

University of Texas Rio Grande Valley

ScholarWorks @ UTRGV

---

Management Faculty Publications and  
Presentations

Robert C. Vackar College of Business &  
Entrepreneurship

---

2019

## Empirical Evidence On Labor Profile Competencies of Mexican Immigrants To The United States of America

Azucena Leticia Herrera Aguado

Jorge Gonzalez

*The University of Texas Rio Grande Valley*

Follow this and additional works at: [https://scholarworks.utrgv.edu/mgmt\\_fac](https://scholarworks.utrgv.edu/mgmt_fac)



Part of the [Business Administration, Management, and Operations Commons](#)

---

### Recommended Citation

Herrera Aguado, Azucena Leticia and Gonzalez, Jorge, "Empirical Evidence On Labor Profile Competencies of Mexican Immigrants To The United States of America" (2019). *Management Faculty Publications and Presentations*. 5.

[https://scholarworks.utrgv.edu/mgmt\\_fac/5](https://scholarworks.utrgv.edu/mgmt_fac/5)

This Article is brought to you for free and open access by the Robert C. Vackar College of Business & Entrepreneurship at ScholarWorks @ UTRGV. It has been accepted for inclusion in Management Faculty Publications and Presentations by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).

# **EMPIRICAL EVIDENCE ON LABOR PROFILE COMPETENCIES OF MEXICAN IMMIGRANTS TO THE UNITED STATES OF AMERICA**

Azucena Leticia Herrera Aguado, Universidad Tecnológica de Puebla, México  
Jorge Gonzalez, University of Texas Rio Grande Valley, USA

## **ABSTRACT**

*The immigration of Mexicans to the United States of America (USA) has led to migration policy problems in both countries, with ethical, social, human, health and labor implications. For this and other reasons, bilateral relations between these countries have long-standing legal needs. There is a need to find formulas and solutions to confront multiple challenges and opportunities. This research examines the professional profile of Mexican immigrants to the USA. We describe the qualitative, quantitative, exploratory and descriptive case method we employed in a pilot survey we applied in the Rio Grande Valley (RGV) of Texas and on a study of immigrants visiting their villages in Central Mexico. The result of our study is the Competency Based Human Resource Management (HRM) Model, which consists of 12 core competences that comprise the job profile of Mexican immigrants to the USA. This Human Resource Management (HRM) Competency Model is a theoretical contribution to the management field. Our goal is to make it available for use by public and private organizations to assess and implement public programs addressing emergencies in labor insertion and reinsertion of Mexican migrants on both sides of the USA-Mexico border.*

**JEL:** M120, M510

**KEYWORDS:** Competencies, Job Profile, Immigrants, Human Resource Management

## **INTRODUCTION**

**M**igration from Mexico to the United States of America (USA), both legal and not documented, surged after the Bracero Program, a temporary farm worker program that ended in 1964 (Massey et. al., 2002 in Hirschman, 2014). In the United States, the states bordering Mexico are the most immersed in migration issues. According to Beeson et. al. (2014) Texas has specifically been recognized by the Center for Public Policy Priorities (CPPP) as many immigrants, whether authorized or not documented, engage in postsecondary education and skills training. Bilateral relations between Mexico and the United States have a long-standing need to address legal matters that contemplate the regulation of immigration. These needs include the immigrants' ability to enter and benefit from the labor markets of the USA in a legal way that is also beneficial to both nations. Because of those settlements and other agreements related to immigration, we argue that source countries (of emigration) may experience labor and brain drain. This brain drain results in a negative consequence, even when they benefit from the monetary remittance flows their emigrants send to people in their country. Receiving countries typically get a boost of human capital not only in numbers, but also in the professional competencies that successful immigrants bring with them. However, people in the receiving country often perceive that immigration has adverse consequences in culture and the labor market. The goal of this research agenda is to address these problems to find formulas and solutions to confront multiple challenges and opportunities caused by the migration phenomenon across both nations. We focus on human resource management. Our literature

review starts by describing the lack of policies in both Mexico and USA in the face of high rates of migration coming from a developing country with lower resources and opportunities to one that possesses them in greater abundance. We continue by examining the concept of job profile by implementing job analysis theories. These theories let us introduce the competencies in the profile of human resources. This section ends with the analysis of specific Competency Based Human Resource Management (HRM) Models. After reviewing the literature, we found an absence of work related to constructing a Mexican immigrants' job profile.

Certain work can be applied here including Gan and Kleiner's (2005) theory, which states that Job descriptions help organize and classify the workforce. We did not find a human resource management competency model, which develops skills, knowledge, is designed in an appropriate competency model, includes immigration-job profile-competencies and anticipates future professional competency requirements. This research is a case study involving qualitative, quantitative, exploratory and descriptive methods. We carried these studies in 2017 until 2019 involving the application of a 20-item pilot survey to seven subjects in the Rio Grande Valley (RGV), Texas. We also used a 45-item survey to 18 subjects in Central Mexico, with the goal getting information about their professional competencies. We used questionnaires and observations following recommendations by the Canadian Human Resources Council (CHRC) as depicted in their US current job profiles. On results section shows 12 core competences in the job profile of Mexican immigrants to the USA. We describe the use of our questionnaire instrument, and the manner in which we linked factors/standards to each core competence. This characteristic of decomposition in factors allows a clear identification of the labor competencies profile of our subjects. This Human Resource Management (HRM) Competency Model is a scientific contribution to the management field. Its usefulness and implications are availability to public and private organizations and is suitable to be applied in public programs addressing emergencies in labor insertion and reinsertion of Mexican migrants on both sides of the US-Mexico border having a clear job profile that highlights the competences Mexican immigrants have. Through its application, managers and government officials of both countries could develop legal schemes intended to regulate labor migration for basic or specialized competence Mexican workers.

## LITERATURE REVIEW

### Migration Policy Between Mexico and the United States

Migration is a common phenomenon of the globalized world. As Sasnal (2018, p. 2, 3 and 5) affirms, "The challenge of governing migration lies in its inevitability, volume, and heterogeneity. As a portion of the global population, migrants represent around 3 percent, but this number is rising. Moreover, migration is a complex process. Depending on the cause, duration, and legality, migration can be voluntary or forced, permanent or circular, regular or irregular. Politically, migration poses a twofold challenge: balancing the security and freedom of a country and harmonizing international obligations with domestic laws. Some forms of migration, such as large and mixed movements of people, can be managed by governments only with a global governance framework". For the six actions that Sasnal (2018, p. 4) considers very important for implementation in order "to take full advantage of what migration has to offer to countries of origin, transit, and destination (and to minimize the risks posed by mismanaged or unmanaged migration)", we considered two actions that should ideally be taken into account by involved countries. First, the states involved should agree on a normative framework for the multilateral governance of migration. Secondly, national governments and international institutions should promote regular migration. According to Hirschman (2014) about 30 % of all immigrants in US are from Mexico, with an estimated number of 11 million. This figure is an approximation, due to the absence of precise records that implies non-documented migration. In his studies, he found that highly skilled immigrants are attracted to universities and technology sectors, while less skilled immigrants are drawn to agriculture, food processing, and manufacturing industries. The attractiveness to the US is that hiring and promotion has settled on the meritocratic base.

Even though immigration implies, for immigrants and their children, assimilation to a different culture (language, religion, cuisine as well as social and educational aspects). Contrary to common thought, immigrants are generally above average in terms of education and labor competencies in their home societies.

On the other hand, Peri (2010) documented that US born workers and immigrants tend to take different occupations. Among less-educated workers, the US born tend to work in manufacturing and mining, while immigrants work in agriculture and services. Among more-educated workers, those born in the United States tend to pursue jobs as managers, teachers or nurses, while immigrants tend to pursue jobs as engineers, scientists and doctors. Data shows the information derives from differences between nationals and foreign nationals due to English language competency. For example, U.S.-born workers tend to specialize in communication tasks, while immigrants tend to specialize in other tasks, such as manual labor. He said that immigrants expand the US economy's productive capacity, at the same time they stimulate investment, and promote job specialization, which in the long run boosts productivity. There exists an added benefit that this does not come at the expense of jobs for US born workers. To address immigration issues, the Mexican State migration policy has undergone substantial changes in the last decade (SICREMI, 2014). In that sense, dialogue with the United States is the most important bilateral activity. This dialog has the objective of defining a broad and consensus-based migration agenda between both countries with the goal of finding formulas to confront the multiple challenges and opportunities caused by the migration phenomenon between both nations.

#### Human Resource Management: Job Profile and Job Description.

To introduce human resource management theories, it is important to describe some concepts exposed by several experts related to job analysis including job descriptions/specifications, which are the foundation for most Human Resource Management (HRM) functions including: Recruitment, Selection, Orientation, Training, Supervision, Compensation and Performance Management. According to Gan and Kleiner (2005, p. 48), a job description “outlines the essential duties and responsibilities that are expected of the employee and the basic purpose of the work the employee is expected to perform”. It describes educational (HS diploma, or bachelor's degree, etc.), professional/licensed (CPA, MD), physical (in good health, exertion, lifting and sensory requirements) or specialized skills (welding, mechanic, etc.), and knowledge required by the position as well as character traits. Job descriptions should include conditions in which the work will be performed (noise levels and exposure to extreme environmental conditions).

Arias (2015) describes a job description as a written statement explaining the tasks, duties and responsibilities of the position. He differentiates it from a specification of posts, which is the inventory of human characteristics that must be possessed by the individual who will perform the task (factors of formal education, experience, training and the ability to face certain demands of a physical or mental nature, classified in intellectual requirements, physical requirements, implicit responsibilities and job conditions). In cases where a job position includes more than one country, familiarity with the linguistic, legal and cultural aspects of both countries is an obvious need. The Americans with Disabilities Act (ADA) of the United States requires all job descriptions to state the physical requirements and demands of the position, including work environment conditions that effectively address the needs of disabled workers. According to the database of the Canadian Human Resources Council, if an organization does not have job descriptions or if their job descriptions are out of date, the first task is to conduct a job analysis to detect the duties and responsibilities of a position as well as the knowledge, skills and abilities required to do the job. Typical kinds of information gathered are: Educational requirements, Special qualification, Experience, Equipment/tools used, Frequency of supervision, Authority for decision making, Responsibility for records/reports/files, Working conditions, Physical demand of the job and Mental demands of the job. As Gan and Kleiner (2005) affirm, “thought and planning must be doing before writing a job description, writing one is easy but writing an effective one is difficult. Defining the position's purpose will provide

clearer expectations and responsibilities. After defining the purpose of the position, it will be easier for the job description writer to communicate the employer's expectations of the employee and the employee's responsibilities."

Fondas (1992) addressed the concept of Behavioral Job Descriptions (BJD) in order to classify a particular position's dominant behavioral requirements. In that way, one could identify specific behavioral requirements and build a BJD built for each job. The behavioral job description would seem an especially suitable tool, given its emphasis on different types of interpersonal contacts. Knowing this, would be useful for managers thinking about "what job moves and career plans are feasible and what training and development might be beneficial". Once established, the concepts of job descriptions/specifications, it is necessary for organizations to address the concept of Job Profile as an outline, a high-level overview of a position. This provides only general information about a particular position. Heathfield (2016) stated that the major difference between a job description and a job profile is the degree of detail. A job profile allows more latitude for current goals and expectations. The job profile presents the significant elements to provide a picture of a job. It is another useful tool in the HR toolbox. With this background, we note that the job profile, occupational profile or professional profile is an extremely useful tool for a successful HR management. We use the concept of job profile, occupational profile or professional profile as equivalents to define competencies that Mexican immigrants possess.

### Job Profile Competencies

Regarding job, occupational or professional competencies, we adopt the definition provided by the International Labor Organization (OIT, 1993) as the suitability to perform a task or perform a job effectively by possessing the qualifications it requires. This definition is similar to the professional competencies definition offered by the National Institute of Employment in Spain (INEM, 1995), Bunk (1994), and Tejada (2005). According to Boyatzis (1982, in Steward 1983, p. 1) "competency is an underlying characteristic of the person that leads to or causes effective or superior performance in a job"; and later, in his 2008 article (p. 6) he defined competency as "a set of related capability or ability, understand as a different sets of behavior organized around an underlying construct, which we call the intent. The behaviors are alternate manifestations of the intent, as appropriate in various situations or times". The right competencies to include are skills-abilities, knowledge-experience, social roles, self-construction, self-image, personal characters, and motivations. Prahalad and Hamel (1990, in Rutledge et. al., 2016) were the first to develop the concept of core competencies in organizations. They defined core competencies as "the collective learning in the organization, especially how to coordinate diverse production skills and integrate multiple streams of technologies. Berger and Berger (2011, p. 7) defined core competencies as "knowledge, skills, attitudes and personal attributes that enable people to succeed in a given environment. Competencies are the building blocks of a talent management system". Based on this research, it is clear that core competencies are a main component in designing human resources management systems with a competency approach.

### The Construction of the Specific and Innovative Competency Based HRM Models

Competencies and Competency models can lead to significant human resource developments by providing a competitive edge to organizations. The case for competency management has grown strong since David McClelland (1973) argued that the best predictors of outstanding on-the-job performance were underlying, enduring personal characteristics he called competencies. He stated that competencies by themselves are insufficient for performance, unless defined in behavioral terms. Vazirani (2010, p. 122) coincides to those affirmations by stating "Although different sets of competencies predict success in different roles, there are certain consistent patterns as well". Vazirani (2010, p. 123), argued there is ample evidence that competencies form the base for effective and superior performance and the expansion of competency models. This has established in the private sector and now the public sector sector ultimately resulting in

a proliferation of definition, tools, models and application. Thus, he assures “despite the generally accepted distinction in meaning of competence and competency, the terms are still interchangeably used by causing them to mean different things to different people. The two terms arise from different streams of thought on the concept of fitness at work. They are: A) Competency which is a description of behavior and B) Competence, which is a description of work tasks or job outputs”

Vazirani (2010, p. 124) affirms that “competencies are underlying characteristics of people that indicate ways of behaving or thinking, which generalizes across a wide range of situations and endure for long periods of time. There are at least five terms in this definition that require understanding: knowledge, skill, self-concepts and values, traits-traits and motives. Competence thus requires developing skills and knowledge and designing appropriate Competency models that tie to current roles and anticipate future skill requirement”. In the same stream of research, Fogg (1999) indicated that a behavioral job description for each specific role or occupation in any organization or industry is the base for a competency model. He affirms that by using job description as a tool is possible to point out the competencies required for a particular job or occupation. Shippman (2000) coincides with Fogg’s theory, saying that a job description is generally composed of 7 to 9 competencies, depending of organization type; while Dubois (1993) believe that competency models are the best approach to help organizations design an effective Human Resource Management (HRM) System.

Boyatzis (1982 in Boyatzis 2008 p. 6), in same context, stated that a theory of performance is the basis for the concept of competency: “Maximum performance is believed to occur when the person’s capability or talent is consistent with the needs of the job demands and the organizational environment”. Later in 2008 (p. 6), he settled that “aspects of the organizational environment that are predicted to have important impact on the demonstration of competencies and/or the design of the jobs and roles include: culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organization”. In his subsequent paper, Boyatzis (2008, p. 6) posits “the construction of the specific competency is a matter of relating different behaviors that are considered alternate manifestations of the same underlying construct. But they are organized primarily or, more accurately, initially by the similarity of the consequence of the use of these behaviors in social or work settings”. In the same article, he affirms “the separate competencies, like the clusters, are the most helpful focal point for description and study of performance” (p. 8). Those settlements are referring because we believe it is valid for management in designing profiles for different kind of professions.

On the other hand, a competency model is adaptable for different kinds of research. For adaptation, it is important that job description competencies and expectations include qualifications (no education, primary, secondary, secondary vocational school education, bachelor, master or PhD degree) and professional skills (experience, physical fitness and health, PC skills, driving license and certificate of good conduct, physical load (muscular, static, dynamic) and psychological effects (stress, isolation, attention concentration, monotony) (Beata, 2015). In this research we assign a high degree of importance to competencies in the job description because they make up the structure of the job description, as well as laying the groundwork for later defining the measurable factors that compose each competence. This is the theoretical link between management activities related to human resources management and the competencies approach. Based on the aforementioned research, we continue to establish the relation between background and the competencies’ approach for Mexican immigrants’ job profiles. By applying theories of human resource management, as well as other work (Mora and Davila. 2014, 2013, 2011; Davila and Mora, 2013, 2011; Davila, et al., 2011; Herrera, A. 2017, 2016, 2005; Cervantes, J. and Rodríguez, A., 2015), we designed a competency-based view model, and a survey instrument, with the goal of assessing migrants’ job profile competencies.

## DATA AND METHODOLOGY

This research is a case study involving qualitative, quantitative, exploratory and descriptive methods. It was carried out as follows. In August-October 2017 we studied general migration data for Mexican immigrants to the USA; administration of human resources and competencies in a job description/profile theories; and, competency based HR management models. In November 2017 we designed a competency-based pilot survey. This survey includes 20 direct questions made using factors to outline competencies in the job profile for Mexican immigrants to the USA. The pilot survey had 25 items, focusing in general information including: demographic, educational features, current and previous jobs in the US, handling of tools, instruments and machinery, English proficiency, labor conditions, ideal places for work in the US and pension plans.

In December 2017, the pilot survey was applied. Survey respondents were to be 18 or older, born in Mexico, and work in the US regardless of immigration status. A request to participate in the pilot survey was made randomly among 30 blue collar workers (in restaurants, hotels, gardens, stores and a catholic church) in the Rio Grande Valley (RGV), Texas. Most refused to answer, but seven people, who were working in services (cleaning, gardening, kitchen, parishioner and as waitress/waiter), agreed to answer. In January 2018, we redesigned the survey according to findings of errors, structure, and ambiguities, taking into account attitudes that were revealed by the respondents and those who refused to answer. The restructured survey has 45 items and were phrased using a simple vocabulary. It did not contain charts, ranking answers or perceptual proficiency measures. Besides the previous factors in the pilot survey (demographic, educational features, current and previous jobs in the US, handling of tools, instruments and machinery, English proficiency, labor conditions, ideal places for work at the US and pension plans), we collected data on the number of entries to the US, number of years working in the US, work schedules, risk and effort that their job implies, entrepreneurship and information technology skills, training/educational needs and/or interest, and an optional question indicating their reasons for migration and migratory status at the US.

In May 2018, we modified our data collection strategy given a high level of fear and distrust among the RGV workers invited to answer the pilot survey. We targeted a reduced group of Mexican immigrants working in the United States while visiting their families in Mexico for the “*Santa Cruz*” festivities (April 30 to May 3, 2018) in the small village of Victoria de Cortazar, Municipality of Jaral del Progreso, in Guanajuato State. A total of 25 immigrants were invited to be surveyed and 19 accepted. This yielded 18 valid surveys (one survey was invalidated given that the participant was a US citizen by birth). We followed the same application criteria: participants should be 18 or older, born in Mexico, and work in the US regardless of immigration status. Victoria de Cortazar is a small village that belongs to Jaral del Progreso municipality, in the State of Guanajuato, Mexico. This is an ideal site for research in our topic as, due to low labor opportunities, there is a long history of male immigration to the USA. They migrate mainly to Illinois and Texas. Most of the population is Catholic, and those that migrate to the USA try to return to Mexico at least one week per year. They usually travel for Christmas or for *La Santa Cruz* holidays. We worked with Ms. Maria Serrano Rivera, a retired nurse, who knows personally every habitant in the village and, due to her 30 years of service, holds their respect and trust. She introduced us to some immigrants who were visiting their families for *La Santa Cruz* festivities. She also provided us bed and meals because hotel and restaurant are not available in the village. In June 2018 information was collected through surveys, which were later recorded in SPSS.

### Second Stage

IN August 2018, we completed the analysis of collected information to outline the labor competencies the surveyed hold. During this process, aside from identifying participants’ individual competencies, it was possible to identify groups of competencies. In August -September 2018, the information obtained was compared and contrasted with the theoretical concepts, models, recommendations and precisions to redefine

the immigrants' job profile. We clearly identified 12 groups of competencies. This profile may be used as reference for designing a general model of competencies for Mexican immigrant job profiles. In October 2018, the Competency based view HR model and his associated factors were ready to assess the immigrants' job profile. We used a 73-item survey questionnaire to detect labor competencies, as well as 7 items to assess demographic data, for a total of 80 items. The findings of this second stage are shown in the discussion and results sections, where we describe the competency model intended to measure labor competencies and define the immigrants' profile.

## RESULTS AND DISCUSSION

### Designing a Competency Approach Job Profile Model

Our findings and resulting applicable Mexican immigrant profile shows consistency with past research. Rutledge et. al. (2016) asserts that using core competencies throughout the management process enables middle managers and human resources administrators to help employees maximize their potential. He described a competency-based talent management approach from the perspective of an HR manager in order to make organizational values and goals concrete. Further, Vazirani (2010) argued that Competency Models have the following advantages: enhancement of recruiting process, enhancement of employee development, performance management, identifying training needs and employee development, unification of corporate culture across business units, establishment of connectivity through Integration of HR processes and establishment of clear expectations for success. Our profile is based on these theoretical tenets and shows potential applications by managers and government officials. Despite past applications of competency human resource management models to several industries (health care, education, business, etc.) and different professions (e.g., managers, librarians, medical personnel, professors) by the scholars mentioned above, a competency model had not been applied to Mexican immigrants' job profiles. Therefore, the key contribution of our research is that managers and politicians can focus on Mexican immigrants as a source of human resources for a wide variety of firms, as well as macro human capital management in both the sender and receiver migration countries (i.e., Mexico and USA). Our application of the competency-based HR management model applied to immigrants is consistent with explained theories along this research.

### Competencies in the job Profile of Mexican Immigrants to the USA

Migration can be affected by the application of a human resource Competency model in origin and destination countries to design migration policies according to characteristics of immigrant groups of individuals. Sasnal (2018) recommended involving country officials to see migration as an opportunity to minimize risk and problems through adequate management and void political agendas. He suggested following several multidisciplinary actions: agree on a normative framework for the multilateral governance of migration; promote regular migration; consolidate the global institutional architecture on migration; consider differences in national capacities while setting standards for sending and receiving countries; and increase cooperation to improve consular capacities of states. Sasnal (2018) indicated that migration evokes fear among people because it is an unintelligible phenomenon, so using precise language can help people correctly understand it. In order to familiarize the global population with migration issues, the United Nation Development Program (UNDP) provides high-quality data for research. As such, this institution provides opportunities for future research. In the future, scholars could propose, facilitate and coordinate a global census or survey with migration-relevant questions. Competency models, such as the one described, could be used to develop an evidenced-based program involving Mexico and the USA to facilitate and coordinate a migration agenda based on the management of labor competencies of Mexican immigrants. Besides Herrera's model (2017), we agree with Vazirani (2010, p. 126), who stated that "Competency behaviors can bring a common vocabulary and perspective to those operating within an organization or system. A consistency of expectations is understood by each player on an organizational



team or within a professional network. This systematic framework is use to convey the desirable behaviors and thinking as one develops individually and professionally, within an organization or across industries. In a sense, an individual’s technical, as well as their personal characteristics and attributes must be a fit with the corporate culture in order to be hired by a particular organization and be successful on the job”.

Vazirani’s model (2010, p. 128) affirms that “Despite the efforts to assess the competencies associated with personal characteristics, traits and motivation, such competencies are difficult to define and therefore difficult to assess.” Such competencies cannot be directly measured in behavioral terms, but more accurately we are likely to observe behaviors associated with such competencies. Through the questionnaire application we measured “standard behaviors” that, in concordance to Vazirani’s model (2010, p. 128), reveal potential assessments of such competencies. We identify 12 core competencies to be considered in the job profile of Mexican immigrants to the USA. This finding is result of grouping knowledge, skills and aptitudes that together allow an individual to develop a concrete activity in a successful manner. In that order, competencies that comprise the Mexican immigrants profile are Academic training/profession, Adaptation to labor environments, Acculturation, Specialized equipment handling, Capacity to perform in conditions of risk or extreme effort, Self-management of continuous education, Communication in English language, Management of information and communication technologies, Entrepreneurship, Decision making, Career planning and Capacity to identify conditions of improvement. Table 1 shows the 12 core competencies in the job profile of Mexican immigrants to the USA.

Table 1: Competencies in the Job Profile of Mexican Immigrants to the USA

Competencies in the job Profile of Mexican Immigrants to the USA	
I	Academic Training / Profession
II	Adaptation to Labor Environments
III	Acculturation
IV	Specialized Equipment Handling
V	Capacity to Perform in Conditions of Risk or Extreme Efforts
VI	Self-Management of Continuous Education
VII	Communication in English Language
VIII	Management of Information and Communication Technologies
IX	Entrepreneurship
X	Decision Making
XI	Career Planning
XII	Capacity to Identify Conditions of Improvement

*Authors’ own elaboration. This table shows the 12 competencies in the Mexican immigrants’ profile. The 12 Competencies are result of grouping knowledge, skills and aptitudes that together allow an individual to develop a concrete activity o group of them in a successful way.*

Secondly, after grouping and identifying the 12 Competencies, we found a high correspondence between such competencies and the 10 Competencies in the professors’ job profile (Herrera, 2017). The main reason for this coincidence is that, even when dealing with profiles of different actors, it is clear that these are Competency HRM Models for job profiles. Referred 12 and 10 competencies models have in common 5 competencies, as follows: Communication in the English Language – communication; Acculturation – diversity inclusion; Management of Information and Communication Technologies (ICT) –Information and Communication Technologies; Adaptation to Labor Environments –Teamwork; Capacity to Identify Conditions of Improvement – self-evaluation; and, Self-Management of Continuous Education – self-learning. Table 2 depicts the correspondence between the job profiles Competency HRM Model. The first column lists 6 Competencies of the Mexican Immigrant Competency HRM Model developed in this study; the second column list the coincidences with the Professors Competency HRM Herrera’s (2017) Model.

Table 2: Comparative Core Competencies Between two job Profile Competency HRM Model

Mexican Immigrant Competency HRM Model	Professors' Competency HRM Model (Herrera, 2017)
VII. Communication in English Language	Communication
III. Acculturation	Diversity (inclusion)
VIII. Management of Information and Communication Technologies	ICT
II. Adaptation to Labor Environments	Teamwork
XII. Capacity to Identify Conditions of Improvement	Self-evaluation
VI. Self-Management of Continuous Education	Self-learning

*Authors' own elaboration. This table links the Competencies in the Mexican Immigrant Competency HRM Model developed in this study with the correspondences in the Professors Competency HRM Herrera's (2017) Model.*

**Demographic Information About Immigrants Surveyed**

Identification of the 12 competencies exposed above is based on descriptive data. This statistical information will be shown to associate with each of the 12 competencies that make up the model. Demographic information obtained from the survey is as follows: 3 women (16.67%) and 15 men (83.33%); 13 individuals (72.22%) who affirm to have children (total amount of children is 27, from which 15 were born in Mexico and 12 in USA); the mode for age was between 41 and 45 years old, with 5 answers (27.77%); most respondents were between 31 and 50 years old (61.11%), while 4 individuals were over 51, and only 2 individuals between 15 and 30 years old. Like Beata (2015), who established that competencies can be classified in different ways to discover and present causal relationships and connections between the parts and the whole of job description elements, we settle the competencies and their related factors by finding the job profile mapping of the connections between these factors for Mexican immigrants. Findings about competencies in the immigrants' labor profile were clearly identified by their communalities in 12 groups as follows:

*Competence 1-Academic Training / Profession:* Among the interviewed, schooling levels are 6 years (38.90%), 9 years (33.30%), 12 (22.20%) and 17 (5.60%). Their main current jobs are as factory worker 33.30%, field and construction 22.20 %; while following occupations are reported with 11.1 % each: carpenter, plumber, maintenance, cleaning, gardening, childcare, sanitation, furniture upholsterer, trucker and slaughterhouse worker. From 18 interviewed, 8 (44.44%) had a previous occupation in the US, different from their current occupation. Those jobs were mainly as workers in factories and cattle rising with 11.10% each. The main way for labor training for 15 interviewed (83.30%) is by co-workers and relatives, while only 2 (11.10%) report him/her self-training.

*Competence 2-Adaptation to Labor Environments:* Their ideal states for work due to wages and labor conditions are Texas, California, Wisconsin and Illinois with very similar percentages of preference. Most mentioned cities are Austin, Houston, Los Angeles, Green Bay and Chicago.

*Competence 3-Acculturation:* Some 10 of the respondents were not documented (55.60%), 6 were residents (33.30%), and only 2 were American citizens (11.10%). Despite the majority's immigration status, they continue their yearly border crossings and US employers hold their positions for their return.

The highest frequency in the number of years working in the US is between 1 and 5 (33.30%), followed by 11-15 and 21-25 years (16.70%); 6-10 and 36-40 years (11.10%); and, 16-20 and less than a year (5.60%). Five interviewed affirm that they used to travel to Mexico with 10 to 25 return-entries to the US, 8 (44.50%) with 2 to 4 return-entries, while 4 (22.20%) entered the US only once and stayed.

*Competence 4-Specialized Equipment Handling:* Results show 16.70% know how to handle a cutter, saw, drill and sandpaper (mainly for construction); 11.10% are able to handle each of the following equipment /tool sets: industrial machinery, lift truck (factories), scissors-hoe-mower (gardening) and broom-mop (cleaning); while 5.60% for each set: trailer truck, hammer-pliers-screwdriver (maintenance) and cutter-jointer industrial machinery (manufacturing factories).

*Competence 5- Capacity to Perform in Conditions of Risk or Extreme Effort:* The interviewees usually work 8, 12 and 10 hours a day with the following percentages: 55.50%, 22.20% and 11.10% respectively. The workday begins for 50.00% of them between 6 and 8 am, while the rest can begin at noon, evening or night. The 72.20% had reported risks and extreme efforts in the performance of their work. Among main risks mentioned are cuts, burns, falls, run over and accidents in general. Among the extreme efforts they make are 27.80% and 11.10% load heavy and work at heights, respectively; while with 5.60% are each of the following: noise, weather, standing, sleep at modified times and patience.

*Competence 6-Self-Management of Continuous Education:* Only 33.30% said they had taken classes in the US. However, 77.8% expressed interest in studying, mainly English (66.70%) followed by mechanics and electricity, with an equal percentage (5.60%). Two-thirds of those that had taken classes (22.20% of all respondents) said they had taken English classes in the US, mainly in California and Wisconsin (in a community college).

*Competence 7-Communication in English Language:* Only 33.30% of respondents were able to speak English; 27.80% may read documents in English; and, 16.70% write in English language.

*Competence 8-Management of Information and Communication Technologies:* Of those interviewed, 72.20% do not know how to use any computer software. Of the 5 that use computer software (27.80%), one- fifth use Office and the rest did not specify. Two respondents use computer software daily at work.

*Competence-Entrepreneurship:* Regarding the inquiry about opening a business in the US, 44.40% answered affirmatively, having the options of preparation-sale of food and having a hardware store 22.20%, while gardening, grocery store and merchandise transport have 5.60% each. Preferred states to establish a business were, 11.10%, Texas (Austin and Houston), Illinois (Chicago); whilst Wisconsin (Green Bay) is 5.6% and 16.70% are not sure about it. In case of returning to Mexico, 72.20% plan to continue working. Of these 14 individuals, 85.75% would prefer to open a business instead of working for an employer. The rate for opening a business in Mexico was 66.70%, while the rate for those planning to open a business in the US was 44.40%. The preferred businesses for opening in Mexico were trade (42.85%), cattle raising (14.28%), carpentry (7.14%) and agriculture (7.14%).

*Competence 10-Decision Making:* Regarding the question related to their reason migrating from Mexico to the USA: 55.56% said poverty, while 44.44% affirmed the main reasons were lack of opportunities (11.11%), low quality of life (11.11%), unemployment (11.11%) and family reunification (11.11%). In response to the question about the reasons for returning to Mexico responses indicate: to join my family at 50%, to rest in old age at 11.12%, while 22.22% (5.5% each) answered: in case of getting an illness, in case a family member passes away, and affection to my country/culture and a good government; 16.66% did not answer.

*Competence 11-Career Planning:* The 77.80% of respondents said they planned to return to settle in Mexico, while 16.70% said they did not want to return, 5.60% did not respond. Of those who plan to return to Mexico, 38.90% think that they will do so as soon as they get their pension in the US, 11.10% believe that they will do it before obtaining a pension in the US, while 33.30% did not answer this question. For those answering the question: Where would you prefer to live in similar employment conditions, Mexico or US? 88.90% answered in favor of living and working in Mexico; while the rest said that they prefer to

live and work in the US. It is important to mention that Competence 6 and 9, Self-Management of Continuous Education and Entrepreneurship have a high correlation with Competence 11 Career Planning.

*Competence 12 Capacity to Identify Conditions of Improvement:* With regard to the support they would request or desire to obtain from the Mexican government, in case they decide to return to their country of origin, people responded as follows: Loans, counseling and economic support for starting a small business (38.80%), sources of employment (5.6%) and security (5.6%). The remaining 50.0% said they are not sure, that they do not need anything, or did not respond. When we asked about support requested from the Mexican government while working in the US, people responded as follows: Mortgage, financial support to start a small business in the US, legal advice for US pension procedures, issuance of official documents by Mexico and courier services between both countries, with 28.00% (5.60% each). The remaining, 50.00% did not respond, 16.70% said they do not need any support, and 5.60% said that they were not sure.

#### Observation of 12 Competencies Through Items' Assessment

Competencies and competency models are useful tools and assistive devices for managers of human resources through career exploration and development purposes of each job and group. Competency models focus on the current competencies required for each job. Competency models provide structure for designing the human resource management for any kind of organization. As Dubois (1993) noted, Competency models provide organizations the elements for job designs, hiring, performance, management, employee development, career planning or succession planning and compensation system. With settled results in this article, we can affirm that any investment that any organization makes in competency model development will have direct benefits for human resource management area and the whole organization.

Previous settlement is reinforced by the Vazirani's (2010, p. 129) theory which posits that "the knowledge and use of the information contained within a competency model and awareness of their individual competency strengths and weaknesses, individuals may manage the future job or career success, navigate their current chosen career pathway, or apply the information to examine new career opportunities". Since neither the Mexican government nor the American government, nor public or private institutions, have specific data on the competences of migrant Mexicans, the purpose of this research is to propose a 12 core competencies HRM Model, as well as to provide factors and standards that compose and define each competence, in the immigrants' job profile. Bearing this in mind, we designed an instrument, in questionnaire version, to examine factors and standards and their link to distinct core competencies. This characteristic of decomposition in factors that can be evaluated allows a clear identification of the profile of labor competencies possessed by subjects of a given sample. The Mexican immigrants' 12 Competency HRM Model was assessed through 80 items, from which 73 items are linked to its 12 core competencies and 7 items refers to demographic data. Being settled in Table 1, the 12 core Competencies result of present research are Academic training/profession, Adaptation to labor environments, Acculturation, Specialized equipment handling, Capacity to perform in conditions of risk or extreme effort, Self-management of continuous education, Communication in English language, Management of information and communication technologies, Entrepreneurship, Decision making, Career planning and Capacity to identify conditions of improvement.

With these considerations, 12 tables are shown in the Appendix. Each table shows the items that allow us to measure the factors that make up each of the 12 Competencies: Academic training/profession (Appendix A), Adaptation to labor environments (Appendix B), Acculturation (Appendix C), Specialized equipment handling (Appendix D), Capacity to perform in conditions of risk or extreme effort (Appendix E), Self-management of continuous education (Appendix F), Communication in English language (Appendix G), Management of information and communication technologies (Appendix H), Entrepreneurship (Appendix I), Decision making (Appendix J), Career planning (Appendix K) and Capacity to identify conditions of improvement (Appendix L). Subsequently, one more table with 7 demographic items is shown (Appendix

M). In the process of identification and assessment of the competences in the job profile of immigrants, it is recommended that future assessors order the items in the body of a survey as they are numbered in Appendix's section tables (A to L). This recommendation derives from the qualitative information observed in the behavior of the subjects in the pilot survey. We recommend that scholars or managers applying the survey include an initial section stating it is as an anonymous survey, describing its objective and purpose, stating the names of those responsible for the survey, and providing instructions on how to answer it. As can be seen, the importance of the results shown is that they are useful for the adequate management of Mexican migrant human resources available in the US through the identification of their job profile by professional competences.

## CONCLUSIONS

Migration is a human resource matter. As such, migration may be addressed from the perspective of human resource management development. We followed this perspective in our present work and presented arguments following the assumption that capable human talent is valuable for all organizations. In that sense, and given one of the largest migrations floods between México and the United States of America (USA), there is a binational need to find and utilize human talent. We assume that migration is a natural and recurrent phenomenon that will not stop. As such, there is a need to define a broad and consensus-based migration agenda for both countries to find formulas and solutions to confront multiple challenges and opportunities caused by migration phenomenon, including those related to human resource management.

With this background and in the framework of human resource management theories, this research addresses the professional profile for the Mexican immigrants to the USA following a competency approach model. On that path, our primary finding is the identification of 12 core competencies to be considering in the job profile of Mexican immigrants to the USA. This finding is the result of sorting competencies (knowledge, skills and aptitudes) that allow an individual to develop a concrete activity or group of activities in a successful way. As a secondary result, we propose a survey instrument intended to assess factors related to each core competence. The job profile HRM competency-model we described in this research is a scientific results contribution to the field of management and its sub-discipline of human resource management. The findings of identifiable and measurable competencies constitute a reference for policymakers, civic leaders and the general public with the facts and figures needed to design policies and programs that increase the economic potential of immigrants in border labor markets (Beeson et. al., 2014).

### Limitations

The main limitation of this research is the lack of precise and real data about indicators related to immigration from Mexicans to the US. A secondary limitation, and probably the most important impact on bias, is the perceived attitude of distrust, fear and segregation among Mexican immigrants, either documented or not documented, when we invited them to answer the pilot survey and survey. This occurred even when confidentiality and anonymity were assured. A small degree of response bias is to be expected. One could surmise that respondents who possess lower human capital capabilities are more likely to decline answering the survey. We cannot assume that this is the case. Future research with a larger sample would help alleviate any response bias concerns.

### Future Research

The present contributions, as well as the information that can be provided through the future application of the Competency HRM Model survey, may be used as a parameter for researchers. The end goal of our research is that Mexican and USA governments, as well as other States, may utilize our model and allow the implementation of policies and programs for regulation of migration on both sides of the US-Mexico border according to a clear and measurable job profile.

**APPENDIX**

In this section 12 Appendices are shown. Each shows the items that allow us to measure factors that make up each of the 12 Competencies: Academic training/profession (Appendix A), Adaptation to labor environments (Appendix B), Acculturation (Appendix C), Specialized equipment handling (Appendix D), Capacity to perform in conditions of risk or extreme effort (Appendix E), Self-management of continuous education (Appendix F), Communication in English language (Appendix G), Management of information and communication technologies (Appendix H), Entrepreneurship (Appendix I), Decision making (Appendix J), Career planning (Appendix K) and Capacity to identify conditions of improvement (Appendix L). Subsequently, one more Appendix, with 7 demographic items, is shown (Appendix M).

**Appendix A: Competence I: Academic Training/Profession**

---

**I. Academic Training / Profession**

---

2. What is your job? \_\_\_\_\_

3. Where do you work? City: \_\_\_\_\_ State: \_\_\_\_\_

5. Had you work another profession/trade? Yes \_\_\_ No \_\_\_

6. If so, which? \_\_\_\_\_

7. Where? In Mexico \_\_\_ or USA \_\_\_

8. What completed studies do you have?  
 Elementary School \_\_\_ Middle School \_\_\_ High school \_\_\_ Bachelor \_\_\_ Master \_\_\_  
 PhD \_\_\_ Other \_\_\_ in which are your studies? \_\_\_\_\_

9. Where did you learn / studied your trade or profession? Mexico \_\_\_ USA \_\_\_

10. Who teach you that trade or profession? Teachers \_\_\_ Parents \_\_\_ Relatives \_\_\_ Friends \_\_\_  
 Others \_\_\_ if so, who? \_\_\_\_\_

---

*Authors 'own elaboration. This table shows 8 items that are used for assessment of Competence I, Academic Training/Profession.*

**Appendix B: Competence II: Adaptation to Labor Environments**

---

**II. Adaptation to Labor Environments**

---

11. How long have you been working in the USA? \_\_\_\_\_

12. What are the ideal cities to work in the USA? (Named up to three)  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

13. Why? \_\_\_\_\_

14. How many times have you entered the USA? \_\_\_\_\_

15. In what year was your first entry? \_\_\_\_\_

43. Have you a driver's license?... American? \_\_\_ Mexican? \_\_\_ Both? \_\_\_

---

*Authors 'own elaboration. This table shows 6 items that are used for assessment of Competence II, Adaptation to Labor Environments.*

Appendix C: Competence III: Acculturation

**III. Acculturation**

(Short Acculturation Scale for Hispanic Youth (SASH-Y) took from Barona and Miller, 1994).

Answer next questions, circling the number that you most agree, according to the scale:

1 (very weakly identified) \_\_\_\_\_ 6 (highly identified)

- 44. How much do you identify with American culture? 1 2 3 4 5 6
- 45. How much do you identify with Mexican culture? 1 2 3 4 5 6

Answer next questions, circling the number that you most agree, according to the scale:

- 5. Only Spanish
- 4. Spanish better than English
- 3. Both equally
- 2. English better than Spanish
- 1. Only English

- 46. In general, what language (s) do you read and speak? 1 2 3 4 5
- 47. What was the language (s) you used as a child? 1 2 3 4 5
- 48. What language (s) do you usually speak at home? 1 2 3 4 5
- 49. In which language (s) do you usually think? 1 2 3 4 5
- 50. What language (s) do you usually speak with your friends? 1 2 3 4 5
- 51. In what language (s) are the TV programs you usually watch? 1 2 3 4 5
- 52. In what language (s) are the music you usually listen? 1 2 3 4 5

Answer next questions, circling the number that you most agree, according to the scale:

- 5. All Latinos/Hispanic
- 4. More Latinos than not Latinos
- 3. About half and half
- 2. More not Latinos than Latinos
- 1. All not Latinos

- 53. Your close friends are: 1 2 3 4 5
- 54. You prefer going to social gatherings/parties at which people are: 1 2 3 4 5
- 55. The person you visit or who you visit are: 1 2 3 4 5
- 56. If you could choose your children's friends, you would want them to be: 1 2 3 4 5

*Baronas' and Miller (1994) Short Acculturation Scale for Hispanic Youth (SASH-Y). This table shows 13 items that are used for assessment of Competence III Acculturation.*

Appendix D: Competence IV: Specialized Equipment Handling.

**IV. Specialized Equipment Handling**

- 16. What equipment do you use to do your work? \_\_\_\_\_
- 17. What machines do you use to do your work? \_\_\_\_\_
- 18. What tools do you use to do your work? \_\_\_\_\_
- 19. What instruments do you use to do your work? \_\_\_\_\_

*Authors' own elaboration. This table shows 4 items that are used for assessment of Competence IV, Specialized Equipment Handling.*

Appendix E: Competence V: Capacity to Perform in Conditions of Risk or Extreme Effort.

**V. Capacity to Perform in Conditions of Risk or Extreme Effort**

20. What is your work schedule, normally?  
 Monday-Friday \_\_\_ Monday-Saturday \_\_\_ Monday-Sunday \_\_\_ Other \_\_\_ if so, which? \_\_\_\_\_  
 From \_\_\_\_\_ am/pm To \_\_\_\_\_ am/pm
21. In carry your work duties, do you have face risks or need to use extreme efforts? Yes \_\_\_ No \_\_\_
22. What type of risks? \_\_\_\_\_
23. What type of extreme efforts? \_\_\_\_\_
24. In carry your work duties, do you have face stress? Yes \_\_\_ No \_\_\_
25. if so, which level of labor stress? Minimum 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ Maximum

*Authors' own elaboration. This table shows 6 items that are used for assessment of Competence V, Capacity to Perform in Conditions of Risk or Extreme Effort.*

Appendix F: Competence VI: Self-Management of Continuous Education.

**VI. Self-Management of Continuous Education**

26. Have you had the opportunity to study in the USA? Yes \_\_\_ No \_\_\_
27. if so, what? \_\_\_\_\_
28. Would you like to study or take a class? Yes \_\_\_ No \_\_\_
29. If so, where would you like to take it? Mexico \_\_\_ USA \_\_\_
30. What studies or classes interest you? \_\_\_\_\_

*Authors' own elaboration. This table shows 5 items that are used for assessment of Competence VI Self-Management of Continuous Education.*

Appendix G: Competence VII: Communication in English Language

**VII. Communication in English Language**

31. Do you speak English? Yes \_\_\_ No \_\_\_
32. Do you read English? Yes \_\_\_ No \_\_\_
33. Do you write English? Yes \_\_\_ No \_\_\_
34. Have you taken English classes? Yes \_\_\_ No \_\_\_
35. If so, where? México \_\_\_ USA \_\_\_
36. Named the school/institution \_\_\_\_\_, City \_\_\_\_\_ State \_\_\_\_\_

*Authors' own elaboration. This table shows 6 items that are used for assessment of Competence VII, Communication in English Language.*

Appendix H: Competence VIII: Management of Information and Communication Technologies.

**VIII. Management of Information and Communication Technologies**

37. Do you know how to handle computer programs? Yes \_\_\_ No \_\_\_
38. Which ones (name the most important ones, up to three)? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
39. Do you use those computer programs in your work? Yes \_\_\_ No \_\_\_
40. Do you have an email account? Yes \_\_\_ No \_\_\_
41. Do you have a Facebook account? Yes \_\_\_ No \_\_\_
42. Do you have a smart phone? Yes \_\_\_ No \_\_\_

*Authors' own elaboration. This table shows 3 items that are used for assessment of Competence VIII, Management of Information and Communication Technologies.*



## Appendix I: Competence IX: Entrepreneurship

---

### IX. Entrepreneurship

---

4. Are you self-employed? Yes \_\_\_ Not \_\_\_ If so, do you work for a small \_\_\_, medium \_\_\_ or large business \_\_\_?  
57. Have you attempted or would you like to open a business in the USA? Yes \_\_\_ No \_\_\_  
58. If so, what kind? \_\_\_\_\_ and Where? City \_\_\_\_\_ State \_\_\_\_\_  
63. If you return to Mexico, would you intend to continue working? Yes \_\_\_ No \_\_\_  
64. If yes, what would you do for work? \_\_\_\_\_  
65. Would you like to start a business in Mexico? Yes \_\_\_ No \_\_\_  
66. What kind? \_\_\_\_\_  
67. Where? City \_\_\_\_\_ State \_\_\_\_\_
- 

*Authors' own elaboration. This table shows 8 items that are used for assessment of Competence IX, Entrepreneurship.*

## Appendix J: Competence X: Decision Making

---

### X. Decision Making

---

62. If you had similar job's conditions and salary, where would you choose to work?  
México \_\_\_ USA \_\_\_  
70. What were the main reasons that made you migrate to the USA? (List up to three).  
\_\_\_\_\_  
\_\_\_\_\_  
71. What reasons would make you return to your place of origin or to another city in Mexico?  
(Name up to three).  
\_\_\_\_\_  
\_\_\_\_\_
- 

*Authors' own elaboration. This table shows 3 items that are used for assessment of Competence X, Decision Making.*

## Appendix K: Competence XI: Career Planning

---

### XI. Career Planning

---

59. Do you plan to retire in the USA? Yes \_\_\_ No \_\_\_  
60. Do you plan to return to Mexico to stay? Yes \_\_\_ No \_\_\_  
61. In case you plan to return to Mexico, would you do it  
before \_\_\_ after \_\_\_ you retire and get benefits or pension from the USA.
- 

*Authors' own elaboration. This table shows 3 items that are used for assessment of Competence XI, Career Planning.*

## Appendix L: Competence XII: Capacity to Identify Conditions of Improvement

---

### XII. Capacity to Identify Conditions of Improvement

---

72. What kind of SUPPORT from the Mexican government or other institutions would you like to be offered if you were to reside in Mexico in the future?  
\_\_\_\_\_  
73. And what kind of SUPPORT from the Mexican government or other institutions would you like to be available to you if you were to continue to reside in the USA?  
\_\_\_\_\_  
74. Have you used the services of a Mexican Consulate in the USA? Yes \_\_\_ No \_\_\_  
75. Have you used the services of a Mexican Migrant support Institute? Yes \_\_\_ No \_\_\_  
76. Have you used the services of an American Migrant support Institute? Yes \_\_\_ No \_\_\_
- 

*Authors' own elaboration. This table shows 5 items that are used for assessment of Competence XII, Capacity to Identify Conditions of Improvement.*

Appendix M: Demographic Data

---

**Demographic Data**

---

1. Where are you from? City: \_\_\_\_\_ State: \_\_\_\_\_  
 66. What is your year of birth? \_\_\_\_\_  
 67. What is your gender: Female \_\_\_\_\_ Male \_\_\_\_\_  
 77. Do you have children? Yes \_\_\_ No \_\_\_  
 78. And if so, how many? \_\_\_\_\_  
 79. How many of your children were born in Mexico? \_\_\_\_\_ or in the USA? \_\_\_\_\_  
 80. What immigration status in the USA do you currently have?  
 Resident / Green card \_\_\_\_\_ DACA \_\_\_\_\_ Citizen \_\_\_\_\_  
 Tourist Visa \_\_\_\_\_ Not documented \_\_\_\_\_ Other \_\_\_\_\_ if so, which? \_\_\_\_\_  
 Prefer not to say \_\_\_\_\_

---

*Authors' own elaboration. This table shows 7 items that provide Demographic Data.*

**REFERENCES**

Americans with Disabilities Act (ADA). <https://www.dol.gov/general/topic/disability/ada>

Arias, F. (2015). *Administración de Recursos Humanos*. Editorial Trillas. Mexico.

Barona, A. and Miller, J. (1994). Short Acculturation Scale for Hispanic Youth (SASH-Y): A Preliminary Report. *Hispanic Journal of Behavioral Sciences*, Vol. 16, Issue 2. <https://journals.sagepub.com/doi/10.1177/07399863940162005>

Beata, S. (2015). "The 3D job description", *Journal of Management Development*, Vol. 34 Issue: 4, pp.406-420, <https://doi.org/10.1108/JMD-11-2013-0151>

Beeson, A., Helmcamp, L. and Cerna, A. (2014). *Immigrants Drive the Texas Economy: Economic Benefits of Immigrants to Texas*. Center for Public Policy Priorities. [http://forabettertexas.org/images/EO\\_2014\\_09\\_PP\\_Immigration.pdf](http://forabettertexas.org/images/EO_2014_09_PP_Immigration.pdf)

Boyatzis, R., Stubbs, L. and Taylor, S. (2002). "Learning cognitive and emotional intelligence competencies through graduate management education", *Academy of Management Journal on Learning and Education*, Vol. 1 No. 2, pp. 150-62.

Boyatzis, R. (2008). "Competencies in the 21st century", *Journal of Management Development*, Vol. 27 Issue: 1, pp.5-12, <https://doi.org/10.1108/02621710810840730>

Bunk, G. (1994). *La transmisión de las competencias en la formación y perfeccionamiento de profesionales*. *Revista Europea de Formación Profesional*. En CEDEFOP. No 1.

Cervantes, J. and Rodríguez, A. (2015). *El perfil de la población de origen mexicano en Estados Unidos. Programa de Aplicación de los Principios Generales para los Mercados de Remesas de América Latina y el Caribe*. Centro de Estudios Monetarios Latinoamericanos (CEMLA) Fondo Multilateral de Inversiones del Banco Interamericano de Desarrollo. ISBN 978-607-7734-69-7. <http://www.cemla-remesas.org/principios/pdf/perfilpoblacionmx.pdf>

Canadian Human Resources Council. Community Foundations of Canada. *Getting the Right People. Job descriptions*. <http://hrcouncil.ca/hr-toolkit/right-people-job-descriptions.cfm>

Davila, A. and Mora, M. (2013). *Hispanic Entrepreneurs in the 2000s: An Economic Profile and Policy Implications*, Stanford University Press, Fall 2013.

Davila, A, Mora, M. and Stockly, S. (2011). "Does Mestizaje Matter in the U.S.? Economic Stratification of Mexican Immigrants," *American Economic Review (PandP)* 101 (3): 593-97.

Fondas, N. (1992). A behavioral Job Description for Managers. *Organizational Dynamics*, Volume 21, Issue 1, Summer 1992, Pages 47-58. [https://doi.org/10.1016/0090-2616\(92\)90085-2](https://doi.org/10.1016/0090-2616(92)90085-2)

Gan, M. and Kleiner, B. (2005). "How to Write Job Descriptions Effectively", *Management Research News*, Vol. 28 Issue: 8, pp.48-54, <https://doi.org/10.1108/01409170510784959>

Heathfield, S. (2016). Job Profile: How to Develop and Use. <https://www.thebalancecareers.com/job-profile-how-to-develop-and-use-1918158>

Herrera A. (2017). Un Modelo de Perfil para Gestión de Personal: Diez Competencias del Docente de Posgrado. *Revista Global de Negocios (RGN)*, Volume 5, Number 8, pages 1-28. ISSN 2328-4641 print and 2328-4668 online. USA. <http://www.theibfr.com/ARCHIVE/RGN-V5N8-2017.pdf>

Herrera, A. (2016). Un modelo de perfil por competencias para el docente de posgrado. Tesis de Doctorado en Administración. Instituto de Estudios Universitarios (IEU) campus Puebla, México.

Herrera, A. (2005). *Administración por Competencias Profesionales*. Tesis de Maestría en Administración. Universidad de la Salle Bajío, México.

Hirschman, C. (2014). Immigration to the United States: Recent Trends and Future Prospects. *Malays Journal of Economy Studies* 2014; 51(1): 69–85.

Instituto Nacional de Empleo en España (INEM). (1995). Metodología para la ordenación de la formación profesional ocupacional. Subdirección general de gestión de formación ocupacional. [www.uch.edu.ar/rrhh](http://www.uch.edu.ar/rrhh).

McClelland, D. (1973). Testing for Competence Rather Than for "Intelligence". *American Psychologist*, 28(1), 1-14. <http://dx.doi.org/10.1037/h0034092>

Mora, M. and Davila, A. (2011). "Cross-Border Earnings of U.S. Natives along the U.S.-Mexico Border." *Social Science Quarterly* 92 (3): 850-74.

Mora, M. and Davila, A. (2013). (Eds.). *The Economic Status of the Hispanic Population*. Charlotte, NC: Information Age Publishing, Inc., Spring 2013.

Mora, M. and Davila, A. (2014). "Gender and Business Outcomes of Black and Hispanic New Entrepreneurs in the U.S.," *American Economic Review (PandP)* 104 (5): 245-49.

Organización Internacional del Trabajo (OIT). (1993). *Formación profesional. Glosario de términos escogidos*. Ginebra.

Peri, G. (2010). The Effect of Immigrants on U.S. Employment and Productivity. Federal Reserve Bank of San Francisco (FRBSF). *Economic Letter*.

Prahalad, C. and Hamel, G. (1990). The Core Competence of the Corporation. *Harvard Business Review*, 68(3), 79–91. Retrieved from <https://hbr.org/magazine>

Rutledge, L., LeMire, S., Hawks, M. and Mowdood, A. (2016). Competency-Based Talent Management: Three Perspectives in an Academic Library, *Journal of Library Administration*, 56:3, 235-250, DOI: 10.1080/01930826.2015.1105051

Sasnal, P. (2018). Domesticating the Giant: The Global Governance of Migration. Council on Foreigner Relations. <https://www.cfr.org/report/domesticating-giant-global-governance-migration>

SICREMI. (2014). México - Tendencias y características de la política migratoria desde fines del siglo XX a la actualidad. Sistema Continuo de Reportes sobre Migración Integral en las Américas. In <http://www.migracionoea.org/index.php/es/sicremi-es/17-sicremi/publicacion-2011/paises-es/137-mexico-3-tendencias-y-caracteristicas-de-la-politica-migratoria-desde-fines-del-siglo-xx-a-la-actualidad.html>

Tejada, J. (2005). El trabajo por competencias en el prácticum: cómo organizarlo y cómo evaluarlo. *Revista Electrónica de Investigación Educativa*, 7 (2). <http://redie.uabc.mx/vo7no2/contenido-tejada.html>

Vazirani, N. (2010). Competencies and Competency Model-A Brief overview of its Development Application. *SIES Journal of Management*, April-August 2010, Vol. 7 (1), pages 121-131.

## BIOGRAPHY

Azucena L. Herrera Aguado is Professor for the Department of Management, School of Business at The Technological University of Puebla (UTP), Mexico. Having received a PhD in Business Management, she is working on Human Resource Management's topics, and her results are mainly visible through journal publications, presentation in conferences and directed thesis. Relevant professional positions that she held are: Dean for the School of Business at UTP, Chair for the Science and Technology Department at UTP and Director for Science and Research Programs at the State Council for Science and Technology in Puebla, Mexico.

Jorge A. Gonzalez is Associate Professor of Management at the University of Texas – Rio Grande Valley. He received his Ph.D. in Management from the Mays Business School at Texas A and M University. He conducts academic research on a variety of Management topics, including diversity and inclusion in organizations and communities, business relationships, stress, leadership, and cross-cultural organizational behavior with a focus on Latin America. His award-winning research has been published in a number of academic journals such as the *Journal of International Business Studies*, *Personnel Psychology*, and the *Journal of Organizational Behavior*.