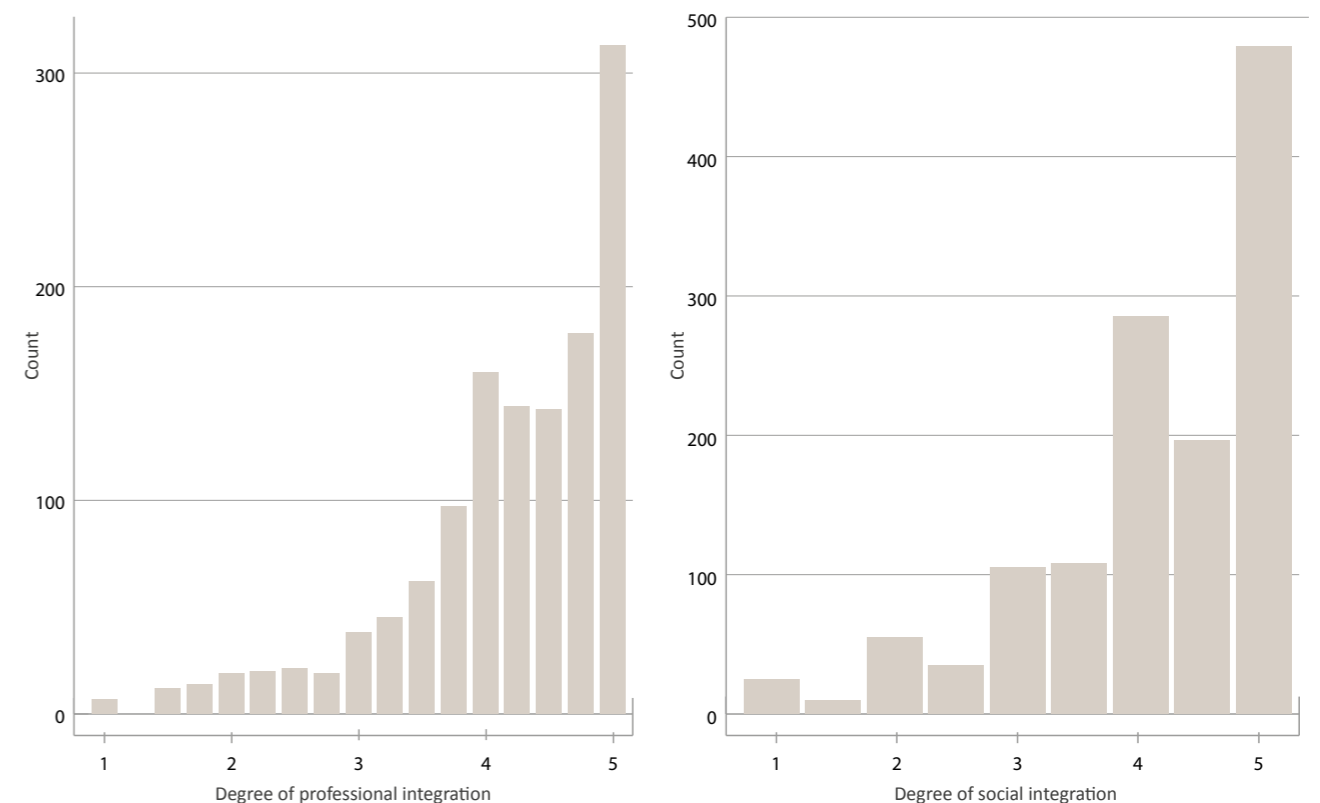
Source: Norec, Exit survey, 2019

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[1] See for example: Johnson, Doyle Paul (2008): «Integration and Social Order at the Macro Level: Parsons' Structural-Functional Perspective». In: *Contemporary Sociological Theory*. New York: Springer.

integration and social integration. In the context of a statistical analysis, these are called the dependent variables, since the aim is to explain their variation, which depends on the variation in the independent variables.

The figure shows that most temporary workers considered themselves well integrated, both socially and at work. Since the mean-item summated score for professional integration was based on more item scores than the social integration dimension, the number of decimals is also larger. Therefore, the bars in the first graph are narrower and more numerous. This makes it hard to determine whether the degree of experienced professional integration is higher than the degree of social integration (or vice versa) just by looking at the graphs. The mean (of the mean-item summated scores) for professional integration was 4.15, and for social integration was 4.11, indicating only a slight difference between the two.

Our results thus indicate that the host organisations and Norec have been relatively successful in promoting both professional and social workplace integration.

4.2 CAUSES OF DIFFERENCES IN EXPERIENCED INTEGRATION

The variation in the professional and social integration experienced by the exchange workers can be explained by different internal and external factors. Some potential factors that could produce an increase or decrease in the experienced integration were mentioned in the survey material. In a statistical analysis, these are called the independent variables. After some preliminary analyses, described in more detail in the Annex, we included the following in the analysis:

- Did you have a supervisor or mentor at your host organisation (other than the contact person)?
- My job requirements at the host partner were clear.
- To what extent do you agree or disagree with the following statements regarding exchange experience?
  - I experienced racial/gender/age discrimination
  - My health/safety was compromised
- How were you recruited to become an FK3 participant?

- Host organisation's constitution ("Civil society", "Private business", "Public/semi-public sector")
- Host organisation's continent (Africa, Asia, Europe, South America)

These survey items fall into three categories: (1) organisational/management tools or practices at the host organisation's disposal that could plausibly influence the integration success, that is: how well the participant was put to productive use and became acquainted with his or her colleagues (had mentor, job requirements were clear); (2) experiences that could indicate a hostile work environment (experienced trait-based discrimination, health or safety was compromised, experienced/observed economic discrimination); and (3) structural factors outside of the control of the host organisation that could influence the integration success (recruitment method, continent of host, host organisation type).

The frequency distributions of the independent variables are shown in Figure 2, right. Most of the exchange workers had a mentor and most reported their job requirements as being clear. They typically did not experience discrimination based on race, gender, or age, and generally did not feel their health or safety was compromised, although a substantial minority reported such experiences. Most were recruited internally or were a member of the sending organisation, and they usually went on to work in civil society organisations.

Norec have been relatively successful in promoting both professional and social workplace integration
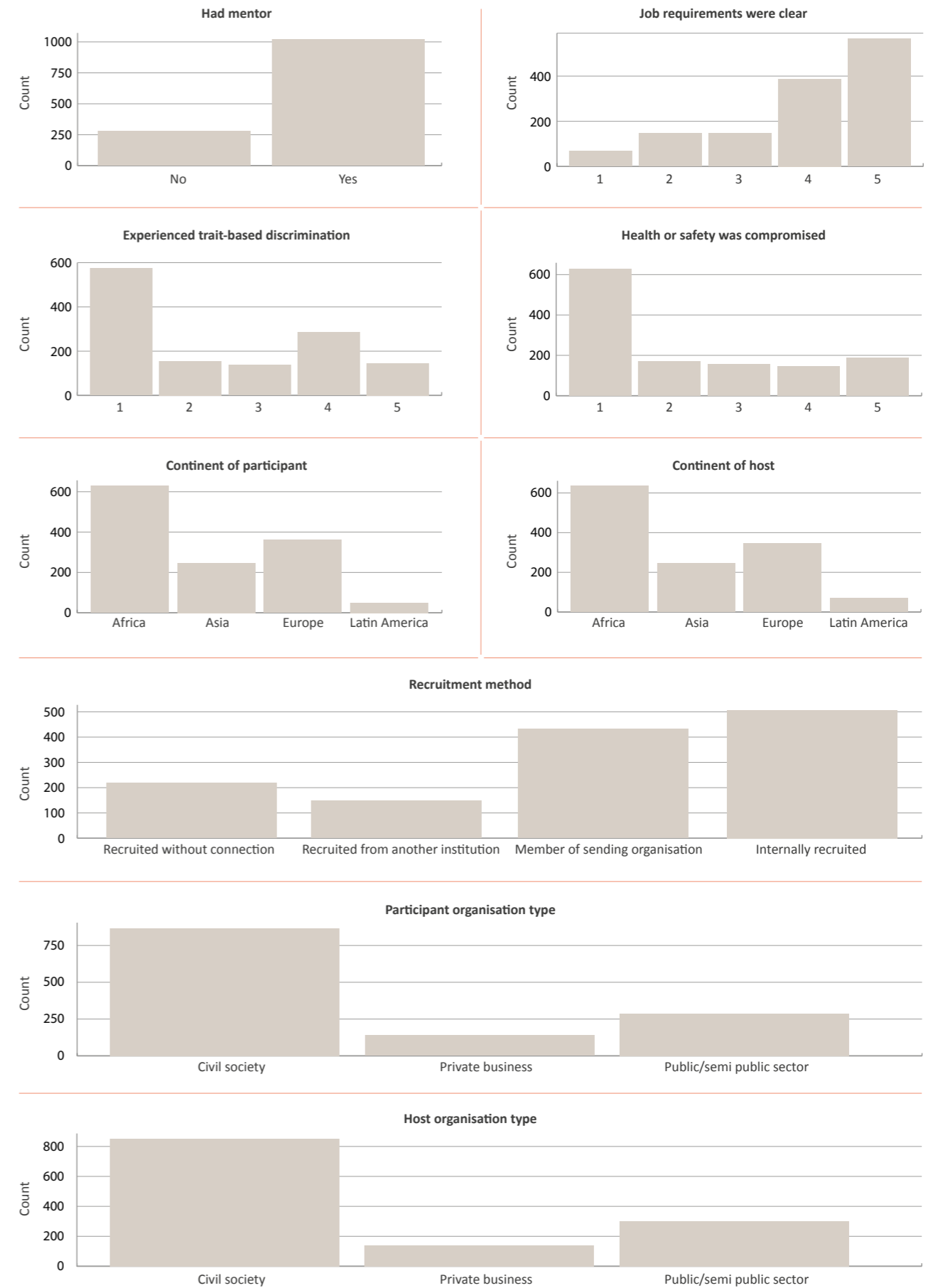
4.3 EXPLAINING THE DIFFERENCES IN EXPERIENCED INTEGRATION

To investigate how the independent variables influenced professional and social integration, we conducted regression analyses. This method is used to describe the direction and strength of the linear relationship between dependent and independent variables and quantifies how much the dependent variable increases when the independent variable increases by one scale unit. This makes it possible to compare the effects of different independent variables on the dependent variable.

In this section, we report the results from two models, which are specified in greater detail in the Annex. Both models estimate the effects of:

- Having a mentor
- Job requirements being clear
- Experiencing trait-based discrimination
- Having one's health or safety compromised
- Continent of host organisation
- Type of host organisation

Model A estimates their effect on professional integration and Model B estimates their effect on social integration. The results of the analyses can be viewed in the tables below:

TABLE 3: Regression results for Model B: Social integration

Term	Coefficient	SE	T.statistic	P.value
(Intercept)	3.94	0.06	66.28	< 0.001
Had mentor	0.22	0.07	3.4	< 0.001***
Job requirements were clear	0.37	0.03	14.07	< 0.001***
Experienced trait-based discrimination	-0.05	0.02	-2.81	0.005**
Health or safety was compromised	-0.02	0.02	-1.36	0.175
Continent of host organisation: Asia	0	0.06	0.08	0.936
Continent of host organisation: Europe	0.1	0.06	1.76	0.079
Continent of host organisation: Latin America	0.43	0.1	4.42	< 0.001***
Organisation type of host: Private business	-0.04	0.07	-0.49	0.622
Organisation type of host: Public/semi-public sector	-0.22	0.06	-3.69	< 0.001***

Observations: 1306
Adjusted R^2: 0.285
Residual standard error: 0.8288 on 1296 degrees of freedom

TABLE 2: Regression results for Model A: Professional integration

Term	Coefficient	SE	T.statistic	P.value
(Intercept)	4.07	0.05	90.31	< 0.001
Had mentor	0.13	0.05	2.68	0.008**
Job requirements were clear	0.47	0.02	24.03	< 0.001***
Experienced trait-based discrimination	-0.01	0.01	-0.7	0.481
Health or safety was compromised	-0.03	0.01	-2.07	0.039**
Continent of host organisation: Asia	-0.13	0.05	-2.69	0.007**
Continent of host organisation: Europe	-0.05	0.04	-1.34	0.182
Continent of host organisation: Latin America	0.04	0.08	0.47	0.639
Organisation type of host: Private business	0.02	0.05	0.41	0.68
Organisation type of host: Public/semi-public sector	0.06	0.04	1.48	0.14

Observations: 1306
Adjusted R^2: 0.469
Residual standard error: 0.628 on 1296 degrees of freedom

The first column indicates which term in the model the output pertains to. The intercept is usually the expected value of the dependent variable when all independent variables are kept at zero. In this case, it is the expected value of the dependent variable when the Likert scale independent variables are kept at their typical values (mean), the respondents did not have a mentor and were employed in an African host organisation in the civil society sector.

The other terms are the variables that are entered into the analysis. Since two of them are categorical, they were entered as separate dummy variables for each category. They take only a value of 0 or 1 to indicate the absence or presence of category membership, respectively. For continent of host organisation, the reference category (when all dummy variables are 0) is Africa, and for organisation type it is civil society. When assessing the effects, one has to keep in mind that the increase or decrease is relative to the reference category.

The second column contains the estimated coefficients. The coefficients of the intercepts indicate that the expected level of professional integration is 4.07 (a little over 'somewhat agree'), and for social integration it is 3.94 (a little under 'somewhat agree'). The coefficients for the other terms indicate the effects; that is, how much professional or social integration increases if the independent variable increases by one Likert scale unit.

The last three columns indicate the statistical uncertainty of the results, or how likely it is that a random process could generate these results.

4.3.1 Interpretation and discussion of results

The results of both models indicate that the variables which are under the control of the host organisation. A positive number means an increase in integration and a negative number denotes a decrease.

In Model A, having a mentor made a difference of approximately 0.13 scale units, compared to not having one, controlling for the other independent variables. This effect size is not large, but statistically significant, indicating that it most likely is real (and not randomly generated "noise"). Strikingly, when contrasting the respondents who agreed strongly that their job require-

Having a mentor was somewhat more important in relation to social integration. The clarity of the job requirements also had the largest effect on social integration. (...) Having clear job requirements therefore also seems to have a substantial influence the degree of social integration

ments at the host partner were clear with those who disagreed strongly with this statement, the difference in professional integration (holding all the other variables constant) is 1.88. This means that the difference between these groups almost corresponded to moving from a disagree to an agree response. Comparing respondents who regarded the job requirements as clear with those who absolutely did not, the difference in experienced professional integration could almost change from 2 (somewhat disagree) to 4 (somewhat agree). This is a rather large effect size, which is also statistically significant. However, it is an open question whether this effect can be interpreted as causal, or if the survey question can be more reasonably understood simply as another measure of workplace integration.

Experiencing discrimination based on race, gender, or age had almost no effect on professional integration. The continent in which the host organisation was located also had little importance, although participants in host organisations based in Asia tended to

score lower compared those based in Africa. Exchange workers who went to Asia felt a little less professionally integrated than those who went to Africa. There were no significant effects of organisation type on professional integration.

The results of Model B indicated that having a mentor was somewhat more important in relation to social integration. The clarity of the job requirements also had the largest effect on social integration. The difference between those who disagreed strongly and those who

A greater level of inclusion also seems to be achieved by designating someone to show the newcomer how the workplace functions and connect with them on both a professional and social level.

agreed strongly was 1.48 scale units. Having clear job requirements therefore also seems to have a substantial influence the degree of social integration. Experiencing discrimination based on race, gender, or age, surprisingly, had little effect on social integration.

The continent of the host organisation did not have a significant effect, except when contrasting South American host organisations with all other countries; however, the number of both host organisations and participants from Latin America was lower than for any of the other continents, raising the question whether they are different in some important way that could account for the observed discrepancy.

4.4 SUMMARY AND CONCLUSIONS
Based on the quantitative analyses, we conclude that clarity in communication of job requirements and providing a mentor for the exchange worker are important to ensuring that the exchange worker feels accepted into the host organisation and like a member

of the team. Experiences that could indicate an insecure environment at work or in the local community had surprisingly little effect on the experience of integration. However, we do not have qualitative data that can explain this finding, since it was not a relevant theme in the Norwegian context. External factors such as location and type of organisation, did not have a significant effect on professional integration but had a greater effect on social integration.

The results of the statistical analysis indicate that the host organisation has control over the most important tools that could increase the level of both professional and social integration that temporary workers experience. Considered in conjunction with the qualitative findings, Norec could emphasise the importance of giving the exchange worker a clear role in the organisation with a thorough definition of job requirements. A greater level of inclusion also seems to be achieved by designating someone to show the newcomer how the workplace functions and connect with them on both a professional and social level.

5. SUCCESSFUL TEMPORARY INTEGRATION

This chapter will present and discuss which factors lead to successful temporary integration and what types of support from management, colleagues, or the workplace are helpful for successful integration. The chapter aims to answer the following two research questions:

- Which factors lead to successful temporary integration, both for the employees themselves and in the form of long-term benefits for the organisation?
- What levels and types of support from management, colleagues, or the home organisation are necessary for successful integration?

5.1 BEFORE AND AT THE BEGINNING OF THE TEMPORARY STAY

Based on the case studies done with four organisations with extensive experience with temporary exchange stays, the preparations done in advance of the temporary workplace stays are important for successful integration.

5.1.1 Selection procedures
Allum's report showed that the quality of the recruitment process and selection criteria are significant in enabling learning among the exchange workers' organisations. This requires thorough planning of the temporary stay and a matching of temporary workers' skills to the job requirement.[1] As Figure 3 below shows, the majority of the temporary workers were recruited because they were either working for an organisation or were a member of an organisation that was a partner in the exchange cooperation.

The selection process contributes to ensuring that the temporary workers have the required qualifications

FIGURE 3: How were you recruited to become a Norec participant? (in %)

Source: Norec, Exit survey 2019

to succeed in their work and to be integrated abroad. However, the main finding from the interviews was that the main factor related to the selection process that contributed to successful workplace integration was the workers' motivations for living abroad and integrating. Although qualification does play a role, as found in other research,[2] the workers' motivation for staying abroad and integrating was highlighted by several informants as being more important. For instance, one Norwegian Band Federation (NMF) temporary worker said: "*Being motivated is the most important thing, and I think because of this, the application process is important.*"

5.1.2 (Pre-stay) preparation
One of the findings from the interviews was that the preparations the temporary workers undergo, either

in their home country before moving abroad or at the beginning of their temporary stay, are important to the success of integration.

The information that is given to the temporary workers at the beginning of their stay relates to both their workplace and the work they will be completing, as well as information on Norway and Norwegian culture. Both are important for successful workplace integration, and the informants said they found this to be helpful for navigating their stay. For the Red Cross, clarification of expectations was highlighted as a key theme during workers' pre-stay training. The temporary workers who said they felt well prepared before the stay, including knowing the plans for the project they would be working on and what they would be doing during their stay, felt that started working abroad was easier. This is aligned with the finding in the KPMG report that the importance of being included in the preparation phase is important for temporary workers' learning.[3]

> It was the first time in Halliburton, that I had an introduction to Norway – an informal introduction through the Stavanger Chamber of Commerce. That helped.
> – Temporary worker, Halliburton –

The information given as a part of the preparation for the stay should be clear and consistent. It is, according to the informants, important that the information includes work-related information, such as what the workers will be doing at their new workplace. The information should also include more practical information. Examples given include the tax system, transportation, unions, and how to open a bank account. Good communication and clear communication lines from the pre-stay and throughout the stay are also important for successful temporary workplace integration.

> For me [the most important success factor] has been the communication lines...how clear

they are, so you are not confused about where to go or who to ask for certain things. It is very clear, so you know where to go. I guess if communication is good, then everything becomes easier for you to do. For me, the communication has been the best.
> – Temporary worker, NMF –

5.1.3 Work and workplace introduction
The next important step after preparation and pre-introduction, mentioned by many of the interviewees, is for the temporary workers to be introduced at work to their colleagues. This step can also contribute to successful temporary workplace integration through preparing their colleagues, introducing the temporary workers early on, and through including and integrating the temporary workers within the workplace to a high degree from the start of their stay. This includes equipping the temporary workers with keys to the building, supplying the appropriate equipment for the work to be carried out, and including the temporary workers in meetings and social gatherings, such as lunch breaks. In particular, providing the workers with the appropriate equipment is essential so that they will be able to complete their work, and to emphasise that they are considered a valuable resource making a contribution to the workplace. The literature review found that helping temporary workers to learn the local workplace culture through clear and transparent information is also important for integration, an argument which was echoed by the informants.

The interview findings further suggest that the workplace temporary workers are arriving at also needs to be prepared for their stay. For example, the workplace should have concrete plans for the work that will be conducted and how integration will take place, in advance of the temporary worker's arrival. The workplaces with extensive experience in hosting temporary workers seemed to succeed better with this. One of the NMF organisers explained the importance of good preparation in the workplace, stating the following:

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[1] Allum, C. (2019) What do we know about exchange for development? A literature review of the evaluation studies of the NOREC exchange programme.

[2] See for example KPMG / Olsen, Elisabeth (2019) Study of Government Institutions Exchange of Staff

[3] KPMG / Olsen, Elisabeth (2019) Study of Government Institutions Exchange of Staff.

I think that to have a good preparation period and anchor it in the work environment, that is a success factor. You succeed better with a positive attitude. The preparation is perhaps the single most important part – to be prepared for what you think it is about. Then you are better prepared if it becomes something completely different than what you first thought, and you will be better able to change course.

An important part of the workplace introduction is the transfer of expertise and experience from previous years. This is something informants from all four cases mentioned, and the organisers of the temporary workplace stay all strive to improve the experience for new temporary workers based on the experiences of the previous cohort. In some of the cases, this is done formally through evaluations and reports from previous workers, while in others it is more informal; either way, this could potentially improve the learning experience from previous stays by establishing better routines for transfer of expertise and experience. In turn, this could enhance both the integration of the temporary workers, and the organisational outcome, as the programme undergoes annual improvements. One of the responsible organisers at OsloMet, for example, stated:

We use the evaluations actively to prepare for each year. Next year's programme will be even better. We also get input along the way [...]. We try to capture those inputs and do something about them. It is an ongoing process.
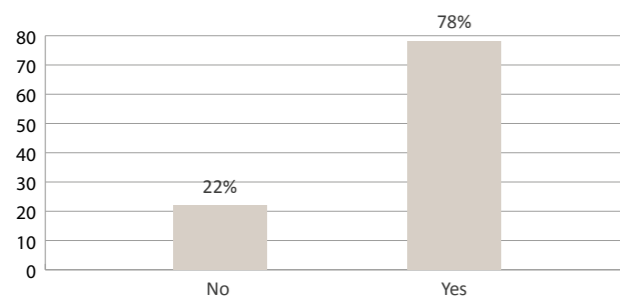
5.2 DIVERSITY MANAGEMENT AND MENTORSHIP

The literature review showed that diversity management strategies and implementation of diversity training can have an impact on how well foreign workers are integrated into a new workplace. This was also highlighted in the interviews but, and supporting the findings in the literature, mentorship was considered the most effective strategy to help with workplace integration, and was the most used strategy.

None of the cases have an active strategy for diversity management, although several are diverse workplaces or diverse organisations, and have values connected to diversity. This is an area where more focus, such as through establishing diversity management strategies and aims, and anchoring diversity management among the top managers, could contribute to further improving workplace integration.

The diversity management strategy that has been utilised to the largest degree by the cases is some form of mentorship, which has been employed in all the cases, although sometimes under other names, such as 'contact person' or 'fadder'. The quantitative data from Norec's exit survey (Figure 2) confirms that most of the temporary workers at Norec had some form of mentor during their stay abroad, and those who did not have a mentor reported that they would have benefited from having had one (Figure 3).

How the mentorship was organised and how formal the position of mentor was, varied among the cases. In some instances, the primary task of the position was to be a contact person rather than a mentor; although the contact person was not necessarily tasked with the
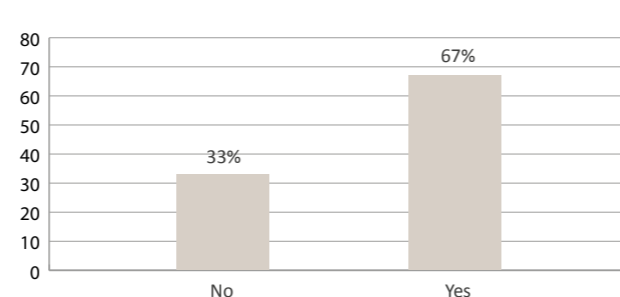
same responsibilities as a mentor, they often performed many of the tasks that might be expected of a mentor. Mentorship, or a similar role, was mentioned as helpful for workplace integration in all cases. It was reported that mentors often helped with both the practical issues regarding moving to a new location and work-related issues. The literature review also highlighted mentorship as an integration strategy, representing a way to address information and training needs, which the mentors in all four cases contributed to.

Fadder[4] helps with everything social. I think the choice of the fadder was one of the top three things that happened to me here. It was such a good match. Not only having a fadder, but to find someone that you get along with.
– Temporary worker, OsloMet –

5.2.1 Adjustments to culture

The literature review highlighted that diversity management in the Norwegian context has been under researched, and that local and cultural context have played only a minor role in diversity research thus far.[5] Research has also found that an awareness of the host country's institutional context and cultural traditions is important for understanding how to manage diversity issues.[6] Temporary workers participating in the Norec partnership exchanges come from all over the world, as highlighted by the figure below, and context is therefore likely to be of importance in diversity management and integration.

Based on the findings in the literature review, the informants were asked if they think successful workplace integration requires adjustment to either the context of their country of origin or to the Norwegian context. The consensus, both among the temporary workers and the organisers and employers, was that the primary focus must be on adjusting the introduction and integration process to the individual's personality, skills, and knowledge. Only some minor adjustments were suggested to accommodate cultural differences. Thus, the research

FIGURE 6: Participants by continent
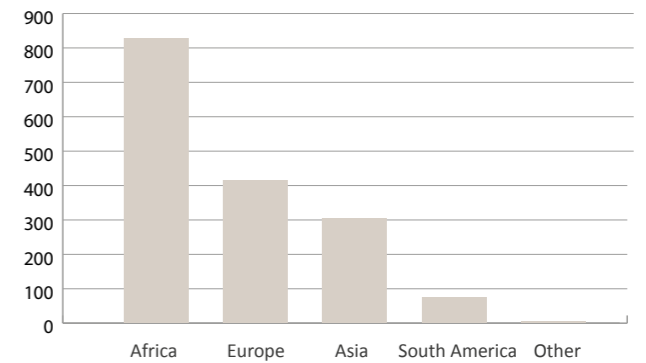
Source: Norec, Exit survey 2019

gap in the literature concerning the lack of research on how diversity management can and should be adjusted to context, appears to have only limited relevance. The view on cultural adjustments to diversity strategy is illuminated in the following quotes from interviews:

Work is work everywhere. It is the same problems and challenges.
– Temporary worker, Halliburton –

We have only had participants from South Africa, but I think it would largely be the same challenges, relatively independent of where you come from. There are cultures that lie within us that they will bring along, naturally enough [...]. It is about communication and making plans and being able to adjust and reverse those plans a bit.
– NMF Organiser –

Research has shown that integration is experienced individually, but within the cultural context of the country of origin and the new country.[7] However, there

FIGURE 4: Did you have a supervisor or mentor at your host organisation (other than the contact person)? (In %, N=1308)

Source: Norec, The Exit survey 2019

FIGURE 5: Do you feel you could have benefited from having a supervisor/mentor? (In %, N=348)

Source: Norec, Exit survey 2019

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4 Buddy/mentor
5 Shore, L.M., Cleveland, J.N., Sanchez, D. (2018).Inclusive workplaces: A review and model. Human Resource Management Review,28(2) 176-189
6 Cooke, F., Saini, D.S. (2012).Managing diversity in Chinese and Indian organizations: A qualitative study. Journal of Chinese Human Resources Management,3(1) 16-32

7 Castaneda, E (2018) A Place to Call Home. Immigrant Exclusion and Urban Belonging in New York, Paris, and Barcelona.

are some specific Norwegian cultural aspects that could be important to consider in the temporary workplace situation, a factor which was mentioned by both temporary workers and organisers. One aspect that was highlighted is the "open-door policy", and the often less hierarchical structures of Norwegian work life. It was also mentioned that Norwegians are often perceived to be closed towards unknown people, and this is something that is easier for foreign workers to understand if informed about in advance. Expectations of punctuality is another factor, and preparing temporary workers for the weather was also mentioned by several workers.

> Generally, just knowing the dos and the don'ts, and appreciating that they love the social distance, I think that's very important, so that you don't get a culture shock.
> – Temporary worker, Red Cross –

5.3 WORKPLACE INCLUSION

Inclusion is defined as the situation where people can be fully themselves, while also contributing to the larger collective, as valued and full members.[8] An inclusive organisation or business is one where all workers are accepted and where their contributions are valued and respected.[9] In an inclusive organisation, employees are willing to participate more fully, and discrimination and harassment tend to be lower.[10] Including the temporary workers fully into the organisation or the workplace, valuing their work contributions, and giving them opportunities to voice their opinion are important for successful workplace integration.

In the cases that have succeeded in including temporary workers into the organisation's formal and informal systems, temporary stays have typically been more successful, both for the temporary worker and for the organisation itself. Informal measures include meetings that are often not entered in anyone's calendar, such as 'coffee-talks' or lunch breaks, while formal measures include official weekly meetings. Both were mentioned by the temporary workers themselves as significant

to their feeling of workplace integration. In particular, including the temporary workers in lunch agreements, such as purchasing, making, and cleaning up after lunch, was brought up several times by the informants as a simple measure that contributes to inclusion, where one of the keys to inclusion is to invite temporary workers into situations where other employees would be included. Formal and informal inclusion is something NMF has worked on improving and has succeeded with, as can be seen from the following quotes:

> The time they spend at the office, we have focused on including them in the routines we have in our office. They are included in the social groups we have. They are offered the same as other employees with regard to training as part of their working hours, and we cover the training fees. Many have especially highlighted the lunch group, and it has been important to include them there. [...] Another thing I think has been positive is that they have started to take part in weekly meetings in the office, even though it takes place in Norwegian. Either way, it's about being present.
> – Organiser, NMF –

> I think they have been good at, in the workplace, it's not only the project information that we are getting. We are included in all the meetings that are happening in the office itself and being updated on what the office itself is doing. [...]. I think that has made things easier for us.
> – Temporary worker, NMF –

> The integration into the office environment was very good because they have certain traditions they follow in the office, and from day one they included us in the different tasks that everybody does in the office.
> – Temporary worker, NMF –

A part of inclusion is the feeling that the temporary workers' contributions are valued and respected. This feeling has been established through being able to present the project the temporary workers are contributing to in various relevant and formal arenas and having other employees ask questions and show interest. This has the added benefit of increasing the knowledge about temporary workers' efforts in the organisation, and contributes to establishing expectations regarding the contributions of their projects to the workplace. This, in turn, contributes to establishing the temporary workers' projects as organisation-wide activities, which Allum highlights as important[11], and to anchoring the projects in the organisation, as knowledge about the projects is increased among co-workers and managers who are not directly involved. This can also contribute to the organisation acquiring long-term benefits through the temporary workers' projects becoming better understood outside of the directly involved co-worker and managers, as highlighted by the quote below.

> Many people [in our organisation] may not see exactly what they are doing because the project is a little on the side, so it is not always that the other employees see what they are doing. So, communicating in weekly meetings about what they are actually working on has helped them get more into the social and professional environment at work.
> – Organiser, NMF –

Thus, including the temporary workers in situations where other employees would be included and giving them the time and space to talk about their work and their project, or voice their opinion on relevant questions, contributes to a feeling of inclusion and is essential for successful temporary workplace integration. It is important that the individual contributions of the temporary workers, and the different perspectives they can bring, are valued. Inclusion implies mutual respect, pluralistic values, and contributions that are valued equally,[12] and it is important for the work-

places to recognise this if they are to gain benefit from the unique knowledge that temporary workers can contribute.

5.4 SUMMARY AND CONCLUSIONS

In this chapter, we have explored which factors lead to successful temporary integration and what levels of support are necessary for successful integration. There are several measures that can be taken to achieve success in this regard. The preparations before the temporary stay, the introduction to and inclusion in the workplace, and well-established expectations among both employees and temporary workers are all important for successful temporary workplace integration. Further, building on and learning from previous stays, with the aim of continuously improving the integration process, can be beneficial for the integration of temporary workers. This is particularly relevant in view of Allum's finding that experience of running exchange programmes leads to more effective stays. However, learning from experience could, in many instances, be implemented more formally to ensure that the knowledge gained and lessons learned are brought forward and integrated for the next cohort of temporary workers, and thus improve integration in the long term.

Successful temporary workplace integration in Norway requires planning, clear expectations, and a focus on inclusion. The introduction when the temporary workers first arrive in Norway and to their new temporary workplace is essential to establish good integration early on. One significant theme in this context is the *clarification of expectations*, so that the expectations of both the workplace and the temporary worker are aligned, which reduces conflicts. It is important that the information provided is clear and consistent and includes both work-related and practical information.

According to the literature, diversity management has a potential impact on workplace integration for temporary workers. Diversity management can also contribute to the organisation deriving greater benefit more from the temporary workers' stay. However, none of the cases studied in this research have an active and explicit strategy on diversity management; thus, it is difficult to state any significant conclusions on the impact of this. The one exception is regarding the use of mentors, or a similar role, something which has been implemented in all the cases. Mentorship is considered a useful strategy for the integration of temporary

8   Shore, L.M., Cleveland, J.N., Sanchez, D. (2018). Inclusive workplaces: A review and model. Human Resource Management Review,28(2) 176-189
9   Boekhorst, J.A. (2015).The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. Human Resource Management,54(2) 241-264
10   Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, et al. (2015). Inclusive workplaces: Lessons from theory and practice. *Vikalpa, 40*(3), 324-362.

11   Allum, Cliff (2019) What do we know about exchange for development? A literature review of the evaluation studies of the NOREC exchange program.
12   Traavik, Laura (2006) Ledelse av mangfold. Fra https://www.magma.no/ledelse-av-mangfold [21.07.2020]

workers, and the quantitative data have shown that those who did not have a mentor believed that they would have benefitted from having one. Mentors help with both practical and work-related issues, and can be very important for the temporary workers' integration. This strategy should thus be continued, and possibly even strengthened in the cases where the mentor is not officially tasked with a mentor role. The literature also supports the idea of formalising informal practices to provide mentoring support.[13]

The findings have further highlighted the importance of including and integrating temporary workers in the workplace to a high degree from the start of their stay. This includes equipping temporary workers with keys to the building, supplying the appropriate equipment for the work to be done, and including them in meetings, social gatherings, and non-work-related tasks. Treating temporary workers similarly to permanent workers is a key factor for successful temporary workplace integration. Inviting the workers into both formal and informal situations can also increase the long-term

benefits for the organisation, as it helps anchor temporary workers' activities as a part of the organisation's work, rather than a side project, and ensures that co-workers and managers are aware of the projects and contributions of temporary workers.

In contrast to the findings of the literature review, the consensus among informants was that temporary workplace integration generally does not need to be adjusted to context, but rather should be adjusted to their individual personality and knowledge. However, some issues are specific to the Norwegian context and, as such, temporary workers should be informed on such points; these issues include expectations to be punctual, the 'open-door policy', and the 'closedness' of Norwegians.

The cases that have succeeded in including temporary workers in the organisation have often seen more successful temporary stays, both from the perspective of the temporary worker and of the organisation itself. Simple measures such as including the workers in lunch arrangements or weekly meetings are important; the key to inclusion is inviting temporary workers into situations where other employees would be included.

13 Farquharson, K., Hewege, C. (2017).Workplace integration: The lived experiences of highly skilled migrants in Australia. Equality, Diversity and Inclusion,36(5) 437-456

6. LIVING SITUATION AND SOCIAL WELLBEING

In this chapter, we aim to discuss and analyse the research question: How does the living situation outside of the workplace affect the integration of foreign workers?

Integration is here understood as broader than workplace integration, also including the individual becoming a part of the local community. The inclusion of living situation in a discussion of workplace integration is grounded in the hypothesis: how temporary workers live during their stay in Norway affects their integration. In all the four cases, informants mentioned that the benefits of labour exchanges are influenced by the living situation of temporary workers, which affects their ability to understand the historical, social, and cultural context of Norway, which in turn affects their capacity to fit into the workplace. Thus, considering living situation will increase the likelihood that temporary workers will perform well in the workplace, and enhance learning and knowledge sharing.

In this context, 'living situation' is defined as the housing conditions outside the workplace, such as where temporary workers live, the standard of their accommodation, the people with whom they live, and the informants feelings of being safe in their temporary home and neighbourhood. What people consider to experience as a high degree of wellbeing varies from person to person, as it is impacted by their life situation, including age, family situation, motivation for the stay, and personal financial position.

It is important to highlight that the informants representing the four cases had different understandings of how a temporary worker's living situation influences their integration. The living environment is also understood as very important among the HR management in Halliburton and OsloMet, though the opportunities to influence and help accommodate newly arrived temporary workers differ between the two institutions.

6.1 SOCIAL WELLBEING

The informants all agreed that social wellbeing is important and that it affects temporary workers' ability to do a good job. Social wellbeing (the social dimension of health) refers to our ability to make and maintain meaningful positive relationships and engage in regular contact with other people in our world – family, friends, neighbours, and co-workers.

Social wellbeing was identified by the World Health Organization (WHO) as a central component of individuals' overall health, as early as 1948. The concept has since been conceptualised and operationalised in many ways. Wellbeing is a subjective term.[1] Generally, it refers to a state of being for individuals or groups; this state of 'being' is often evaluated against a set of social ideals, which indicates that wellbeing is a social construct. There is an additional obfuscating trend within the literature, which is to describe wellbeing as a product of an individual dimension of social life – be that economic, political, communal, health-related, or any other social dimension. Among the informants, social wellbeing was particularly linked to two factors:

- safety
- social belonging

Feeling safe is important for most people, and perhaps particularly so people living abroad for a short or long period. Feeling safe is essential for being able to enjoy the local environment, make use of leisure facilities, and visit places and events after working hours. By contrast, the feeling of being unsafe might prevent participation in activities and decrease the use of leisure facilities in the local community. For temporary workers, this could lead to a high degree of distrust of Norwegian society and affect their focus on doing a good job for the host organisation.

1 Teghe and Rendell (2005). Social Wellbeing: A Literature Review School of Social Work & Welfare Studies, CQU: Rockhampton

Feeling safe is essential for social belonging in the workplace and the local community. The findings from the exit survey were further elaborated on in the qualitative interviews, where the interviewed temporary workers agreed that Norway is a safe country. One of the informants representing the Red Cross commented that feeling safe is:

> [...]part of the integration. The surrounding areas, it can affect if you find somewhere not so friendly, it can even affect your stay.
> – Temporary worker, Red Cross –

The temporary worker confirmed that social belonging, both within and outside the workplace, is important for good integration. The feeling of belongingness contributes to mutual learning between temporary workers and permanent employees/the host organisation. Social belonging is a sense of relatedness connected to a positive, lasting, and significant interpersonal relationship, and is reflected in social feedback, validation, and shared experiences. The partner organisations of Norec often attempt to support social wellbeing by offering common living rooms for temporary workers:

> Now they live in their own apartments, two and two. Some are very outgoing, while others are introverted and just stay in the apartment. We have discussed whether it is the best form. [...] We have been focusing on wanting them to use and participate in the Norwegian society. Earlier, the participants lived outside of Oslo. The disadvantage was that when they left home, they would not go out again. Therefore, we moved our participants closer to the city centre. It's about social wellbeing. They need easy access to the workplace and after-work activities.
> – Organiser, NMF –

6.1.1 Accommodation

Social belonging as a factor for successful temporary workplace integration, is not necessarily associated with only the workplace. If the temporary workers are left to themselves significant parts of the time during their stay, they are often less active in their leisure time and they make less effort towards taking part in the local community, which in turn can lead to dissatisfaction. One finding is that it may be easier to engage with the local community and participate in activities if two or more people do it together. Therefore, several of the host organisations have made efforts to settle temporary workers in shared accommodation so that they can jointly explore and engage with the local environment. For those host companies that welcome young workers, shared accommodation is an important tool for increasing the workers' social wellbeing as quickly as possible upon arrival.

Offering shared accommodation with other temporary workers is a common way to effectively include and integrate temporary workers into local communities, as it means that the participants have someone to spend their leisure time with. This way of supporting new employees is common in Halliburton. At OsloMet, temporary workers can be offered temporary bed-sit at the student organisation. For new employees without a family, Hallburton often offers accommodation in apartment houses or apartment complexes owned or rent by Halliburton. OsloMet does the same for its new employees. For some working immigrants, this residence can become permanent, while for others it is a temporary solution until they find a more permanent residence. There are several reasons for providing such accommodation.

First, the experience of arriving in a new country without a place of residence can be difficult. Both Oslo and Stavanger are known as expensive cities to live in, which may mean it will take longer for new residents from other countries to find a place to live that is within their financial limits and which is also located within an easy distance from the workplace. Second, joining a new community is a way of getting to know more people who are in the same situation, even in the early stages of their work. For those who come without an offer of housing, cheap guesthouses and AirBnB are often a solution. These informants emphasise that finding quality accommodation in large and expensive cities such as Oslo can be challenging.

Although both OsloMet and Halliburton frequently offer new employees a temporary housing solution, most informants stated that they did not feel completely 'at home' until they were in a permanent home that they could use as they wished during their stay.

> So, I came first to find a place to stay. She came after three months. I had to find a flat myself. I stayed in AirBnB for 3 weeks. And I found an apartment. Finding a place is a challenge in Oslo. It is difficult for foreigners. Especially if you come with your family.
>
> It is also expensive in Oslo – also, if you live outside Oslo you need more transport. I used to commute one hour and half.
> – Temporary worker, OsloMet –

6.2 THE SIGNIFICANCE OF FAMILY

An important distinction in workplace integration between the Norec temporary workers and the cases of OsloMet and Halliburton relates to the importance of family. Regardless of living situation, family was mentioned as an important factor in temporary workers' experience of wellbeing during their stay in Norway. While Norec's workers are usually young people, the employees of Halliburton and OsloMet are typically older. Often, temporary workers are specialised, high-skilled workers. Their stay in Norway is part of their career development and Halliburton and OsloMet temporary stays normally lasts longer than that of the Norec cases.

In the case of Halliburton, the expat informants, in general, were middle-aged men who had arrived with their wives and children. One of the temporary workers in Halliburton explained that:

> The family makes a huge difference. It helps and makes it easier to socialise. Especially in a new country. The family component is important. I wanted them to come at once, from day one. Family is the most important.
> – Temporary worker, Halliburton –

For the Halliburton temporary workers, who refer to themselves as expats, they see living and working abroad as a way of life – a lifestyle. Expats do often have work experience in several countries. The expats' job situation, being employed in a multinational company with a corporate structure that extends across large parts of the world, often means their work location changes. One of the expats in Halliburton stated that:

> Norway is my fifth country. Normally, I spend 2–3 years in each country. I have my family in Norway. My wife is here. My daughters are students and have moved out. I believe, a big part of full integration is related to how the family relates to the new country. The family must mix in. It has been a good opportunity for my family to grow. They were able to see extremely rich people and extremely poor. We are adaptable – you start from scratch every 2–3 years.
> – Temporary worker, Halliburton –

Family is often an entranceway to different milieus and an opportunity to interact with both Norwegians and foreigners. In family spaces such as kindergarten, school, and leisure activities for children and adults, temporary workers meet other families. For the expats, their spouse's ability and motivation to socialise is an opportunity to meet others outside of work, people other than those who they would meet during the work day. Among the spouses of the temporary workers interviewed for this research, many seek out environments such as churches, various interest organisations, and schools where they can contribute and do voluntary work, and thus find a pathway toward socialising and participating in Norwegian society.

Since temporary workers in the Norec exchange programme rarely come with a family, those who work around the temporary workers often try to include the workers in their own families. The extent to which temporary workers are invited into the families of colleagues depends on the wishes and needs of the temporary workers, but also on the colleagues' opportunities to contribute in given situations.

Those from Nepal I, brought with me at family dinner and some such holidays, because they get more insight into Norwegian culture. We haven't been as good this year so. I think being more aware that our employees take responsibility and systematising it a bit more. Be more aware that everyone must contribute there.

– Organiser, Red Cross –

In today's situation, where Norec participants typically arrive alone, without a family, settling families is not an issue. However, including participants in typical family activities can be an important step in expanding participants' understanding of the Norwegian job context. However, if Norec can only assign single individuals and cannot include their family, they are at risk of losing talented potential participants.

6.3 SUMMARY AND CONCLUSIONS

This chapter has illustrated several points regarding how foreign temporary workers' living situation outside of the workplace affects their integration, and how this in turn influences the benefits of labour exchange

programmes. The temporary workers' living situation affects their capability to understand the Norwegian historical, social, and cultural context, which affects their ability to fit into the workplace. Thus, a positive living situation increases the likelihood that temporary workers will perform well, and enhance learning and knowledge sharing across the host and home company.

The informants agreed that social wellbeing is important for temporary workers and that it affects temporary workers' ability to do a good job. The informants considered social wellbeing to be particularly linked to two factors:

- safety
- social belonging

Our study indicates that the elements related to living situation that enable temporary workers to feel safe and experience social belonging include:

- central housing: temporary accommodation should provide easy access to the workplace, city centre activities, public transport, and the like
- shared accommodation for people coming alone
- family: an important factor, but not currently relevant for Norec's temporary workers

7. RISKS AND BARRIERS

In this chapter, we will discuss the main risks of and barriers to temporary workplace integration and how these can be mitigated. We will also briefly explore how negative experiences and new challenges influence the integration process, although this is not a topic that the informants had much to say on. Unsurprisingly, language is considered a major barrier, and was mentioned by several interviewees as having the greatest negative influence on temporary workplace integration. Besides language, social life outside of work, how the temporary workers are viewed in the workplace, and how their knowledge is utilised and applied, were highlighted as barriers to integration by the informants. These barriers will be identified and summarised in this chapter, though some have been introduced and expanded on in the two previous chapters.

7.1 SOCIAL AND WORK-RELATED BARRIERS

Socialisation outside of work was mentioned by several of the interviewees as a barrier to their integration. This was seen by the temporary workers as a cultural barrier they had to adjust to, and their explanation was that Norwegians are introverted. How well socially integrated the workers were outside of work varied between organisations, and depending on which year they had been staying. Some years, the social integration outside of work has been highly successful; other years, less so. This is, to some degree, up to the temporary workers themselves, and thus related to the workers' individual personality, motivation, and interests.

Closely connected to this, is the financial situation of the temporary workers, as they need to have a certain financially flexibility to be able to participate in social events outside of work. Lack of sufficient funds can be a barrier to social integration, one that can be overcome by providing sufficient funding. This has been the case for the two Norec cases. For the temporary workers in OsloMet and Halliburton, financial situation is not an important consideration for integration. However, one issue that was brought up is employability for temporary workers' spouses. Informants who bring their

family to Norway often perceive a barrier if it is difficult for their spouse to find work even when they have a desire to and have relevant education.

7.1.1 Social barriers

The interviews also raised questions about what social integration outside of work should look like, and specifically, whether temporary workers should be encouraged to have a social life outside of work with other locals to increase intercultural learning during their stay in Norway, or if the aim should rather be simply that they have a rich social life. Social life outside of work is, however, something that is dependent on the temporary workers themselves: how much initiative they take, and their personality. Regardless, the workplace can help by taking responsibility for including the workers in activities outside of work and the workplace. A large part of the social life of the temporary workers in Red Cross and NMF is linked to the other person they are on temporary stay with, as most temporary stays through the Norec system is done in pairs. The temporary workers mentioned that they saw this as beneficial because they had someone to ask for help, someone to talk to, and someone who shared their experience; however, some also mentioned that they would potentially have been more socially integrated in Norway if they had come alone. During the last temporary stay, NMF tried to also give the workers tasks to complete independently, rather than in a group, with the aim of making them more independent from each other. One temporary worker reflected on being two on temporary stay together, arguing:

If you were alone, it would push you to the edge where you need to go out and talk to people. We only go to other people if we really don't understand. If you were alone, you would really need someone you could talk to. It would have been different. I don't know if it's a good thing or not. I'm on the fence – it's good that it has been the two of us, but would you learn more, would you get to know more from other people if you were alone?

– Temporary worker, NMF –

One measure that NMF has implemented to help the temporary worker grow their social network is to encourage and facilitate participation in activities outside of work. In particular, NMF have encouraged and facilitated participation in a band. The temporary workers who bring a family often get involved with voluntary work with the aim of establishing a social network outside of work. Mapping the temporary workers' non-work-related interests and advising them as to where and how they can participate in those activities could potentially increase their social integration in Norway. However, representatives of NMF also commented on how social integration has been and continues to be a challenge:

Inclusion in the workplace – you have both the work and the social. I felt that we had good control over the content of the job, and not so much control over the social. We have had to work on that a lot. There are not so many meeting points in the personal plan, because everyone is at different stages in life. It has been a challenge for us, we have solved it by letting them work a lot outside of the office in the beginning, we set it as a criterion that they should play in a band, included it as a work assignment, but it was for social reasons.
– Organiser, NMF –

7.1.2 Work-related barriers and job requirements
Allum's review from 2019 identified that some northern partners in Norec did not make effective use of the skills and talents of participants from the south.[1] This both hampers the integration of the temporary workers and limits the benefits the organisation can derive from their stay and, thus, it is an important barrier to temporary workplace integration. Successful temporary workplace integration includes overcoming the knowledge challenge early on, considering the stay to be a reciprocal knowledge exchange and applying the temporary workers' skillsets to areas where they can contribute to the organisation. Overcoming work-related barriers is important for integration for the

temporary workers and for ensuring the long-term benefits of the exchange for the organisation.

One important aspect is whether the job requirements, and the expectations between the organisation and the workers, are clear and concise. According to Norec's survey, most temporary workers have found their job requirements to be clear:

FIGURE 7: **How would you describe the job requirements on a Likert scale, from 1 – not clear at all, to 5 – very clear**
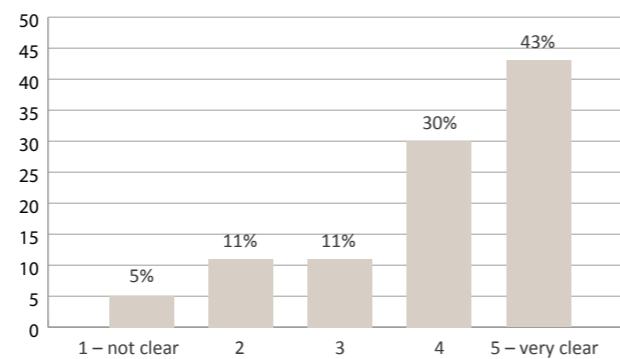
Source: Norec, Exit survey, 2019

The importance of clear job requirements was highlighted by two of the temporary workers, who experienced this issue differently:

The job requirement has not been clear. That was the worst part of working in Norway. The job requirements were not clear. They got funding to deliver something. To do that, they hired four PhD students. That is not clear, not even after one and a half years.
– Temporary worker, OsloMet –

The job requirements were clear even before I came here and before the preparation course, because we had a three-day session where we analysed and looked at our job. The job

description was clear. It was basically clear, even when we got into the office it was exactly the way we were told, in my opinion.
– Temporary worker, NMF –

One aspect of the work requirement that contributes to successful temporary workplace integration is the ability to adjust the work requirements according to the temporary workers' skill set. Mapping of temporary workers' skill sets can help with this. The temporary workers who are on an exchange (such as in the Norec cases) are in Norway both to learn and to contribute the knowledge they bring from their home country, and this contribution should be acknowledged. The Norec exchanges are reciprocal and the temporary stay is meant to benefit both the worker and the workplace, and this can only be the case if the temporary workers' competence is recognised and applied in the project. Representatives of NMF reported that this was something they have worked on, and which they see the benefits of, for both the integration of the temporary worker and for the organisation itself.

I think it is important to feel included, that we have an overview of the competence they have and look at them as a resource, and they get to use the resource they have and they are recognised. It is perhaps one of the most important things for me – they come with a different competence than we have.
– Organiser, NMF –

The informants in the Norec system also talked about how the work the temporary workers are doing, and the overall success of their stay, is connected to how the project they are a part of is viewed in the organisation. Allum's review found that a commitment from the leadership to positioning the exchange programme as an organisation-wide activity is significant in sustaining the benefits of the programme,[2] and is important for the integration of temporary workers. The NMF PULSE project had previously been

on the periphery of the organisation previously, and had a limited base from which the temporary workers could collaborate. Working on changing this has been important for NMF in increasing the value the temporary workers can contribute, and thus the long-term benefit for the organisation. Representatives from Red Cross similarly mentioned the importance of the project being strategically aligned with the whole organisation and its aims:

More on the strategic level, we want the programme to be more strategically aligned to the whole strategy of the organisation. If they were more integrated, they would be like any other worker. It isn't very good strategic integration saying this is really what they are going to add, and this is why we are bringing in staff, they just happen to be Colombian.
– Organiser, Red Cross –

7.1 THE LANGUAGE BARRIER
The main barrier to temporary workers and their integration in Norway, according to the informants, is language. A report by KPMG also points to language as a major barrier for learning.[3] The language barrier is especially significant at the beginning of the stay, and can impact how involved in the organisation the temporary worker is, how well socially integrated they are both in and outside of the workplace, and how well they are able to complete their work.

In all four cases, some form of language course has been available to temporary workers, but it has been utilised to a larger degree in the Norec partnership cases, where Norwegian language skills have been important for completing the work. Language skills are more important for these two cases because the work they are engaged in concerns Norwegian youth, who often are more comfortable speaking Norwegian. The language barrier also complicates integration at work due to small talk in the workplace often being in Norwegian, and although NMF have tried to account for this, they have found that consciousness of speaking

1   Allum, Cliff (2019) What do we know about exchange for development? A literature review of the evaluation studies of the NOREC exchange program.

2   Allum, Cliff (2019) What do we know about exchange for development? A literature review of the evaluation studies of the NOREC exchange program.

3   KPMG / Olsen, Elisabeth (2019) Study of Government Institutions Exchange of Staff.

Norwegian in informal settings is something that employees need constant reminders of. One temporary worker in Red Cross commented on how the language barrier affected integration, stating:

> We were working with teenagers, when they got really involved it was easier to speak in their native language, but as soon as they realised we didn't understand they would switch to English. When we started understanding it was really fun because they could continue in Norwegian.
> – Temporary worker, Red Cross –

The language barrier will likely always exist for temporary workers in Norway, and this barrier is strengthened when Norwegians feel uncomfortable speaking English. Both current and former temporary workers mentioned the importance of the language course, and several described it as the most significant integration measure during their stay. For the language course to have as much impact as possible, it is important that it starts early, possibly before the temporary workers arrive in Norway. Even knowing a small amount of Norwegian before or at the beginning of the stay will increase the interaction the temporary workers are able to engage in, both at work and socially.

> Firstly, the Norwegian courses made a huge difference to our working situation. We were working with a lot of kids and they don't understand English. Learning Norwegian was one huge factor.
> – Temporary worker, NMF –

> Learning the language before coming here, that can really help with easy integration. Even the exchange programme timeframe is really limited to learn and work immediately. If they can speak a little Norsk [4] before coming, or have the will to learn the language, that would be nice.
> – Temporary worker, NMF –

7.2 SUMMARY AND CONCLUSIONS

The primary barrier to workplace integration in Norway is the language. In the case programmes, this has hampered both integration at work and the work that temporary workers are able to complete successfully. This barrier also means that progress in both the work and the integration of temporary workers is slower, which is problematic in a temporary situation where workers only stay for a limited period of time. Furthermore, there are no easy solutions to overcome this barrier, as learning a new language is not necessarily achievable for or during a temporary stay. However, early language courses, preferably before the start of the stay, have been useful for at least partially overcoming the language barrier; acquiring some language skills before arriving means that workers will be able to start working efficiently sooner. Several of the interviewees highlighted language courses as the most important contribution to their integration into the workplace and the work, and this has particularly been true for the Norec partnership cases, where the temporary workers' activities often include younger children who do not necessarily speak English.

Ability to socialise outside of work is another factor that was mentioned by the interviewees as a barrier to their integration. The social life outside of work of the temporary workers in Red Cross and NMF outside of work is linked to a large degree to the other person who they are on temporary stay with. This has both advantages and disadvantages, but it is safe to assume that some encouragement of individual tasks could be beneficial for making temporary workers less dependent on each other. Regardless, social integration outside of work is largely up to the individual temporary workers, though the workplace can help through facilitating social events and making an effort to invite the temporary workers to social gatherings.

In addition, being aware of and understanding the knowledge that temporary workers contribute, and how this can be best applied, is a potential barrier that was mentioned by some respondents. Also relevant to this is a consideration of the temporary workers' expectations of their stay and their contributions during the stay; overcoming this potential barrier requires alignment of expectations, and good communication.

8. TEMPORARY VS LONG-TERM WORKPLACE INTEGRATION

In this chapter, we will explore and discuss how temporary workplace integration is different from other forms of workplace integration, and what implications this has for integration efforts. Here we will look at temporary workplace integration from a broader perspective, and will discuss how and to what degree temporary workplace integration is unique.

When asked about the differences between temporary and long-term integration, most informants argued that the difference is minimal and not significant. The same processes are required, and the same issues can arise when integrating temporary and long-term workers. However, there are some differences, such as constraints of both time and resources. Undeniably, the 'temporary' nature of the position will have an impact, regardless of how much of the integration and integration processes is the same. The temporary nature can have an impact on the mindset, attitude, and goals of the temporary workers, and of their workplace. The below interview excerpts highlight some of the informants' considerations regarding the difference between temporary and long-term workplace integration:

> No – it is the same. I believe it does not make any difference.
> – Temporary worker, Halliburton –

> If you are going to be included permanently, then you need to understand the steps long-term, whereas if you are temporary, you may be able to prioritise a bit regarding what will be done in that year or a half. But there is an advantage to think that one should be permanently integrated, because then you get a slightly different way of thinking.
> – Organiser, NMF –

8.1 TIME LIMITATIONS

Temporary workers are limited to a pre-determined time period for their stay in Norway. For the two cases in the Norec system, their stay is less than one year. In the two cases outside of Norec, the temporary workers usually stay for a longer period in Norway, so the time dimension is not as pressing as in the Norec cases. Settling into a new country and work environment takes time, and the pressure to complete this as fast as possible is higher the shorter the stay is.

For temporary workers, the duration of their stay plays an important role. In the first month or so they must adjust and start their work, and this needs to happen faster than either a permanent or a longer-duration temporary stay situation would have required.[1] The worker needs to get settled in, learn routines, and become familiar with the language. Organising a bank account and other practical requirements also takes away from the time available to get settled in and start working. "It's almost like boom, boom, boom, you need to adjust to everything in a month," as one of

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4   Norwegian

1   According to KPMG the temporary workers need the first months to settle into their new job and working environment.

the current temporary workers at NMF explained. The temporary nature of the stay also has implications for social integration in the workplace, as it creates lower incentives for the rest of the workplace to get involved, since they know the temporary workers will be replaced by new workers the next year. The Red Cross have solved this issue by having the temporary workers placed at different locations each year. Although this ensures that the temporary workers are not constantly replaced by new temporary workers, it also means that the workplace cannot build on experiences from previous stays to the same degree as could be achieved otherwise, as new people are involved when new districts host temporary workers.

However, the time sensitive component of a temporary stay also has some positive implications. The temporary workers know that they will only be staying for a certain amount of time, and so they have to make the most out of the time they have available. This is the case regardless of how long term the stay is, provided it is temporary. The temporary situation can also be associated with a higher degree of flexibility than a permanent position can provide with regard to the processes and procedures that permanent employees must adhere to. For the workplace, too, there are benefits; it means they receive workers with different competences every year, and projects will benefit from continuous new input from temporary workers with different knowledge and skill sets.

8.2 RESOURCE LIMITATIONS

Integration for the temporary workers needs to take place quickly, but it is restricted by resource limitations. As temporary workers stay for shorter periods, this raises the question of the amount of resources that should be spent on them. The amount of resources that is both available for and worthwhile spending on temporary workers is often less than for someone who

will be staying permanently. The resource question was raised by respondents in both the Norec system cases and by OsloMet. The resources spent on integration of the workers needs to be adjusted to the temporality of the stay. For the Red Cross, the issue has been connected to the high cost of fully integrating temporary workers into their HR systems, and the organisation has decided that the costs involved mean this is not viable for temporary positions. The quote below explain how NMF consider the question of resource allocation versus time spent with the organisation:

More resources are put into integrating them quickly and efficiently so that they can make good use of their time. It needs to be done faster, but it is not necessarily as cost-effective compared to someone who is there permanently. You have to have good solutions to do it quickly, but without taking up too much resources, because it has to be done with new people every year.
– Organiser, NMF –

8.3 WORK-RELATED LIMITATIONS

The work that temporary workers complete during their stay is often shaped by the temporality of their residence. The aim of the work is often to establish projects that can continue after the workers end their stay. The exception to this is OsloMet, where the temporary workers, to a much greater extent, finish their project before their stay is complete, and also often bring the work home with them when they leave. Those who do not necessarily finish their work before they leave need to establish projects that are not dependent on the individual worker, but that can be continued when workers leave, or which the next group of tempo-

rary workers can take over. The work that is being completed by temporary workers also needs to be adjusted to the level of knowledge and skill each worker brings at the beginning of the year. This means that it is important for the workplace to adjust expectations and work tasks to new workers, not based purely on what the former workers were able to do during their work exchange period.

For NMF, the aim has been that the PULSE project should focus on projects that local bands should be able to manage, to some extent, by themselves after the workers leave.

When people come temporarily, everybody has a different attitude. They know we are here temporarily, we do not set any long-term goals. The goals are different.
– Temporary worker, Halliburton –

I also think when it comes to integration and the tasks that we are doing, with someone who is temporarily here, everything we do has to be sustainable because we are not here forever. It has to be things that, even when we are gone, can be run and done by the people who are here.
– Temporary worker, NMF –

8.4 SUMMARY AND CONCLUSIONS

The main differences between temporary and long-term workplace integration are the time the workers have to get acquainted and integrated, the projects the workers contribute to while on their stay, and the resources that are available for their integration.

However, besides these three themes, the integration processes used for temporary and permanent workers are similar, and the same issues can arise when integrating both kinds of workers.

The limitations on time, resources, and work are different for a temporary worker. The duration of a temporary worker's stay plays an important role: they have a shorter time to adjust, get organised, get acquainted with the country and the workplace, and to start their work than they would in non-temporary situation. The advantage of this is that the temporary workers know they are only staying for a certain amount of time, and are aware of the need to get as much out of the time as possible.

As temporary workers are with the organisation for short periods, and particularly when new temporary workers arrive annually, their stay is impacted by the level of resources that can be expended on their integration, where amount of resources that is both available and worthwhile spending on temporary workers is often lower than for someone who will be staying permanently.

The third difference between long-term versus temporary workplace stays are the time horizon of the projects these workers contribute to. The aim of the work completed during temporary stays is often to establish projects that can continue after the workers leave, and that can be further developed by new temporary workers.

9. CONCLUDING REMARKS

This report has examined temporary workplace integration in Norway, employing a mixed method approach to collect and analyse data, utilising a literature review, and both quantitative and qualitative analysis.

This report has shown that the factors contributing to successful temporary workplace integration include the selection of motivated workers; a well-managed introduction which establishes clear expectation between the workplace and the worker; a prepared workplace; and the inclusion of the worker, both socially and at work. Furthermore, successful temporary workplaces value the unique contributions that temporary workers bring, and ensure that the workers are tasked with work that is relevant to their skillset and knowledge, while also integrating them into work situations where other employees would be involved. The selected cases highlighted the importance of having both formal and informal systems in place, and of including temporary workers in both, to help them become well integrated into the workplace. Inviting temporary workers to the same formal and informal events as the permanent workers is an easy measure that should be implemented in any temporary work situation. This has the added benefit of more strongly anchoring the project the temporary workers are involved with in the wider business or organisation, and contributes to increasing the knowledge of the work they are doing among co-workers and managers. This contributes to increasing the long-term benefits for the organisation and the reciprocal dimension of the stay, as both the project and the work done by temporary workers become integral parts of the organisation's work, rather than a side project; so too does anchoring the project in the organisation and gaining commitment to the project from management and leadership.

The living situation outside of the workplace, the language, the social situation outside of work, and the job requirements can all function as risks and barriers to temporary integration and temporary workers' achievement during their stay. Some of these barriers, such as the language barrier, are unlikely to be overcome during a shorter stay in Norway, but a language course begun at an early point can help minimise the barrier. Furthermore, the temporary workers' access to quality accommodation that is located relatively close

to the workplace and social activities is important for integrating them outside of work and ensuring that the social barrier is mitigated. The findings both of the case studies and the document analysis point to the importance of temporary workers being tasked with work that fits with their skill set and knowledge. The temporary work stays in the Norec cases are meant to be reciprocal, meaning that both the workplace and the workers benefit; for this to occur, the workers need tasks that enable them to contribute. This barrier can be mitigated by a mapping of the workers' skills, and depends on the workplace's ability to adjust the project based on workers' skillset.

The literature review highlighted a major increase in the number of papers published on diversity management in the last decade. Furthermore, it identified three major topics in the more recent diversity management literature: leadership, implementation, and inclusion. The literature review also revealed that mentoring can have a positive impact on the success of diversity management in an organisation. As diversity management strategies have not been utilised to a significant degree by any of the four cases, it is difficult to say what impact they could have had. However, it is likely, based on the findings of the literature review, that the cases could have benefitted from having a diversity management strategy. However, mentorship had been applied in all four cases, and both the quantitative and qualitative studies, and the literature review, suggested that this can be important for integration. Mentorship could most likely benefit from being formalised in the cases where it is not currently; in addition to this, a good introduction course, clear communication lines, and clarification of expectations are important types of support from management, colleagues or the home organisation required for good temporary workplace integration.

The quantitative analysis of the surveys conducted by Norec showed that the Norec participants consider themselves to be well integrated, both in the workplace and socially. The explanatory factor that seems to have the largest influence on both social and professional integration is how clear the job requirements are for the participant and whether or not they have a mentor; both of these factors are under the control of the host organisation. However, it is interesting to note that the

qualitative data indicates that negative experiences do not have a high impact on the experience of workplace integration.

The literature review highlighted that not much research has been carried out on temporary workplace integration, and the study therefore used literature on diversity management as a starting point. However, the case studies were used to illuminate how temporary workplace integration differs from other forms of workplace integration. The findings showed that there are three main points of difference, and which have implications for the integration process; these are: time limitations, resource limitations, and work-related limitations. Temporary workers have to adjust to a new country and a new workplace quicker than a long-term employee would have to, and the resources that are necessary for integration and inclusion are not always prioritised for short-term workers. Thus, temporary workers often have to be integrated quicker and with less resources. The temporary nature of their placement also has an impact on the work they can complete. The case studies highlighted several different solutions to this: the projects either must be completed within the timeframe of the temporary workers' stay, or the projects must be continuous and able to be sustained after the temporary workers leave. The two Norec cases have almost exclusively utilised the latter solution, but there is potential for adopting the former strategy to a larger degree too, as this can contribute to giving the temporary workers a clear work task during their stay.

The report has highlighted several different specific recommendations for making temporary workplace integration successful. To summarise, the recommendations include:

Fully integrating temporary workers in the workplace. This includes giving them the proper equipment required to perform their role and inviting them to participate in both formal and informal settings, especially where other workers would be included. The evidence from the case studies is that this has a significant impact on integration and on the organisation's interest in the temporary workers' projects. These strategies should, therefore, be utilised by more of the case organisations to facilitate high temporary workplace integration.

Clarification of expectations between the workplace and the temporary workers in advance of the work exchange is essential to ensure that the temporary workers know what is expected of them. A part of this is ensuring that there are clear expectations and good communication about the work that the temporary workers are expected to complete. Further, it is essential that this work is relevant to the skills and knowledge the temporary worker brings to their stay, so that both the worker and the workplace can benefit.

Of the diversity management strategies, mentoring (or similar positions) has been the most used. The use of mentorship seems to contribute significantly to the integration of temporary workers through establishing a relationship where the temporary worker can easily contact someone with questions and/or for support. The cases where a mentorship scheme has not been officially established should consider doing so; in particular, the use of mentors who share regional knowledge with temporary workers and/or have experience as a foreigner in Norway, is effective and should be implemented to a greater degree.

Transfer of experience contributes to constantly improving the temporary stay programmes, the integration, and the workplace benefits gained from regular new temporary workers. Similar to the mentorship solution, this could benefit from being formalised to ensure that the experiences from the previous temporary workers are identified and learned from, and that the suggested improvements are implemented for the next stay.

Language is the main barrier to temporary workplace integration, and although this cannot be completely mitigated, early access to language courses is beneficial and can improve both working conditions and the social situation in the workplace.

Accommodation should be easily accessible so that the temporary workers can participate in social integration, both within and outside of work. The temporary workers also need to have sufficient funds to participate in out of work activities.

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11. ANNEX: INTERVIEW GUIDE

The following is the general interview guide used for the case study interviews. The interviews were adjusted for relevance depending on who was interviewed and conducted in English or Norwegian based on the informant's preference.

Introduction and general questions about temporary exchange integration:
- Could you tell me a bit about your organization and the temporary exchange program?
- What is your role?
- Why did you choose to participate?
- (temporary worker) How did you become an exchange participant?

- (temporary worker) How did you experience starting as an exchange participant in in this organisation?
  - What did the organization do to make you feel welcome?
  - How were you introduced to your new colleagues and tasks?
  - How long did it take before you were introduced to your work tasks?
  - Did your organization have/ follow a routine for introducing and welcoming new exchange participants?
- (organisation) What are your organization routines' for how to welcome new exchange participants?
- What does your host organization do to integrate the temporary workers?
  - Which of these do you think is the most effective / successful?
- Is there any other action you believe your host organization could do to help the integration for the temporary workers?
- (temporary worker) What has had the most significant impact on your integration process?
- All in all, how well do you think the exchange workers are integrated into the organization?

- Do you think that integration policies and strategies should be adjusted to the exchange participants origins? /
  - Do you think people from different backgrounds
    need different approaches or can one be used to integrate everyone?
  - Please, give examples

- Are there any special measures that should be taken to integrate temporary workers in Norway?
  - Please, give examples

- How do you think temporary integration differs from long term integration in a workplace situation?

- What are the selection criteria for participants, and how does this impact the integration process later on?
- Have you been on / involved with other exchanges? How did they compare when regarding integration in the workplace?

Diversity management
- Does your organization implement any strategies to manage diversity?
  - Are participants from different cultures introduced to the organization differently? (ask for examples)
  - Do you have any focus on providing assistance in understanding the local workplace culture?
  - Why / What outcome does the organization hope/ experience that this (will) lead to?

- (Manager) How committed is the organization to diversity and inclusiveness?
- (Manager) What are your diversity-related aims?

- How does the organization's leadership manage diversity?
  - What are typical success factors regarding diversity management?
- Exchange participant are at your organization for a limited period. Do diversity management differ regarding the length of the workers connection to the workplace?
- How does the organizations leadership contribute to inclusiveness in the organisations (culture)?

Diversity Training programs and mentorship
- (Managers and program responsible) Have the organization implemented any diversity training programs?
  - Which form does these have?
  - Are these also offered to exchange participants?
  - Do you follow this up with anything?
- (Temporary workers and co-workers) Have you participated in any diversity training programs?
  - What did you think of this, did you find it useful?
  - Do you think this was a good approach, or do you think others would have been more effective?

- Do you have a mentor (program)?
  - How does the mentor program work?
  - How is the mentor selected, and what does the mentor do?
  - What benefits do you consider this to bring?

Inclusion
- (temporary worker) Do you feel included in your organization, why is/isn't this?
- (others) What do you do to make the exchange participants feel included?
- (others) Do you have any strategies for fostering workplace relationships? How do you ensure that the exchange participant is included in those?
- Do you Integrate the exchange worker socially / are you socially integrated at the workplace?
- (temporary worker) What do you do as an exchange worker? Have the job requirements been clear?
- (temporary worker) Does the organization make use of your knowledge and skills?
- Do you think the living situation outside of the workplace affects integration?

CASE-STUDIES

All the temporary workers interviewed for Halliburton had previous experience living abroad, and of working for Halliburton, but the context and country were new to the workers interviewed. However, several of the temporary workers in the other cases had also worked or lived abroad previous to the stay relevant for the case interviews, and some had previous experience living in Norway. The interviewees were asked about their previous experiences and what learnings they could draw from their experiences.

The data collection for the case studies consisted of interviews with individuals relevant for the integration of exchange workers. Interviewees included:
• Current exchange participant / foreign employee
• Former exchange participant
• Staff and volunteers
• Supervisors
• Co-workers
• Mentors and other key supportive personnel

The informants from the two Norec cases were recruited through relevant contact points in the two organisations, provided by Norec. The informants in the other two cases were recruited with support from the workplaces themselves, whereby we were advised on potential informants and then made contact with these individuals. The interviews were semi-structured, based on an interview guide. The interview guide was developed based on the research questions, together with the findings from the literature review. The interview guide is attached in the Annex. The interviews were conducted over Microsoft Teams, due to the Covid-19 pandemic.

The table below shows the total number of interviews conducted for each of the four cases:

TABLE 1: Interviews

	Interviews in total	Current/former temporary workers
NMF	11	6
Red Cross	15	10
Halliburton	6	5
OsloMet	4	3

11.1.1 The PULSE project: Norges musikkorps-forbund

NMF was founded in 1918, is the largest interest organisation for bands in Norway. The organisation is nationwide and non-profit and has close to 60 000 members. Their values are 'Engaged, inspiring, inclusive;, and they aim to attract interest from all children, youth, and adults.

The PULSE – Music Matters project is a music and health programme initiated by Norges musikkorps-forbund (NMF) and the South African Field Band Foundation (FBF). The main goal of the project is to extend and share practical knowledge on how musical activities can be used to develop life skills and be health-promoting in different societies. Exchange of Norwegian and South African professionals' is the main methodology employed in the project. The project further aims to build and share knowledge, and to create techniques that can be used by both organisations.

The partnership between NMF and the FBF was first initiated in the 1990s, and the first exchange, under the project name *Bands crossing borders,* was conducted in 2001. The PULSE project was established in 2013 and had a larger focus on health promotion. Norec has been the primary source of funding for the project since its initiation.

The standard exchange period for the participants is 13 months, including two weeks of follow-up work after the end of the exchange. The participants from South Africa are recruited through the FBF and applicants must have been a staff member with a minimum of three years' experience in the FBF. They must also have good practical and theoretical music skills and complete a formal motivation letter.

The roles of the informants interviewed from the PULSE project included:
• Temporary worker
• Former temporary worker
• Co-worker
• HR
• Regional CEO
• Supervisor
• Project leader

11.1.2 Youth Delegate Exchange Programme (YDEP): the Red Cross

The Norwegian Red Cross is Norway's largest voluntary humanitarian organisation. The organisation was first established in Norway in 1865 and has approximately 130,000 members; it is divided into 19 districts and over 400 local branches.

The Youth Delegate Exchange Programme (YDEP) is a partnership project, currently between the Norwegian Red Cross, the Kenya Red Cross Society, and Colombia Red Cross. The project consists of mutual exchange, whereby Red Cross Norway both receives and sends temporary workers to and from the partnership organisations. The YDEP exchange project works on organisational development and capacity development of youth volunteers and youth structures in the participating national societies, focusing especially on young volunteers and strengthening structures for youth participation. The requirement for the temporary workers are that they are between 21 and 28 years old and have previous experience with either the Red Cross or the Red Crescent. In 2019/2020, the programme had workers on exchange in Bergen, Førde, and Sandvika, but other local Red Cross districts have also previously received temporary exchange workers. The work exchange lasts for one year in total, where one month is for preparation, followed by a nine-month posting abroad, and two months' follow-up work.

The roles of the informants interviewed from the YDEP included:
• Temporary worker
• Former temporary worker
• National coordinator
• International coordinator
• Local contact
• Co-worker
• Social worker

11.1.3 Halliburton, Sandnes department

Halliburton is an American multinational corporation founded in 1919, and one of the world's largest oil field service companies. Halliburton provides a range of services and products to oil and natural gas companies worldwide, with operations in more than 70 countries, and approximately 55,000 employees representing 140 nationalities worldwide. The company has dual head-quarters located in Houston and Dubai, but remains incorporated in the United States.

The Norwegian department of the multinational company is located in Sandnes, and has approximately 2,100 employees. As the company is specialised in the oil and gas sector, it is dependent on highly skilled workers and employees. Access to competent and specialised workers is ensured, among other strategies, by the use of foreign workers. The foreign temporary workers in Halliburton often refer to themselves as expatriates (sometimes shortened to 'expats'). In common usage, the term typically refers to professionals, skilled workers, or artists taking positions outside their home country, either independently or due to being sent abroad by their employers, which can be companies, universities, governments, or non-governmental organisations. Expats in Halliburton are recruited from all over the world.

11.1.4 OsloMet

OsloMet is an urban university based in Oslo with a diverse academic profile and a clear international orientation. The university was established in 2018 from the former Høgskolen i Akershus og Oslo, and currently has approximately 20,000 students. OsloMet has around 2,000 employees from 63 different countries. In 2019, the university had seven Ph.D. programmes with a total of 346 Ph.D. candidates. The case study of OsloMet focuses on international Ph.D. candidates who remain in Oslo for the length of their Ph.D.

Through the university's research and students, OsloMet seeks to respond to the needs of society and the labour market. OsloMet describes itself as forward-thinking and committed to adopting new technologies and innovative solutions that improve the way the university is run. The university adopted a new strategy in June 2017. One of the main goals in this strategy is that OsloMet should be an urban university with regional and national responsibilities, and with a clearly international character.

QUANTITATIVE METHODS

DEPENDENT VARIABLES

The following survey items were deemed to have a reasonable construct validity with the concept of workplace integration, although addressing different aspects of the theoretical construct:

- Did your host organization:
  - Make use of your knowledge and skills?
  - Fit you into the institution's work pattern and routines?
  - Put you in the right place in the organization?
  - Integrate you socially at the workplace?
  - Integrate you socially in the host community?
- I felt welcomed and appreciated by the staff
- The host partner made me feel that my role was important and valuable

We labelled these variables:
- use_skills
- fit_routines
- right_place
- int_work
- int_community
- welcomed_staff

The response sets are 5-point likert scale items going from strongly disagree to strongly agree. The questions all seemed to address either a functional dimension – how well the participant was fit into the productive tasks of the organisation – or an affective dimension – to what the extent the participant felt a sense of belonging. To former can be understood as to what extent the participant is integrated professionally and the latter socially.

To examine this more closely, an Exploratory Factor Analysis was conducted. This technique assumes that there are one or more latent variables which represent an organising principle of what is being measured with a number of observable variables. In this case, it's assumed that people will respond similarly to the different survey questions because they are all associated with the latent variable "workplace integration". To test this assumption, we calculated the pairwise Pearson's r correlations, shown in Figure 10. This measure varies between -1 indicating a perfectly linear negative relationship between the two variables and 1 indicating a perfect positive linear relationship. Correlations over 0.6 are considered quite strong, at least in the social sciences.
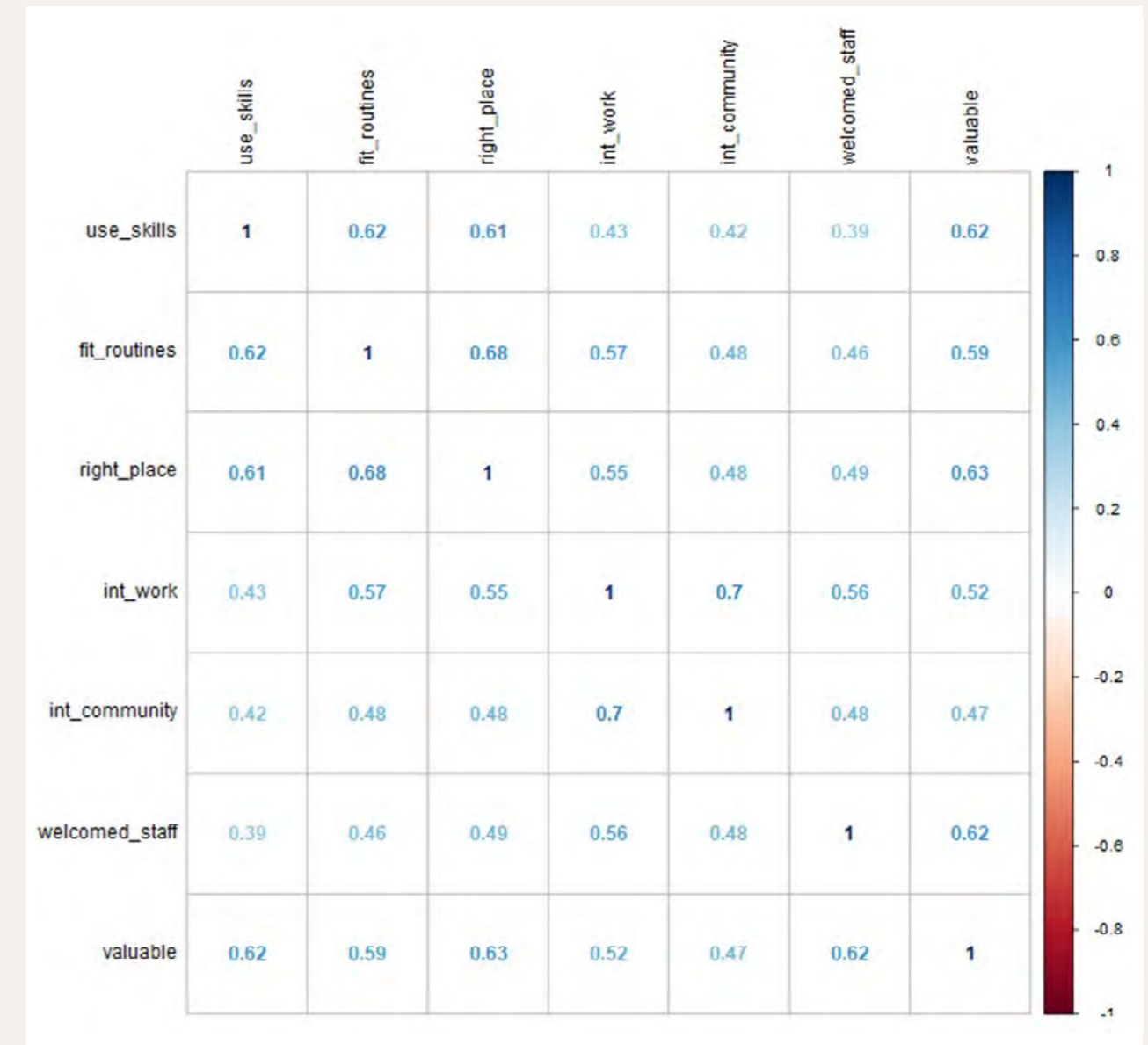
From the figure, we can tell that all variables have correlations with one or more of others that are sufficiently strong to proceed with the Factor analysis. The results of the factor analysis can be inspected in Table 4: Factor loadings (N=1306). Factor loadings indicate the variance in the variables which is explained by the factors and are equivalent to Pearson's r correlation coefficients.

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
use_skills	0.478	0.054	0.11	0.256	0.12	0.081	0
fit_routines	0.872	0.017	-0.027	0.009	0.011	-0.076	0
right_place	0.742	0.026	0.075	-0.055	-0.032	0.112	0
int_work	0.041	0.848	0.035	-0.082	0.058	-0.058	0
int_community	-0.018	0.813	-0.012	0.093	-0.065	0.066	0
welcomed_staff	-0.001	0.049	0.791	-0.04	-0.108	-0.08	0
valuable	0.06	0.008	0.737	0.058	0.145	0.111	0

We can see that the first three variables, use_skills, fit_routines and right_place, are mutually associated with Factor 1. The next two (int_work and int_community) have high loadings on Factor 2, while the last two (welcomed_staff and valuable) are mostly associated with Factor 3. The initial factor analysis thus indicated that there might be three latent variables, also corroborated by a Scree plot of the eigenvalues. Most of the variance was explained by the first factor, but the inflection point where the graph levelled off was present after the third factor.

However, moving forward with three factors in a new factor analysis showed that "welcomed_staff" split evenly between the second and third factor, and "valuable" loaded heavily on the third. The rest of the variables were split neatly between factor 1 and 2. When welcomed_staff was dropped, a factor analysis with two factors[1] produced a neat structure with the loadings split between two factors:

Variable	Factor 1	Factor 2
use_skills	0.859	-0.114
fit_routines	0.736	0.098
right_place	0.779	0.056
int_work	-0.016	1.009
int_community	0.208	0.568
valuable	0.733	0.057

[1] The estimation was performed with the fa function in the psych package, with minres estimation, which is similar to Ordinary Least Squares, as the algorithm is based on minimising residuals. Because of the correlation between Factors, oblimin rotation was chosen.

As we can clearly see in the table, the variables that seem to capture professional integration have high loadings on Factor 1 and low on Factor 2, and the ones that capture social integration on Factor 2. This is also illustrated in the diagram in Figure X. We therefore chose to label them as such.

FIGURE 11: Factor loadings and correlation between factors

Factor Analysis
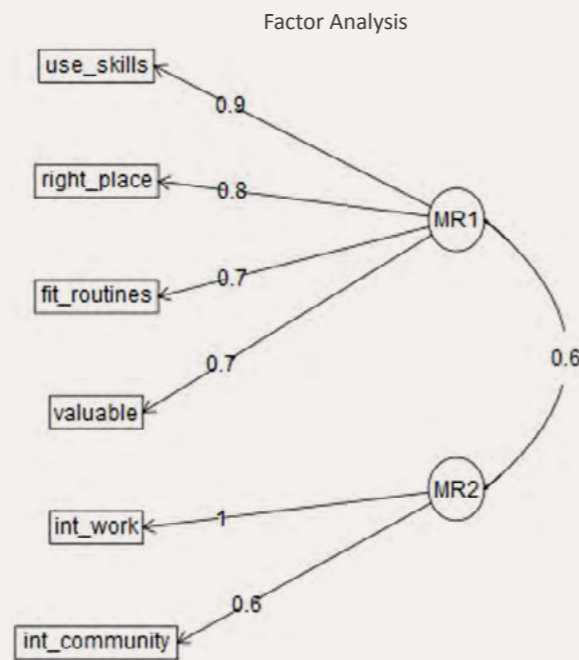
In the regression analyses we used both the factor scores and the mean item scores as dependent variables. Because the results did not differ much, we present the results from the mean item score analyses as they are easier to interpret substantively. The frequency distribution of the two dependent variables

are presented in Figure 4. Professional integration is the arithmetic mean value of four variables and Social integration of two, hence the higher spread on the X-axis of the first distribution. As can be observed, the distributions are highly left skewed, with most respondents being integrated quite well into the host organisations during their exchange.

INDEPENDENT VARIABLES

Originally the list of survey items we wanted to include in the analysis was as follows:
- Did you have a supervisor or mentor at your host organisation (other than the contact person)?
- The host partner clearly communicated its goals and strategies to me
- My job requirements at the host partner were clear
- To what extent do you agree or disagree with the following statements regarding exchange experience?
  - I experienced racial/gender/age discrimination
  - I experienced / observed harassment
  - My health / safety was compromised
  - I experienced / observed economic discrimination
- How were you recruited to become an FK participant?
- Host organisation's constitution ("Civil society", "Private business", "Public/semi public sector")
- Host organisation's continent (Africa, Asia, Europe, Latin-America)

We labelled them:
- mentor
- communication
- job_require
- trait_disc
- harass
- safety
- econ_disc
- recruit_method
- Continent_Host
- Orgtype_Host

These survey items fall into three categories: (1) organisational/management tools or practices at the host organisation's disposal that plausibly could influence the integration success, that is: how well the participant

was put to productive use and get acquainted with his or her colleagues (mentor, communication, job_require) (2) experiences that could indicate a hostile work environment (trait_disc, harass, safety, econ_disc) and (3) structural factors outside the control of the host organisation that can influence the integration success (recruit_method, Continent_host, Constitution_Host).

In a regression analysis it is important that the independent variables are not highly correlated with each other. If that is the case, it is not possible to determine whether it's an increase in the first or the second that produces an observed increase or decrease in the dependent variable. We therefore check the pairwise correlations between the independent variables which have five-point likert scale values and thus amenable to correlation analysis:
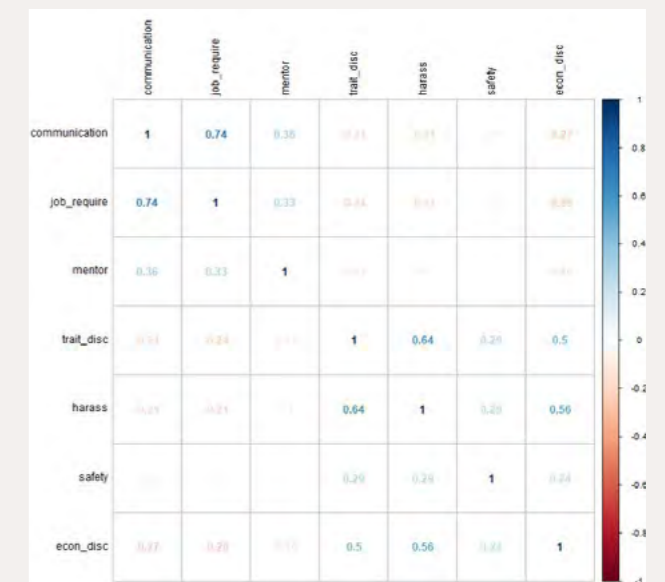
Many explanatory variables are highly correlated: Communication with job_require (0.75), harass with trait_disc (0.64), and to a lesser extent econ_disc with harass (0.54) and trait_disc (0.5). We chose to keep the variables that seem most plausibly linked causally to integration. This meant that job_require ("My job requirements at the host partner were clear") was chosen over communication ("The host partner clearly communicated its goals and strategies to me"), and trait_disc ("I experienced racial/gender/age discrimination") over harass and econ_disc, where the formulation is "I experienced/observed...". When

answering positively in response to trait_disc the participant was the actual object of discrimination.

11.2 REGRESSION ANALYSIS

In the tables below we can inspect the results of the following regression models:

MODEL A: Professional integration

$$Professional\ integration\ =\ \beta_0\ +\ \beta_1 mentor\ +\ \beta_2 job\ require\ +\ \beta_3 trait\ disc\ +\ \beta_4 safety\ +$$
$$\beta_5 Continent\colon Asia\ +\ \beta_6 Continent\colon Latin\ America\ +\ \beta_7 Orgtype\ Host\colon Private\ business\ +$$
$$\beta_8 Orgtype\ Host\colon Public\ /\ semipublic\ sector\ +\ \varepsilon$$

MODEL B: Social integration

$$Social\ integration\ =\ \beta_0\ +\ \beta_1 mentor\ +\ \beta_2 job\ require\ +\ \beta_3 trait\ disc\ +\ \beta_4 safety\ +\ \beta_5 Continent\colon Asia$$
$$+\ \beta_6 Continent\colon Latin\ America\ +\ \beta_7 Orgtype\ Host\colon Private\ business$$
$$+\ \beta_8 Orgtype\ Host\colon Public\ or\ semipublic\ sector\ +\ \varepsilon$$

Recruitment method was not significant in either specification and is therefore not included in the presentation of results. The categorical variables are included as dummy variables, where Africa and Civil society are the reference categories for Continent_Host and Orgtype_Host respectively. The models were estimated using Ordinary least squares (OLS). Robust standard errors are reported because residual plots indicated a certain amount of heteroskedasticity. The assumptions of OLS were otherwise fulfilled to a reasonable extent. In these circumstances OLS is the most efficient estimation method and was therefore preferred.

MODEL A – Professional integration

Term	Coefficient	SE	T.statistic	P.value
(Intercept)	4.07	0.05	90.31	< 0.001
Had mentor	0.13	0.05	2.68	0.008**
Job requirements were clear	0.47	0.02	24.03	< 0.001***
Experienced trait-based discrimination	-0.01	0.01	-0.7	0.481
Health or safety was compromised	-0.03	0.01	-2.07	0.039**
Continent of host organisation: Asia	-0.13	0.05	-2.69	0.007**
Continent of host organisation: Europe	-0.05	0.04	-1.34	0.182
Continent of host organisation: Latin America	0.04	0.08	0.47	0.639
Organisation type of host: Private business	0.02	0.05	0.41	0.68
Organisation type of host: Public/semi-public sector	0.06	0.04	1.48	0.14

Observations: 1306
Adjusted R^2: 0.469
Residual standard error: 0.628 on 1296 degrees of freedom

MODEL B – Social Integration

Term	Coefficient	SE	T.statistic	P.value
(Intercept)	3.94	0.06	66.28	< 0.001
Had mentor	0.22	0.07	3.4	< 0.001***
Job requirements were clear	0.37	0.03	14.07	< 0.001***
Experienced trait-based discrimination	-0.05	0.02	-2.81	0.005**
Health or safety was compromised	-0.02	0.02	-1.36	0.175
Continent of host organisation: Asia	0	0.06	0.08	0.936
Continent of host organisation: Europe	0.1	0.06	1.76	0.079
Continent of host organisation: Latin America	0.43	0.1	4.42	< 0.001***
Organisation type of host: Private business	-0.04	0.07	-0.49	0.622
Organisation type of host: Public/semi-public sector	-0.22	0.06	-3.69	< 0.001***

Observations: 1306
Adjusted R^2: 0.285
Residual standard error: 0.8288 on 1296 degrees of freedom

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