



CONTINUUM USER GUIDE

Beloved Community believes that people change systems.

We support organizations as they commit to diversity, equity, and inclusion practices among all stakeholders. In order to effectively inspire partner organizations towards this exploration, we start by understanding the current conditions, aspirations, and values of the diverse families in their community. The below chart illustrates how families' experiences differ as a function of their resource capacity. The values continuum is meant to be customized to account for socio-economic, race, ethnicity, immigration status, and family composition differences.

CONTINUA:

List of continua created and provided by Beloved Community

- **EMPLOYEE EXPERIENCES CONTINUUM**
This continuum is used with organizations to examine their strengths and weaknesses in regards to their approach to various domains that relate to worker's experiences.
- **URBAN FAMILY EXPERIENCES CONTINUUM**
This continuum is used with organizations to examine their strengths and weaknesses in regards to their approach to various domains that relate to urban family experiences.
- **RURAL FAMILY EXPERIENCES CONTINUUM**
This continuum is used with organizations to examine their strengths and weaknesses in regards to their approach to various domains that relate to rural family experiences.
- **PLANNED PARENTHOOD GULF COAST FAMILY**
This continuum is used with organizations to examine their strengths and weaknesses in regards to their approach to working with families along the Gulf Coast and in Southeastern Louisiana.

STEPS:

How to use the continua

- **STEP 1**
Identify key dimensions that impact employees' decisions about jobs: i.e. job security, performance review, educational opportunities, commute/transportation, workplace ethics, discrimination/racialized opportunities, working conditions, language accessibility, laws and regulations, opportunities for advancement, healthcare/benefits, etc.
- **STEP 2**
Describe how employees experience those key dimensions (research-based descriptors).
- **STEP 3**
Name employee decision-making priorities.
- **STEP 4**
Validate the continuum with key organizational stakeholders.

DIRECTIONS:

Read and discuss one domain of descriptors on the employee Experiences Continuum*

(i.e. job security, performance review, educational opportunities, benefits, etc.)

- Have we accurately captured the current reality for your target populations along the spectrum?
- What's missing?
- What's inaccurate or overstated?
- How could this exercise help you design different interventions for employees in your community?



*Note: All continua are living documents that will continually be updated as needed and new literature emerges.

Job Security

The employee is unemployed, and receiving federal assistance. Difficulty in finding a job and openings are scarce. The employee is less-educated with minimal experience.

The employee is working a minimum-wage or temporary job with little to no benefits. It is at-will employment. Job opportunities and openings are scarce. Difficulty in finding and keeping a job. The employee feels insecure and the job feels endangered, even if they are not.

The employee is in freelance, contract work lacking in employment protection. The employee is unaware of policies and regulations that are meant to protect them and do not trust the effectiveness.

The employee is protected by Employment Protection Legislation and Unemployment Insurance Benefit. The employee has a secure and permanent public sector job.

The employee has a salaried job without the risk of job loss in the near future. New employment is readily available. The employee feels economically secure with good health. Labor market policies and practices are in favor of job security.

The employee is secured through an employment contract and collective bargaining agreement in a field with a low unemployment rate. The employee is often approached by recruiters.

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Performance Review

Performance review is not a part of the organization. Feedback is unconstructive, untimely, and unproductive.

The process of performance review is an action of fulfilling requirements. It is just based on theory without actual practice and lacking accountability. There is no working relationship between the employee and the supervisor.

Performance reviews are too vague, or conversely destructive. It includes a documentable and quantifiable format. There is a lack of qualitative, constructive feedback. Weak follow through after the performance review.

There is public accountability in performance reviews. The review process moves from theory to actual practice as it assesses the competence of the employee. The employee is provided with the tools necessary to succeed at their job. Performance review measures their productivity and includes a conversation for feedback and improvement. Performance review is also used to evaluate and assess the resources employees use to be successful.

The goal is to assess the competence of the employee to measure what is actually happening in their jobs. The employee receives specific feedback to improve the process. The strength of employment-supervisor relationships is more important than the assessment method, it should be conducted in a positive work environment. Performance review expectations are clear, the employees know when to expect the reviews and what is precisely being reviewed.

Performance reviews are based on dialogue, reflection and remediation. The process should continuously be assessed and improved by including useful and actionable feedback for leadership to increase effectiveness of the process. Effective and productive performance review comes from healthy and positive working relationships with continued dialogue between the employee and the supervisor.

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Training and Professional Development

There is no support for educational growth or training related to their jobs.

There is minimal support and optional training outside of their work hours and workplace. There is inequality of opportunities between employees.

Training and professional development are available. There is a trade-off between the quantity and the quality of education.

Training is completed during work hours. employees are not expected to complete training or professional development outside of work hours. If so, they are compensated for their time. High-quality and relevant training and professional development are available and financially supported.

The employee has access to academic institutions and loan and scholarship opportunities. Education leads to opportunities for economic success and upward social mobility.

The organization provides all the resources, funding, and opportunities for professional growth and development.

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Commute/Transportation

The employee does not have reliable access to public transit or vehicle. The employee may rely on rides, walking, or bicycles when available or feasible. The employee lives in a “job-poor” neighborhood, far from employment. The employees with longer commute times learn less than those who find work closer to home.

Due to financial constraints, the employee relies on public transit or rides for all transportation needs and requires several hours of transit for daily routines.

Due to financial constraints, the employee relies on public transit for all transportation needs and has access to a single public transit line for daily routines. Better access to public transportation shows higher levels of job accessibility and increases employment probabilities.

The employee has access to 1 car, but it may be unreliable depending on timing. When the car is unavailable, the employee resorts to walking and public transportation or missing work.

The employee has access to at least 1 reliable car or lives within walking/biking distance of all daily destinations. The employee has limited access to rideshares or taxi services. Longer commute expands job opportunities. Car ownership significantly increases employment probabilities.

The employee has 2+ reliable cars. capacity for taxis or private buses, and access to a single public transit line ride for daily routines.

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Workplace Ethics

No implementation of business ethics programs. Presence of violations and lack of accountability. This leads to high organizational frustration and low job satisfaction. There is high turnover, instability, low morale, low trust and low sense of belonging. There is little to no safety in the workplace.

Inconsistent and unclear workplace ethics. No accountability to keep the workplace safe and supportive.

Limited support to keep the workplace productive. Inconsistent accountability and low expectations from supervisors.

The organization working towards building and sustaining a culture of equality. Presence of workplace ethics programs, yet there is still room for improvement.

Implementation of development and management of business ethics programs reduces the likelihood of violations and improves the image of the organization. Better work ethics means better productivity. When the organization builds and sustains a culture of integrity, they are less likely to abuse privileges. The employees feel more safe, sense of belonging, and feel they have due recourse when something happens to them.

All members are respected and supported in their work, creating a healthy and productive environment for all. The supervisor holds the employees accountable that leads them to meet deadlines and expectations. The system enables employees to hold their supervisors accountable as well.

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EMPLOYEE EXPERIENCES CONTINUUM

Discrimination/Threats of Discrimination

(based on race, gender, etc.)

The employee does not feel safe and supported at the workplace. They experience racial discrimination and physical danger.

There is minimal support and safety for the employee. The employee has a risk of danger.

The workplace discourages racial discrimination in the workplace. There are rules and regulations in place although they are inconsistently followed.

There is a sense of belonging and respect for all employees. Racial discrimination cases are handled seriously by the supervisor.

The workplace is promoting real conversations about race and revamping its system; providing opportunities of courageous conversations.

The workplace is confronting racism at a systemic level to improve hiring programs and support employees occupying marginalized categories that render them more vulnerable e.g., women, non-native English speakers, etc..

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Working Conditions

Little to no protections afforded to the employee, either at the local/regional/national level. Conditions render employees at risk either physically, mentally and/or emotionally.

The average American employee supplements their income with a side job. Poor working conditions tend to result in low incomes. Their first job doesn't pay a livable wage. Additionally, more employees are in support of a minimum wage of \$15/hr.

The employees facing perilous working environments tend to become poor in health. Additionally, these working conditions may have a negative outcome for their offsprings.

The employees commonly express working in dangerous and adverse working conditions. As well as feel as though they either work under "tight deadlines" or do not have sufficient time to complete tasks.

The employees have expressed receiving communal support from their colleagues and have some level of "autonomy".

Eighty percent of employees agreed their organization "met at least one definition of meaningful, always or most of the time."

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Language Accessibility

The employee is treated poorly due to their lack of English speaking skills. This includes being passed over for promotion or the organization enforces only speaking English at all times policy.

The employee can be required to only speak English at the workplace if an employer deems it a "business necessity" such as working at a construction site.

If a LEP (limited English proficient) employee feels discriminated against because of their English speaking skills, they could theoretically quit and work at a tolerated workspace.

Organizations benefit greatly with bilingual or polyglot employees. Speaking more than one language allows organizations to compete in international markets.

The employee may speak one of forty-two languages commonly spoken in the U.S. in their home.

The employee's level of English should not stop them from receiving healthcare as stated under Section 1557 of the Affordable Care Act. Additionally, under Executive Order 13166 federal agencies are required to provide "meaningful access" for individuals with limited English speaking skills.

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Laws and Regulations

None

Organizations' practices may influence potential employees not to apply to organizations as well as create tensions between current employees and employers.

Employees ought to be informed of basic labor laws.

The organization enforces fundamental, federal policies

The organization relies upon HR to implement procedures based on local, state and federal regulations that will protect employers and create safe conditions for employees.

The organization has informed employees (HR, lawyers, safety professionals) who understand how to run a modern workplace based on federal regulations.

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EMPLOYEE EXPERIENCES CONTINUUM

Opportunities for Advancement

(Upward Mobility Within Organizations)

Limited to none

The American employee may not have sufficient technical skills as compared to their counterparts in other developed countries.

The organization must re-evaluate its opportunities of advancement for their employees. Typically, the U.S. has less opportunities of advancement than other developed countries.

Immigrant employees are able to achieve "substantial" upward mobility after starting off with lower level jobs.

The organization will save money through upward mobility as it doesn't have to spend additional money on hiring new employees.

The employee is able to obtain upward mobility based on their work experiences rather than the number of degrees they have.

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Healthcare/Benefits

Limited for employees and none for contract employees

The organization must provide basic, federal benefits for all employees.

In addition to basic, federal benefits, employer offers additional benefits such as dental insurance and a retirement plan like a 401(K).

The organization ought to be aware Millennials, Gen X and Baby Boomers have different expectations towards benefits.

The employee is inclined to work for a lower salary if offered a "robust compensation package".

The employee most commonly seeks generous time off, flexible schedule, paid family leave, gym memberships, healthy lifestyles incentives and student loan repayments.

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Childcare

Unemployed due to absenteeism since employees need to care for their children.

Part-time and hourly employees with last minute on-call shifts. Employees have difficulty finding reliable and affordable childcare, relying on local communities for childcare.

The employee receives state and federal childcare subsidies for tuition costs. Difficulty in finding and maintaining childcare due to living in a childcare desert.

Finding a balance between childcare and work. Typically this is more beneficial for women. They usually are the ones expected to make a change instead of men.

The employee has access to safe and secure childcare that is easily accessible. Employers offer generous time off and flexible schedules.

The employee has access to safe and secure childcare that is financially supported or provided by the employer.

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JOB SECURITY

Artz, B., & Kaya, I. (2014). The impact of job security on job satisfaction in economic contractions versus expansions. *Applied Economics*, 46(24), 2873–2890. <https://doi.org/10.1080/00036846.2014.914148>

This source is relevant to the employee continuum because it provides how job security relates to other domains.

Job Security is measured by the perceived risk of job loss in the near future and it is tied to job satisfaction. This topic is not only how likely an employee will keep their job, but how likely it is for them to find another. When Job security increases, it also increases job satisfaction and reduces incentives to quit, when job openings are scarce. The results are stronger with less-educated employees.

Clark, A. & Postel-Vinay, F. (2009). Job Security and Job Protection. *Oxford Economic Papers*, 61(2), 207–239. <https://doi.org/10.1093/oeq/gpn017>

This source is relevant to the employee continuum because it discusses how various jobs have different levels of job security.

This article looks at the impact of Employment Protection Legislation (EPL) and Unemployment Insurance Benefit (UIB). Employees feel more secure in permanent public sector jobs, and least secure in temporary jobs, with permanent private sector jobs. Job security is positively correlated with UIB generosity and negatively correlated with EPL.

Green, C., & Leever, G. (2013). Job Security, Financial Security and Worker Well being: New Evidence on the Effects of Flexible Employment. *Scottish Journal of Political Economy*, 60(2), 121–138. <https://doi.org/10.1111/sjpe.12005>

This source is relevant to the employee continuum because it shows how job security fluctuates with other factors.

Lower wages, job insecurity, and financial insecurity affect the employee's wellbeing. These negative outcomes

are mitigated by longer job tenure. Job security affects employee wellbeing and employees in casual jobs feel insecure about their jobs. Their wellbeing improves as their tenure increases. Past unemployment and perceptions of insecurity have an adverse impact on wages and wellbeing. Job security is a driving factor for job insecurity and wellbeing.

Hipp, L. (2020). Feeling secure vs. being secure? Qualitative evidence on the relationship between labour market institutions and employees' perceived job security from Germany and the U.S. *Contemporary Social Science*, 15(4), 416–429. <https://doi.org/10.1080/21582041.2019.1656816>

This source is relevant to the employee continuum because labor market regulations and policies are a part of job security.

Labor market regulations and policies relate to job security, but policies vary in their effectiveness at making employees feel secure about their jobs. Employees are unaware of the policies and regulations that are meant to protect them and do not trust the effectiveness. Employees who feel that their jobs are endangered, even if they actually are not, suffer from poor health and are less happy compared to those who feel economically secure. This article looks at how labor market policies and practices that shape the employees' feelings towards their job security.

Turner, M., & Lingard, H. (2016). Improving workers' health in project-based work: job security considerations. *International Journal of Managing Projects in Business*, 9(3), 606–623. <https://doi.org/10.1108/IJMPB-08-2015-0070>

This source is relevant to the employee continuum because a employee's health connects to how they view job security.

Health is an important aspect of the workplace that is oftentimes overlooked. Employees with poor health take up to nine times more sick leave than their healthier colleagues. Healthy employees are three times more productive than employees with poor health. The employees' concerns about their job security is detrimental to their health.

PERFORMANCE REVIEW

Empathic leadership: where to... performance review? (2018). *The Clinical Teacher*, 15(6), 443–444. <https://doi.org/10.1111/tct.12959>

This source is relevant to the employee continuum because it mentions how performance reviews should be facilitated.

Annual performance reviews are high-stakes summative assessments. They do not fit with the evidence on optimal feedback processes, since feedback should be timely, constructive, and relevant. It should be given an opportunity for dialogue, reflection and remediation. Annual reviews are too vague, or conversely destructive. Peer review and regular meetings to reflect on team performance supported by empathic leadership may be more appropriate than an annual individual review.

Farrington, J., Felch, W., & Hare, R. (1980). Quality Assessment and Quality Assurance: The Performance-Review Alternative. *The New England Journal of Medicine*, 303(3), 154–156. <https://doi.org/10.1056/NEJM198007173030311>

This source is relevant to the employee continuum because performance reviews should assess and measure the job at hand.

There should be public accountability in performance reviews. The process of performance review has become a game of fulfilling requirements with documentable and quantifiable format. The ultimate goal is to assess the competence of the employee. The performance review needs to measure what is actually happening in their jobs.

Farris, J., van Aken, E., Letens, G., Chearksul, P., & Coleman, G. (2011). Improving the performance review process: A structured approach and case application. *International Journal of Operations & Production Management*, 31(4), 376–404. <https://doi.org/10.1108/0144357111119524>

This source is relevant to the employee continuum because performance reviews need to be improved to be useful and effective.

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Performance review process should be assessed and improved. The approach is to generate useful and actionable feedback for leadership to increase the effectiveness of the performance measurement review process. The methodology is targeted in scope than measurement system assessment. Employees will receive specific feedback to improve the performance review process.

Mathison, D., & Vinja, V. (2010). The Annual Performance Review As A Positive Source For Employee Motivation? *Journal of Business & Economics Research* (Littleton, Colo.), 8(12), 111-. <https://doi.org/10.19030/jber.v8i12.787>

This source is relevant to the employee continuum because employees and employers need to have a positive working relationship for performance reviews to be efficient.

Performance review should move from theory to actual practice. With new workplaces, there are new challenges to employee appraisals. The strength of employee-supervisor relationships is more important than the assessment method. For an effective and motivating performance review, they must be conducted in a positive work environment with application of best practices. Performance reviews are dreaded by both sides, but both sides can agree that feedback is essential for performance. Performance reviews should start from having a healthy and positive relationship and continued dialogue between the employee and the supervisor.

TRAINING AND PROFESSIONAL DEVELOPMENT

Bar-Haim, E., Blank, C., & Rotman, A. (2018). Taking Their Place: Educational Expansion and Inequality of Educational Opportunities—A Gendered Perspective. *Higher Education Policy*, 32(4), 639–661. <https://doi.org/10.1057/s41307-018-0122-8>

This source is relevant to the employee continuum because there are inequality of opportunities between men and women.

Educational expansion affects inequality of opportunity. This also differs between men and women where there

are gender disparities in education. Women in lower socioeconomic backgrounds were the main beneficiaries of educational expansion. There is growing demand for educated and skilled employees and women in the workforce. Education is highly valued as it improves opportunities for economic success and upward social mobility.

Benegas, M., & Corrêa, M. (2017). (Un)equal educational opportunities and the labor market: A theoretical analysis. *Labour (Rome, Italy)*, 31(4), 433–456. <https://doi.org/10.1111/labr.12100>

This source is relevant to the employee continuum because there is opportunity cost and trade-off when it comes to educational opportunities.

There is a trade-off between the quantity and the quality of education, reduction in schooling costs increases school enrollment rates. It adversely reduces the job creation dynamics in the skilled sector. When school quality is improved, it increases the schooling rate and greater job vacancy creation. Composition effect reduces the average quality of the skilled sector due to a higher education demand.

COMMUTE/TRANSPORTATION

Anna Haley-Lock, Danielle Berman, & Jeffrey M. Timberlake. (2013). Accounting for Job Quality in Women's and Men's Commute Time to Work: An Update to the "Household Responsibility" Thesis. *The Social Service Review (Chicago)*, 87(1), 70–97. <https://doi.org/10.1086/669241>

This source is relevant to the employee continuum because there is a gender inequality and disparity in commute and transportation.

When it comes to fulfilling both employment and household responsibilities, women face trade-offs. One of these trade-offs is commute time where longer commute potentially expands job opportunities. Women spend less time commuting than men and may have fewer work opportunities. This article writes that for women, orientation towards traditional gender roles is associated with shorter commute times, though access to benefits is related to longer commutes.

Bastiaanssen, J., Johnson, D., & Lucas, K. (2020). Does transport help people to gain employment? A systematic review and meta-analysis of the empirical evidence. *Transport Reviews*, 40(5), 607–628. <https://doi.org/10.1080/01441647.2020.1747569>

This source is relevant to the employee continuum because car ownership increases employment opportunities.

There is a relationship between transport and employment outcomes. Car ownership significantly increases individual employment probabilities, especially among welfare recipients. Better access to public transportation also shows higher levels of job accessibility and increases employment probabilities. Public policies should target improving access to public transportation, especially for people without access to cars and in areas with fewer job opportunities.

Le Barbanchon, T., Rathelot, R., & Roulet, A. (2021). Gender Differences in Job Search: Trading Off Commute against Wage. *The Quarterly Journal of Economics*, 136(1), 381–426. <https://doi.org/10.1093/qje/qjaa033>

This source is relevant to the employee continuum because the willingness to commute to work differs by gender.

There is a correlation between gender difference in willingness to commute to the gender wage gap. Women value commute 30% more than men. Commute accounts for 14% of the residualized gender wage gap.

Nara, L. (2016). Job Safety Includes Your Commute. *Chemical Engineering Progress*, 112(8), 21–21.

This source is relevant to the employee continuum because commute distance relates to employees health and safety.

Travel between work and home is another safety issue that employees experience every day. Employers can take measures to reduce the likelihood of distracted driving incidents. Safety culture should be applied before and after work, employees need to get to work and get home

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safety to continue their employment.

Paul Ong, & Evelyn Blumenberg. (1998). Job Access, Commute and Travel Burden among Welfare Recipients. *Urban Studies (Edinburgh, Scotland)*, 35(1), 77–93. <https://doi.org/10.1080/0042098985087>

This source is relevant to the employee continuum because transportation can be an obstacle for job opportunities.

Welfare recipients experience many obstacles, transportation to work is one of them. Many welfare recipients live in “job-poor” neighborhoods, far from employment. Employees with longer commute times earn less than those who find work closer to home which is contrary to the pattern of most employees.

Stommes, E., & Brown, D. (2005). Opportunities and Challenges for Rural Transit: Lessons Learned From the Job Access and Reserve Commute Program. *Public Works Management & Policy*, 10(1), 23–39. <https://doi.org/10.1177/1087724X05278822>

This source is relevant to the employee continuum because access to transportation is important for welfare recipients and in rural areas.

In rural areas, it is difficult to meet the transportation needs of employees, especially those without cars. Job Access and Reverse Commute (JARC) is a program that was created to assist states and localities in developing transportation services to help welfare recipients and other low-income residents to connect with jobs with transportation services and solutions to deal with the challenges of distance and low population density that rural transit systems face.

Workplace Ethics

Alford, J., & Bebensee, M. (2010). Managing Workplace Ethics Can Generate Competitive Advantage. *Journal of Business & Economics Research (Littleton, Colo.)*, 8(1), 87–. <https://doi.org/10.19030/jber.v8i1.662>

This source is relevant to the employee continuum because an organization improves when all members are invested in workplace ethics.

All members of the firm need to play an active and effective management of ethics in the workplace, having the same behavioral requirements on all members of the organization. The development and management of business ethics programs leads to reduced likelihood of violations and improves the image of the firm.

Megan Gaillard, & Melinda J DeCorte. (2020). Ethics and Workplace Productivity. *The Journal of Government Financial Management*, 68(4), 50–52.

This source is relevant to the employee continuum because improved work ethics improves productivity.

Research shows that better work ethics means better productivity. When employees believe that their supervisors will hold them accountable, the employees are more likely to meet deadlines and expectations. Employees who believe their organization builds and sustains a culture of integrity are more likely to abuse privileges.

Robert W. Kolodinsky, Robert A. Giacalone, & Carole L. Jurkiewicz. (2008). Workplace Values and Outcomes: Exploring Personal, Organizational, and Interactive Workplace Spirituality. *Journal of Business Ethics*, 81(2), 465–480. <https://doi.org/10.1007/s10551-007-9507-0>

This source is relevant to the employee continuum because workplace ethics increases job involvement and job satisfaction.

Organizational spirituality positively relates to job involvement and job satisfaction. It is negatively related to organizational frustration. The interaction between personal spirituality and organizational spirituality was found related to total job satisfaction.

DISCRIMINATION/THREATS OF DISCRIMINATION

Assari, S. (2018). Unequal gain of equal resources across racial groups. *International Journal of Health Policy and Management*, 7(1), 1–9. <https://doi.org/10.15171/ijhpm.2017.90>

This source is relevant to the employee continuum because there is racial inequality when it comes to benefits.

There are structural barriers that Black folks face in their daily lives that lead to Black employees to have smaller health gains when access to the same resources and assets compared to White folks. Policy solutions should aim to reduce structural racism that include differential pay, residential segregation, lower quality of education, and crime in most Black and urban communities. There needs to be policies that enforce equal income and increase minimum wage for marginalized populations are essential.

DeVaro, J., Ghosh, S., & Zoghi, C. (2018). Job characteristics and labor market discrimination in promotions. *Industrial Relations (Berkeley)*, 57(3), 389–434. <https://doi.org/10.1111/irel.12211>

This source is relevant to the employee continuum because there is discrimination in promotions and this varies by occupation.

Promotions signal employee ability. This article provides theoretical and empirical analysis of discrimination in promotions, where employees from a disadvantaged group are promoted less frequently than from an advantaged group who have the same job performance. The degree of discrimination in promotions vary by occupation.

John Bret Becton, Hubert S. Feild, William F. Giles, & Allison Jones-Farmer. (2008). Racial Differences in Promotion Candidate Performance and Reactions to Selection Procedures: A Field Study in a Diverse Top-Management Context. *Journal of Organizational Behavior*, 29(3), 265–285. <https://doi.org/10.1002/job.452>

This source is relevant to the employee continuum because minorities are considered highly visible only in certain contexts.

Racial differences in real-world settings are highly influenced by context. African Americans have more positive views than whites do about the fairness of testing in an organizational setting where there are strong affirmative action programs and minorities are highly visible in leadership positions. Organizational context plays an important role in the nature of the findings, and

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accounts for the results.

Rachel A. Spector. (2015). "Dignified Jobs at Decent Wages": Reviving An Economic Equity Model of Employment Discrimination Law. *Berkeley Journal of Employment and Labor Law*, 36(1), 123–168.

This source is relevant to the employee continuum because economic equity model of employment discrimination law needs improvement to bring real change.

Title VII's original goal was to increase economic opportunity for racial minorities by dismantling discriminatory barriers. Over time this law has become a penalty for unfair treatment of individuals in the workplace. To move towards full integration of people of color into the economy where all employees are provided with decent livelihood and opportunities for advancement, there must a revival in an economic equity model of employment discrimination law.

Stoll, M., & Raphael, S. (2000). Racial Differences in Spatial Job Search Patterns: Exploring the Causes and Consequences. *Economic Geography*, 76(3), 201–223. <https://doi.org/10.1111/j.1944-8287.2000.tb00141.x>

This source is relevant to the employee continuum because racial residential segregation is tied to racial opportunities.

Black and Latinos tend to search for jobs in areas where employment growth is low, whereas whites tend to search in areas where it is high. This is in part due to racial residential segregation.

WORKING CONDITIONS

Arnaiz, S. (2017, August 21). American workers face terrible working conditions, new report claims. HRD Asia. <https://www.hcamag.com/asia/news/general/american-workers-face-terrible-working-conditions-new-report-claims/150316>

This source is relevant to the employee continuum because it explains the common state many American employees feel when they are working at their job sites.

American employees are emotionally and physically drained due to uncomfortable working conditions. Yet, the majority feel as though they have some autonomy and are "confident with their skills".

Burgard, S. A., & Lin, K. Y. (2013). Bad Jobs, Bad Health? How Work and Working Conditions Contribute to Health Disparities. *American Behavioral Scientist*, 57(8), 1105–1127. <https://doi.org/10.1177/0002764213487347>

This source is relevant to the employee continuum because it explains how dangerous working conditions impact the health of employees and their future generations.

This report links health and health disparities for individuals and communities based on job insecurity, dangerous working conditions and "high-status jobs". Additionally, the report explains how working conditions affect not only employees, but their children and perhaps the next generation.

Dam, A. (2018, July 4). Is it great to be a worker in the U.S.? Not compared with the rest of the developed world. Washington Post. <https://www.washingtonpost.com/news/work/wp/2018/07/04/is-it-great-to-be-a-worker-in-the-u-s-not-compared-to-the-rest-of-the-developed-world/>

This source is relevant to the employee continuum because it explains how the U.S. federal government does little to support its employees compared to other developed countries.

According to the article, the U.S. is one of the few developed countries with a federal government that offers employees little support. Instead, these employees must depend upon themselves from and are limited by the country's collective-bargaining system.

DeSilver, D. (2019, August 29). *10 facts about American workers*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2019/08/29/facts-about-american-workers/>

This source is relevant to the employee continuum because it identifies and explains American employees' traits over a 35 year period.

The Pew Research Center created this report based on over 35 years (1980s - 2019) worth of data describing who are American employees. This data was then divided into ten parts with graphs, tables and information for each part.

Maestas, N., Mullen, K. J., Powell, D., von Wachter, T., & Wenger, J. B. (2017, August 14). Working Conditions in the United States: Results of the 2015 American Working Conditions Survey. RAND Corporation. https://www.rand.org/pubs/research_reports/RR2014.html

This source is relevant to the employee continuum because it explains how American employees commonly feel when working. Some include positive and negative characteristics of the American workforce.

RAND Corporation revealed American employees commonly find their jobs physically taxing and work in volatile working conditions. But the majority have also claimed to have support systems either through their bosses or co-employees. And yet, only 38 % of employees acknowledge their jobs offer "good" upward mobility.

Moon, E. (2018, August 31). *Working in America* in 2018. Pacific Standard. <https://psmag.com/economics/working-in-america-in-2018>

This source is relevant to the employee continuum because it explains how American employees have side gigs for financial support. It also explains how America is engaging in "modern slavery" and the roles of unions in the American workforce.

Staff writer of Pacific Standard, Emily Moon explains how unions, gigs such as Lyft drivers, prison employees or "modern slavery" are shaping jobs and the economy in America.

LANGUAGE ACCESSIBILITY

Chin, K. K. (2019, August 9). *Language Access Rights Under Threat*. HealthAffairs. <https://www.healthaffairs.org/doi/10.1377/hblog20190809.457959/full/>

This source is relevant to the employee continuum because it explains how the federal government, as part of the Affordable Care Act, is legally required to ensure

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Individuals with limited English proficiency are afforded access to effective healthcare services.

Access to effective healthcare can only be achieved if the federal government “improves services for limited-English speakers.” According to Section 1557 of the Affordable Care Act one’s language should not prevent them from obtaining health care. Additionally, Executive Order 13166 dictates federal agencies must provide “meaningful access” for people with limited English proficiency. Lastly, since the last census a quarter of Americans speak limited to no English.

EmployDiversity. (2019, May 21). *Language Discrimination: What Employers Should Know**. EmployDiversity Network. <https://employdiversitynetwork.com/blog/2019/5/21/language-discrimination-what-employers-should-know>

This source is relevant to the employee continuum because it explains what is discrimination and why companies can not engage in discrimination. Unless it’s for a business necessity.

EMPLOYDIVERSITY explains what is discrimination and further explains policies companies can and can’t implement to prevent discrimination; particularly language discrimination. For example, employers are generally not allowed to have an English speaking policy. Unless the policy is for a “business necessity”. Such as working at a construction site and everyone needs to communicate in the same language.

Gunn, T., & Tobyne, J. (2021). *America’s Languages: Investing in Language Education for the 21st Century | American Academy of Arts and Sciences*. American Academy of Art & Sciences. <https://www.amacad.org/publication/americas-languages/section/4>

This source is relevant to the employee continuum because it explains the benefits of American companies hiring bilingual or even polyglot employees. Without multilingual employees, American companies repeatedly lose revenue domestically and internationally.

While English is one of the most spoken languages in the world, it’s beneficial for Americans if people spoke more than one language. Nine years ago, the Department of

State increased language-designated positions “by 15 percent to help build and maintain an effective civilian workforce” in an attempt to strengthen the prosperity and security of the U.S. Additionally, 30 percent of American business executives admitted losing work options “due to a lack of on-staff language skills. Moreover, practically 40 percent admitted they “failed to reach their international potential due to language barriers.”

Leonard, J. (2007). Title VII and the Protection of Minority Languages in the American Workplace: The Search for a Justification. *Missouri Law Review*, 72(3), 746–792. <https://scholarship.law.missouri.edu/cgi/viewcontent.cgi?article=3734&context=mlr>

This source is relevant to the employee continuum because it explains how Title VII protects individuals from discrimination. Additionally, if individuals face discrimination from their current employers, they could theoretically quit and work for another employer who won’t discriminate against them.

While Title VII is designed to prevent discrimination, if it were repealed LEP (limited English proficient) person could theoretically improve their English speaking skills. But they could theoretically still speak their native language outside of work. They may even leave their job and work somewhere more tolerant of their English proficiency. Plus, diversity in a workplace provides a multitude of benefits for all employees.

Homeland Security. (2020, August 24). *Language Access*. Department of Homeland Security. <https://www.dhs.gov/language-access>

This source is relevant to the employee continuum because it explains how to identify a limited English proficient person and the federal agencies responsible for interacting with them.

Homeland Security explains what is an LEP (limited English proficient) person, the number of people in the U.S. who qualify as LEP and how this federal agency interacts with LEP.

Office of the Assistant Secretary for Administration & Management. (n.d.). *What do I need to know about... English-*

Only Rules | U.S. Department of Labor. U.S. Department of Labor. <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/internal/policies/english-only-rules>

This source is relevant to the employee continuum because it explains how employers can implement English speaking policies in specific and narrow circumstances.

This agency explains it promotes diversity within it’s office and when employers are allowed to implement English language only policy in the workplace. The agency stated “[e]mployees’ right to speak in languages other than English may only be curtailed in certain narrowly-defined situations”.

US Census Bureau. (2019, May 14). *About Language Use in the U.S. Population*. The United States Census Bureau. <https://www.census.gov/topics/population/language-use/about.html>

This source is relevant to the employee continuum because it lists the spoken languages in the U.S.

The US Census Bureau provides data on what languages are spoken in the U.S.

LAWS AND REGULATIONS

Akabas, S., & Kurzman, P. (2005). *Work and the Workplace: A Resource for Innovative Policy and Practice (Foundations of Social Work Knowledge Series)*. Columbia University Press.

This source is relevant to the employee continuum because it relies upon evidence to explain the setup of current workspaces. This includes employees’ relationships with their employers. As well as circumstances that may prevent potential employees from joining the workforce.

The authors use evidence-based practices to illustrate the needs of today’s work spaces. They analyzed barriers for joining the workforce, tensions between family and work commitments, tensions between chronically sick employees and employers and unsupportive work environments.

Dau-Schmidt, K. G., Malin, M. H., Corrada, R. L., Cameron, C. D., & Fisk, C. L. (2014). *Labor Law in the Contemporary Workplace*.

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(*American Casebook Series*) (3rd ed.). West Academic Publishing.

This source is relevant to the employee continuum because it explains American laws regarding labor.

Readers are introduced to American labor laws and conundrums labor attorneys experience. The book has a strong focus on public-sector labor laws and the Railway Labor Act because of their burgeoning influence in modern practice.

Doyle, A. (2019, December 1). *Review a Comprehensive List of U.S. Employment and Labor Laws*. The Balance Careers. <https://www.thebalancecareers.com/list-of-employment-laws-2062282>

This source is relevant to the employee continuum because it lists and explains common U.S. labor laws. Some include laws about paid time off, benefits and hiring.

This site lists employment laws such as regarding harassment, employee benefits, discrimination, hiring, salary and hours of working, employee testing and paid time off.

Fields, C. K., & Cheeseman, H. R. (2016). *Contemporary Employment Law*. (3rd ed.). Wolters Kluwer.

This source is relevant to the employee continuum because it explains how to manage a current workspace. Some examples include understanding and implementing Employees Protections and Benefits and recognizing the difference between employee and contractor.

This book informs readers on how to manage a contemporary workspace. This includes explaining Equal Opportunity Laws, Employee Protections and Benefits, Employment Relationship and distinguishing contractors and employees.

Notestine, K. E., American Bar Association. Tort and Insurance Practice Section, Ford, K. E., & Hill, R. N. (2000). *Fundamentals of Employment Law*. (2nd ed.)Tort and Insurance Practice, American Bar Association.

This source is relevant to the employee continuum

because it explains fundamental job policies such as bookkeeping and affirmative action.

This book informs readers the basics of employment discrimination, salary pay obligations, pregnancy discrimination, record keeping, Railway Labor Act Cases, exception of religious entities, affirmative action, and racial harassment to name a few examples.

Robinson, R. K., & McClure Franklin, G. (2015). *Employment Regulation in the Workplace: Basic Compliance for Managers*. (2nd ed.). Routledge.

This source is relevant to the employee continuum because it explains federal regulations and statutes through the perspective of HR.

This book informs readers on federal regulations and statutes that affect employment practices and management. This information is presented through the perspective of a human resource employee. Thus, the text is meant to reduce employers' exposure to litigation and to protect the employers' interests.

Schneid, T. D. (2016). *Discrimination Law Issues for the Safety Professional (Occupational Safety & Health Guide Series)*. CRC Press.

This source is relevant to the employee continuum because it explains the responsibilities of safety professionals in the workplace.

Safety professionals like lawyers are responsible for legal issues regarding discrimination within a workplace. To prepare them for their positions, they must be familiar with Discrimination Law Issues for safety professionals.

OPPORTUNITIES FOR ADVANCEMENT (UPWARD MOBILITY)

Bean, F. D., Leach, M., & Lowell, B. L. (2004). *Immigrant Job Quality and Mobility in the United States*. *Work and Occupations*, 31(4), 499–518. <https://doi.org/10.1177/0730888404268902>

This source is relevant to the employee continuum because it explains how upward mobility is achievable

for immigrants. Not only that, but the upward mobility is substantial.

The authors use the 1990 and 2000 census data to reveal immigrants have "substantial"...upward mobility. While they typically begin with lower level jobs, they are able to move to middle and higher level jobs.

Lohr, S. (2020, December 3). *Up to 30 Million in U.S. Have the Skills to Earn 70% More, Researchers Say*. *The New York Times*. <https://www.nytimes.com/2020/12/03/technology/work-skills-upward-mobility.html>

This source is relevant to the employee continuum because it explains workforces are beginning to hire individuals based on their experiences rather than their degrees. Though people with degrees have seen increases in their salaries.

Since 2016, people with college degrees have seen a rise in salaries. Conversely, non-college graduates have seen a decline in salaries. But this trend may falter. Workforce organizations and labor experts reported hiring should be based on experiences, not diplomas.

Mathur, A. (2018, July 16). *The U.S. Does Poorly On Yet Another Metric of Economic Mobility*. *Forbes*. <https://www.forbes.com/sites/aparnamathur/2018/07/16/the-u-s-does-poorly-on-yet-another-metric-of-economic-mobility/?sh=3ecd65486a7b>

This source is relevant to the employee continuum because it explains the U.S. has less upward mobility for its citizens compared to other developed countries.

Compared to other developed countries, the U.S. has low rates of poverty-privilege rates (children will have more opportunities than their parents), upward-income mobility and absolute upward mobility.

National Academy of Engineering & Board on Science, Technology and Economic Policy. (2017). *Building America's Skilled Technical Workforce*. National Academies Press.

This source is relevant to the employee continuum because it one, explains the need for American companies to hire technical employees. Yet, the U.S. does not have sufficient, adequate technical employees compared to

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other countries. And two, provides solutions to American's lack of adequate technical employees.

In response to global advances in technology and science, American businesses are in need of employees with high skills in these fields; regardless if they graduated from college. But there is concern the U.S. doesn't have adequate technical employees compared to the rest of the world. This book offers solutions to increasing the number of technical employees in the U.S.

Roder, N. (2019, September 24). *What is Job Mobility and Why it Matters for Retention*. Workest. <https://www.zenefits.com/workest/what-is-job-mobility-and-why-it-matters-for-retention/>

This source is relevant to the employee continuum because it explains how upward mobility benefits employers. Specifically, it saves employers money by retaining the same employees instead of hiring and training new employees.

This article explains the importance of retention and how it produces upward mobility for employees. Plus, upward mobility can save companies money because they won't have to focus on replacing current employees.

HEALTHCARE / BENEFITS

AICPA. (2018, November 28). *Americans Favor Workplace Benefits 4 to 1 over Extra Salary: AICPA Survey*. <https://www.aicpa.org/press/pressreleases/2018/americans-favor-workplace-benefits-over-extra-salary.html>

This source is relevant to the employee continuum because it explains the types of benefits Baby Boomers, Gen X and Millennials prefer and expect.

This study explains the type of benefits Americans expect and prefer. Additionally, it's broken down into Baby Boomers, Gen X and Millennials. In addition, the study explains not enough Americans are using their benefits to their full potential.

Autry, A. (2019, January 7). *2018 Employee Benefits and Perks Statistics. Access Perks*. <https://blog.accessperks.com/2018-employee-benefits-perks-statistics>

This source is relevant to the employee continuum because it explains the positive correlation between retention and benefits. For example, employees are willing to accept a lower salary exchange for "a..robust compensation package".

Marketing Professional, Ashley Autry explains the correlation between employee benefits and retention rates. Based on the statistics, employees have expressed great interest in benefits when considering a job. 55 percent of people surveyed said they accept a job with a lower salary if they can have "a more robust compensation package".

Dickler, J. (2019, December 31). *These are the work perks job seekers really want*. CNBC. <https://www.cnbc.com/2019/12/31/these-are-the-work-perks-job-seekers-really-want.html>

This source is relevant to the employee continuum because it explains job seekers prefer employment with benefits that reflect their personal life. One example is paid parental leave.

CNBC reported employees and job seekers prefer jobs that offer benefits that will allow them a balance work and personal life. The top three options include, 40 percent preferred "[g]enerous time off", 30 percent preferred "[f]lexible/remote working options" and 22 percent preferred "[p]aid parental leave".

Doyle, A. (2019b, December 20). *Review the Different Types of Employee Benefits and Perks. The Balance Careers*. <https://www.thebalancecareers.com/types-of-employee-benefits-and-perks-2060433>

This source is relevant to the employee continuum because it lists and explains federal mandates companies must offer their employees.

Job search expert Alison Doyle states the types of federal mandated businesses must offer their employees. As well as optional benefits businesses could offer.

Paychex. (2018, May 21). *What Basic Benefits Must a Company Provide Employees?* <https://www.paychex.com/articles/>

[employee-benefits/employee-benefits-a-company-must-provide](#)

This source is relevant to the employee continuum because it explains the fundamental benefits all companies must offer their employees.

This article explains what basic benefits employers must provide to employees. For example, all employers and employees must contribute to FICA (Federal Insurance Contribution Act), Medicare and Social Security.

CHILDCARE

Cassella, M., & Mueller, E. (2020, June 25). *A lack of child care is keeping women on unemployment rolls*. Politico. <https://www.politico.com/news/2020/06/25/child-care-women-unemployment-339012>

This source is relevant to the employee continuum because it addresses how child care providers, typically women, struggled to keep their businesses open during the first wave of the pandemic.

In March of 2020, the unemployment rate was 4 percent for women and men. But a couple of months later, the rate for women increased to 10 percent. Evenmore, over 90 percent of women work in the childcare sector. It's important to note, many women are dependent on childcare in order to join the workforce. Without appropriate childcare, women are more likely to leave their jobs to take care of their children.

Gault, B., & Lovell, V. (2006). The Costs and Benefits of Policies to Advance Work/Life Integration. *The American Behavioral Scientist (Beverly Hills)*, 49(9), 1152-1164. <https://doi.org/10.1177/0002764206286383>

This source is relevant to the employee continuum because employees need to balance work and family. This is alleviated when employers support employees with family related benefits, especially for female employees.

There is a need for more work and life benefits as more women enter the workforce. Policies are needed to improve the nation's economic and social well-being of employees and families. Current publicly funded childcare

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is not sufficient enough to meet the needs of working families.

Jessen-Howard, S., Malik, R., & Falgout, MK. (2020, August 4). *Costly and Unavailable: America Lacks Sufficient Child Care Supply for Infants and Toddlers*. Center for American Progress. <https://www.americanprogress.org/issues/early-childhood/reports/2020/08/04/488642/costly-unavailable-america-lacks-sufficient-child-care-supply-infants-toddlers/>

This source is relevant to the employee continuum because it demonstrates how before and after COVID, parents grappled with finding economical and high standard childcare for their toddlers and infants. Adding on, the number of early childhood educators has dwindled because of historically low pay.

Early childhood teachers are at a point in their careers in which they have to decide to continue their jobs or seek careers with higher and livable salaries. And parents are forced to choose between childcare or keeping their jobs.

Kumar, A. (2018, March 8). *How Unreliable And Costly Childcare Keeps People Off The Job*. Forbes. Retrieved from <https://www.forbes.com/sites/aakashkumar/2018/03/08/how-unreliable-and-costly-childcare-keeps-people-off-the-job/?sh=3544b9ff5e18>

This source is relevant to the employee continuum because childcare is a burden for low income families.

Due to inconsistent childcare, U.S. businesses lose \$4.4 billion each year. When employers offer childcare it has a positive impact on absenteeism and reduces turnover.

Malik, R., Hamm, K., Lee, W.F., Davis, E.E., & Sojourner, A. (2020, June 22). *The Coronavirus Will Make Child Care Deserts Worse and Exacerbate Inequality*. Center for American Progress. <https://www.americanprogress.org/issues/early-childhood/reports/2020/06/22/486433/coronavirus-will-make-child-care-deserts-worse-exacerbate-inequality/>

This source is relevant to the employee continuum because it explains how COVID-19 has negatively impacted the childcare industry and parents' abilities to physically go into work.

Federal intervention is needed to support the reopenings and expansions of childcare locations, particularly in childcare deserts. This ought to help re-stimulate the economy as parents will be able to rejoin the workforce.