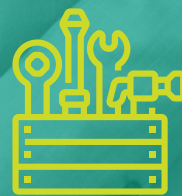


2023

Rural Employers'  
Awareness on  
Diversity and  
Inclusion (READI)

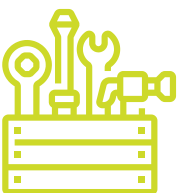
Toolkit





**This toolkit is funded by the Government of Alberta's  
Settlement, Integration and Language Programs**

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## Rural Employers' Awareness on Diversity and Inclusion Toolkit

*This toolkit was made possible through the successful collaboration of the following contributors:*

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# Land Acknowledgment

Rural Development Network, Lethbridge Family Services and ASSIST Community Services are all located in Alberta, on land that we acknowledge as the traditional and ancestral territory of many peoples, presently subject to Treaties 6, 7, and 8.

These peoples include the Blackfoot Confederacy – Kainai, Piikani, and Siksika – the Cree, Dene, Saulteaux, Nakota Sioux, Stoney Nakoda, and the Tsuu T’ina Nation and the Métis People of Alberta, including the Métis Settlements and the Six Regions of the Métis Nation of Alberta within the historical Northwest Metis Homeland.

We acknowledge the many First Nations, Métis, and Inuit who have lived in and cared for these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us.

We make this acknowledgement as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



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# Preface

## The Importance of Collaboration

This project would not have been successful without strong collaboration among the Rural Development Network (RDN), Lethbridge Family Services (LFS), and ASSIST Community Services. Though representing different regions and sectors, the team members were able to come together to create a program and a resource that reflected the needs of rural employers across the province. This collaboration mirrors the work of the many stakeholders who support the attraction, retention, and settlement of newcomers in Alberta communities.

## Rural Development Network (RDN) - [ruraldevelopment.ca](http://ruraldevelopment.ca)

Created in 2009 as a partnership of Alberta's 21 public post-secondary institutions, RDN began as the Alberta Rural Development Network (ARDN) and is now working across Canada in rural, remote, and Indigenous communities.

RDN supports rural sustainability by accurately identifying social issues and finding effective solutions. A key aspect of our work is helping communities build capacity to implement proposed solutions. We work with them to amplify the "rural voice" and collaborate to bring focus to rural issues, build local capacity, and find innovative, rural-based solutions to unique challenges.

## The Rural Immigration Initiative - [ruraldevelopment.ca/initiatives/rural-immigration](http://ruraldevelopment.ca/initiatives/rural-immigration)

The Rural Immigration Initiative was established in 2019 in response to the emerging needs of rural communities, and to new programs that had been developed to attract and retain skilled immigrants in rural and remote communities. This initiative takes a holistic approach to empower and support settlement and integration efforts for a wide range of stakeholders, including communities, newcomers/refugees/immigrants, other individuals, community-based organizations, and service providers.

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## Lethbridge Family Services (LFS): Immigrant Services - [lfsfamily.ca](http://lfsfamily.ca)

The Immigrant Services department of LFS (established 1910) ensures that people who arrive in Canada are able to use their existing skills, learn new ones, and participate actively in all aspects of Canadian life.

Services include a full range of settlement services, orientation, interpretation, translation, and referrals to community supports and counselling. We deliver public education to professionals and the community at large, and participate in many community outreach projects.

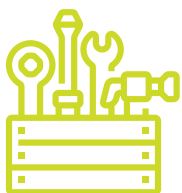
## ASSIST Community Services Centre - [assistcsc.org](http://assistcsc.org)

ASSIST Community Services Centre is a non-profit and charitable organization established in 1977 to address the needs of the immigrant population in Edmonton.

Our vision is to bridge people and communities, with a mission to enhance the lives of individuals and families through quality programs and services. Our primary mandate is to facilitate the successful integration of immigrants into mainstream society through support and practical settlement services. We strive to provide integrated and comprehensive programs to promote the health and well-being of immigrants of all ages, cultures and ethnic backgrounds.



# STUDENT



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# INTRODUCTION

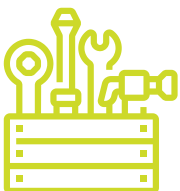
The READI Project Toolkit for rural employers is a resource to support the integration of immigrants into the workplace.

Employers play a major role in the settlement, retention, and sustained population growth of newcomers in rural communities. This guide provides practical tools to support all aspects of the employment cycle, from attraction and interviewing to onboarding and retention. It also contains helpful tips on issues related to culture, immigration and inclusion, and links to additional resources.

## Scope

The primary audience for this toolkit is rural and remote Alberta communities who may not have immigrant-serving organizations and who have employment challenges unique to smaller centres.

For the purpose of this guide, the term "newcomer" refers to an individual who has immigrated to Canada within the past five years. Content is directed mainly toward newcomers who intend to settle permanently in Canada, and less so toward refugees, asylum seekers, and evacuees.





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## About the READI Project

A 2015 study by the Rural Development Institute, at Brandon University, highlighted challenges faced by employers in smaller centres in the wake of an economic boom in Alberta.<sup>1</sup> Although job opportunities were good and there was an influx of immigrants in the province looking for work, both employers and candidates faced barriers in the hiring process.

The *Rural Employers' Awareness on Diversity and Inclusion (READI)* project was established in response to employer need for training and resources related to newcomer employment, as well as support expanding and strengthening relationships with service providers, local businesses and other employers.

The project launched with an employer needs assessment, followed by a series of training modules and culminating in an in-person workshop. This toolkit is an expanded compilation of the resources provided to project participants, but is intended for anyone looking to achieve greater success in their newcomer hiring initiatives.

We hope you find it to be of value in your work with newcomers.

---

## Toolkit Icons

At various points in this toolkit you'll encounter graphic icons meant to draw your attention to key points, cautionary notes, and opportunities for further learning.

Here's a key to these icons:



"wrench in the works": a note to proceed with caution



"user manual": further reading or additional resources; items in the "Resources" section

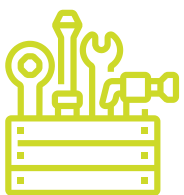


"gears are turning": concepts and perspectives to reflect on



"light bulb moment": a great idea you can use, a workplace best practice

<sup>1</sup> Rural Development Institute. (2016). *2015-2016 annual report*. <https://www.brandonu.ca/rdi/files/2016/08/RDI-Annual-Report-2015-16.pdf>



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# Participant Orientation

## Introduction to the READI Project

- 
- 1** READI Project Employer Needs Assessment
  - 2** The Landscape of Immigration in Alberta
  - 3** Newcomers in the Workplace and Community

## The Employer Needs Assessment

Prior to the start of training, each READI Project employer participated in a needs assessment interview with project staff. The interview helped determine organizational gaps and challenges in attracting, retaining, and settling newcomer employees.

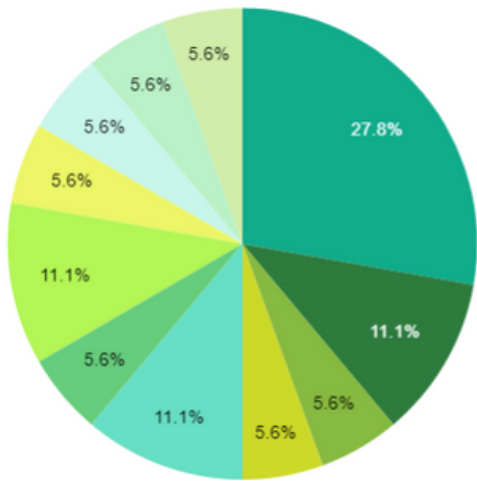
The data collected highlights the challenges rural employers in various industries across Alberta are experiencing in supporting newcomers.



Interview responses were aggregated and the data gathered is represented in the graphic images on the following pages.

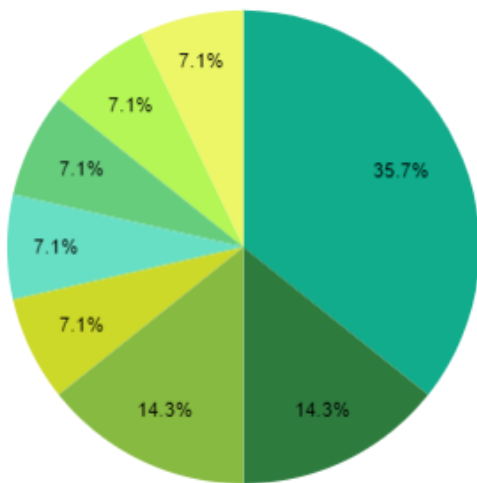
## Industry Sector and Newcomer Roles

In what industry sectors are READI employers conducting business?



- ✕ agriculture/farming/ranching
- ✕ municipality
- ✕ disability services
- ✕ pharmacy
- ✕ landscaping/rock products
- ✕ child care
- ✕ hotel/lodging
- ✕ manufacturing
- ✕ hardware
- ✕ restaurant/food service
- ✕ non-profit/community organization

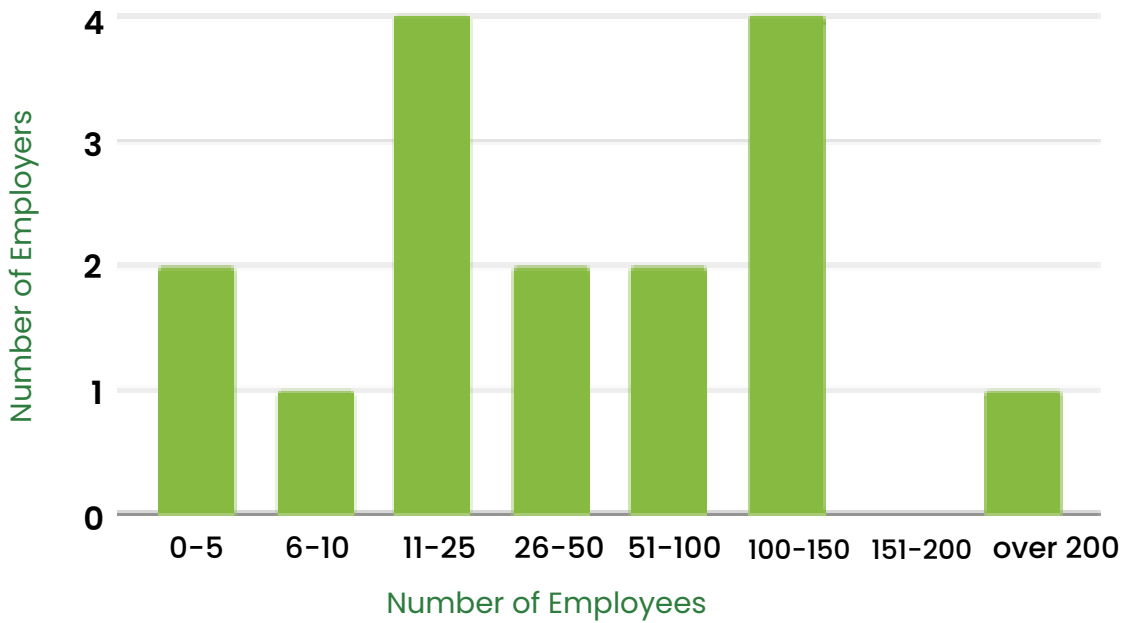
In what roles do employers hope to place newcomer hires?



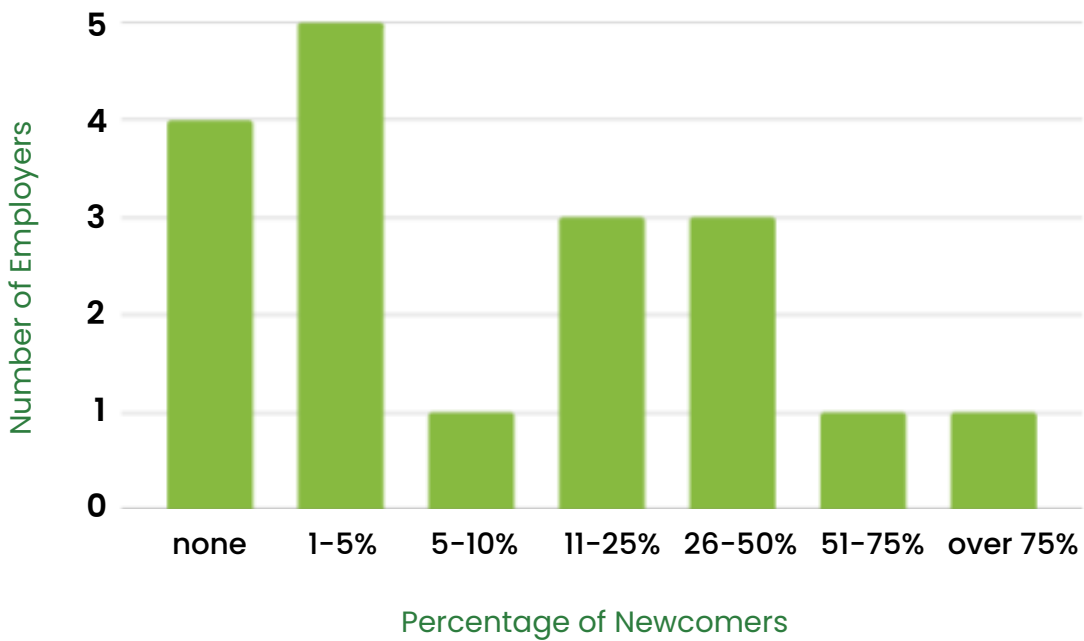
- ✕ skilled/unskilled seasonal labour
- ✕ cattle/farm specialist
- ✕ hauling/driving
- ✕ equipment operating
- ✕ housekeeping
- ✕ kitchen staff
- ✕ reception desk
- ✕ sales associate

## Local and Newcomer Staff Complement

How many employees do businesses have in total?

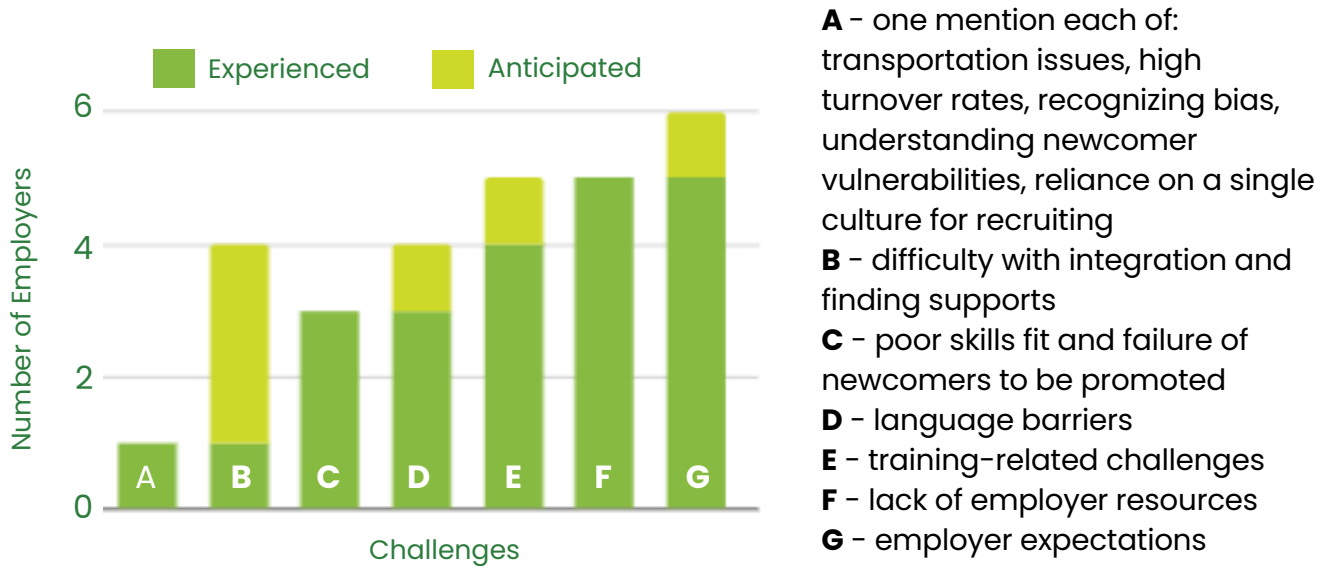


What portion of the total staff count are newcomers?

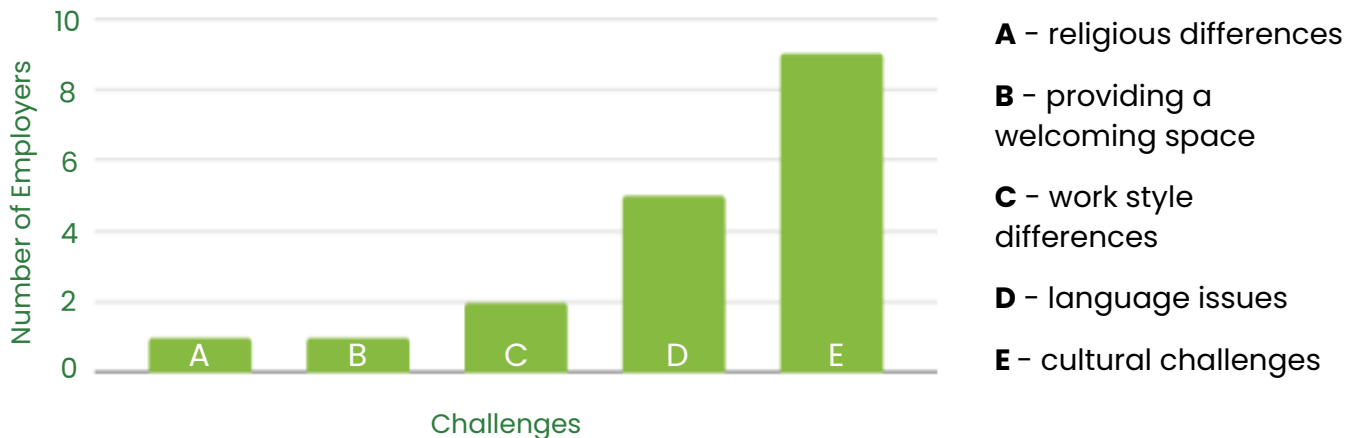


## Employment and Inclusion Challenges

READI asked employers about the difficulties they had experience(d) with regard to employing newcomers, or what challenges they anticipated.

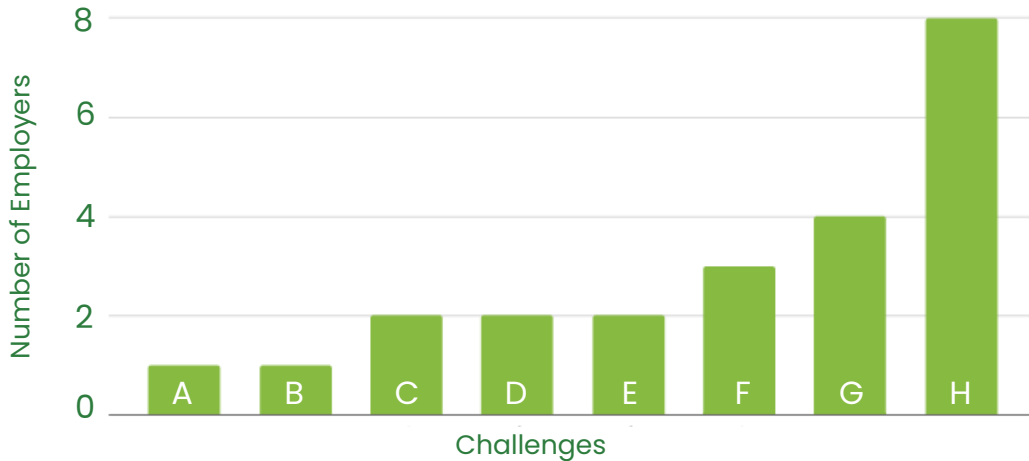


Employers were also asked to reflect on how welcoming and inclusive their workplaces were, and if they were respectful of diversity. We asked them to identify any intercultural issues they had observed, and in what areas they would like support.



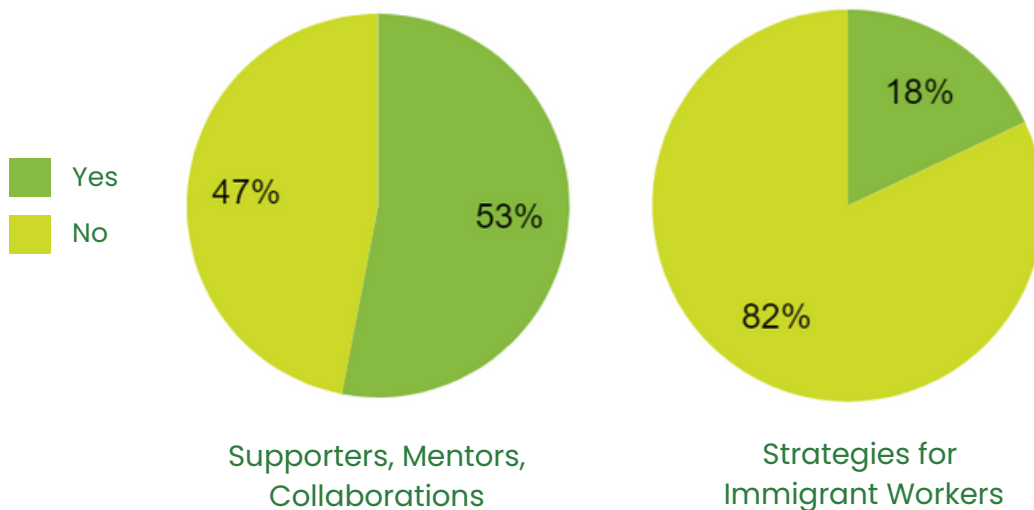
## Barriers, Partnerships, and Strategies

READI employers reflected on gaps or issues in their community or government support of newcomers in their area.



- A** - community integration
- B** - mistreatment or intimidation
- C** - access to services
- D** - housing
- E** - ESL training
- F** - childcare services
- G** - general newcomer supports
- H** - agency supports

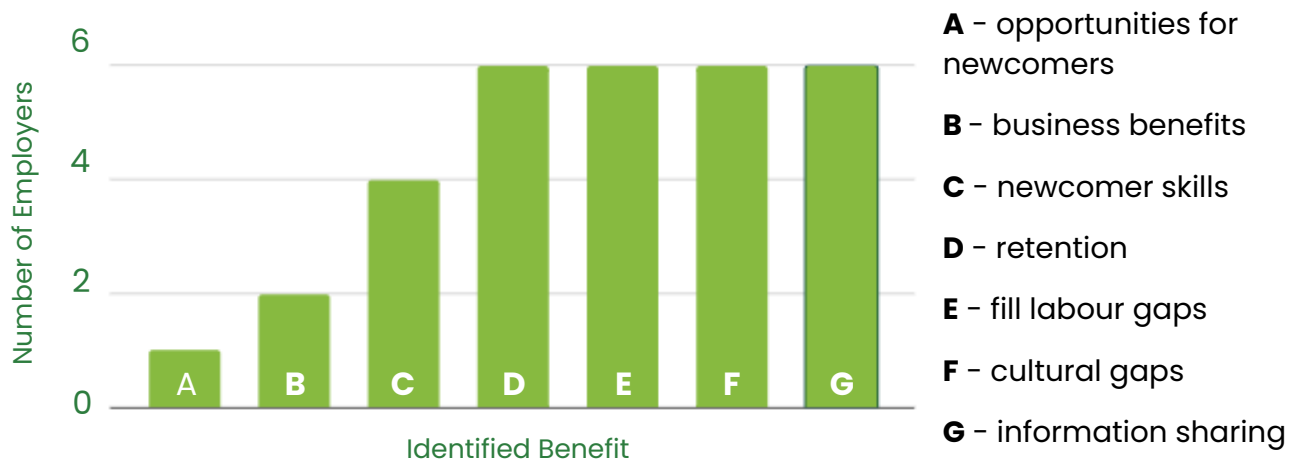
READI also asked whether employers had established any supportive connections for themselves, and if they had developed strategies for recruiting, hiring, integrating, and retaining immigrant workers.



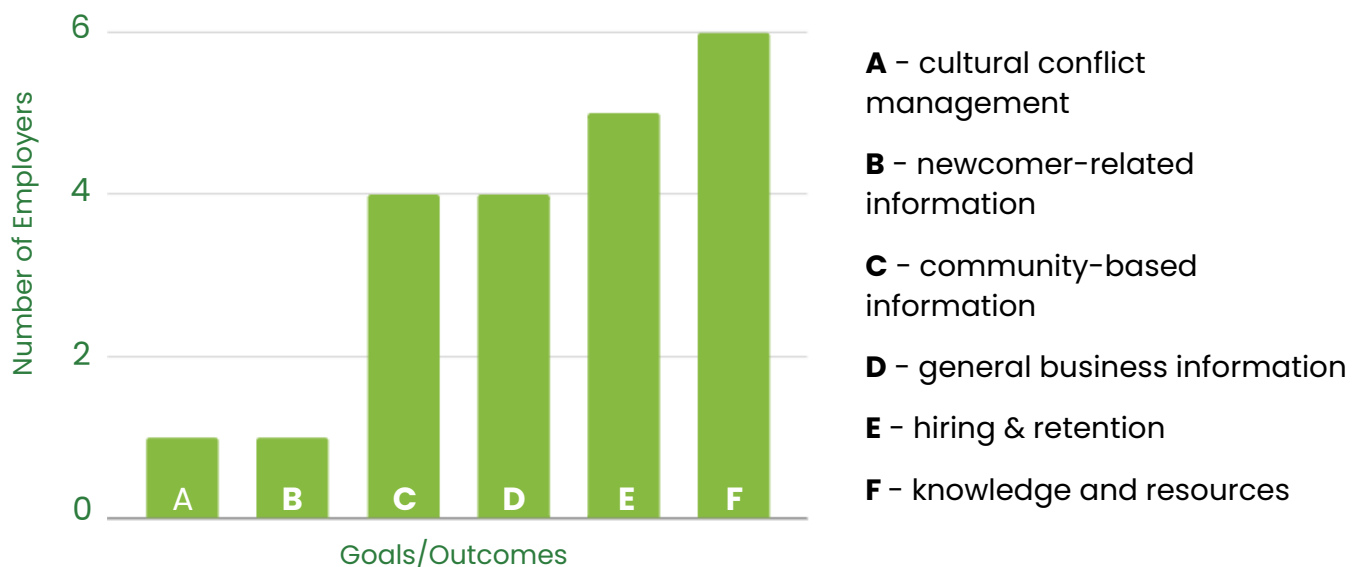


## Benefits and Outcomes

Employers shared what they believed to be the greatest benefits of hiring newcomers.



The graphic below is a summary of what kind of information READI employers hoped to gather during the training and what goals they set for themselves for the project.



## Employer Needs Assessment: Highlights and Applications

### Highlights

Analysis of the employer needs assessment responses determined that rural organizations across a variety of industry sectors all experienced gaps and challenges in their ability to attract and retain newcomer employees. Some of the larger organizations that employed a higher percentage of newcomers were more likely to have established policies and practices that supported their attraction efforts, and were better able to draw in newcomers due to a natural affinity and cultural connection with existing staff.

As rural communities frequently lack extensive diversity, employers reported greater cultural challenges and increased language barriers with newcomer employees from different cultural groups. A majority of employers had no supportive connections with organizations that offer language and settlement services to newcomers.

Aside from the initial economic benefit of filling labour gaps, employers found numerous benefits to hiring newcomers, including application of new information and skillsets, increased cultural diversity, and the opportunity to retain highly qualified employees. Employers looked to the READI program to help them improve their capacity to integrate newcomers and bridge the gap to their current workforce.

### *Three key takeaways from the needs assessment:*

- 1. Employers need resources to better attract and retain immigrant workers for both their organizations and for the greater community.*
- 2. Employers want to connect with one another to broaden their networks and build relationships.*
- 3. Employers want to learn best practices and practical solutions to support their newcomer integration initiatives.*

## How We Responded

The needs assessment was vital to determining the approach and planning for the project training. By analyzing responses from each employer, we were able to create a learning framework that would address the gaps, challenges, needs and questions employers had with regard to the attraction, retention, and settlement of newcomer employees.

We took care to ensure the training was developed through a rural lens, considering the unique and additional challenges employers experience in smaller communities, such as housing, public transportation, access to services, and a lack of cultural diversity.

## Training Modules

The following training modules were developed to address the knowledge gaps identified by participating READI employers:

- Participant Orientation
- Newcomers in the Workplace and Community
- Intercultural Competence and Communication
- The Hiring Process Part One and Two
- Non-Traditional Newcomer Groups & Workplace Inclusion Policy
- Newcomer Perspectives & Project Wrap-Up

## Measuring Success

To successfully measure the impact of the training, the project team conducted pre-and-post assessments after each module to evaluate the success of the capacity-building training.



Has your organization done a needs assessment to evaluate what gaps and challenges you experience in meeting the needs of diverse workers? How might an organizational needs assessment inform your hiring and retention goals?

## The Landscape of Immigration in Alberta

Understanding current trends in immigration across the province, specifically in rural communities.

### The Decline of Rural Populations

According to the 2021 Census, Canada's rural populations have decreased over the last five years.<sup>2</sup> The current population growth of rural communities is **15 times slower** than in urban centres. The census also indicates that one in five people in Canada live in rural communities.

Newcomers to Canada are also leaving rural communities for a number of reasons:

- There are no other members of their cultural group
- Lack of employment and lifestyle opportunities
- They do not feel a sense of belonging in the community

### Data from the 2021 Alberta Census<sup>3</sup>

It's helpful to understand the current context of immigration in the province and how many newcomers call Alberta home.

- Alberta's population grew by **2.24%** from 2021-2022 adding 99,338 new residents. The biggest driver of growth (1.35%) was due to international migration.
- Alberta gained **59,998** new international migrants between July 2021 and June 2022.
- Between 2022-2046, Alberta is projected to become increasingly more diverse, as arrivals from other countries will account for about **55%** of the expected growth over the projection period.

**15.2%** of Alberta is considered Rural

Alberta has a **2.7%** population loss in rural areas

The share of population living in rural areas decreased to **15.2%**<sup>4</sup>

## Alberta Immigration Pathways

The provincial government created new immigrant pathways to promote immigration to rural Alberta communities.



### Alberta Advantage Immigration Program<sup>5</sup>

Formerly known as the Alberta Immigrant Nominee Program, this federal and provincial level program nominates people for permanent residence in Alberta. Nominees must have skills to fill job shortages or be planning to buy or start a business in Alberta. They must also be able to provide for their families.

Immigration, Refugees and Citizenship Canada manages applications for permanent residence and makes final decisions.

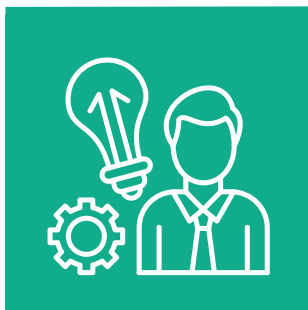
In 2023, Alberta had 100,000 job openings in the province across all sectors. In-demand sectors include healthcare, construction, education, technology, and engineering.



### Rural Renewal Stream<sup>6</sup>

The Rural Renewal Stream addresses current labour needs and skill shortages in rural Alberta communities and helps newcomers settle into the community. This stream requires a community or municipal body to apply to the Government of Alberta for community designation.

Once designated, the community then works with employers to attract and recruit newcomers and collaborates with a settlement organization to retain newcomers by sharing information on settlement supports. This may include accommodation, education, health care, and services such as language training.



### Rural Entrepreneur Stream<sup>7</sup>

The Rural Entrepreneur Stream is an economic immigration program. Entrepreneurs who want to start a business or buy an existing business in a rural Alberta community can connect with the community contact person (usually an economic development officer or chief administrative officer).

## Newcomers in the Workplace and Community

What are some reasons newcomers choose to move to Canada?

Canada has much to offer newcomers looking for a good place to make a fresh start.

Some factors that attract them to our country include:

- Canada embraces multiculturalism and immigrants, and provides various pathways for immigration
- Natural beauty, wide-open spaces, mountains, trees, lakes, and vacation spots
- A free society with fundamental human rights enshrined in a Charter of Rights & Freedoms, providing better quality of life
- Excellent business opportunities and expanding job markets
- A thriving economy
- High-calibre education system, and universities with an excellent international reputation
- Universal healthcare system and generous network of social assistance programs from both federal and provincial governments



### Immigration Matters

*The Government of Canada launched a campaign, using video and other platforms, to support the advocacy of immigrants and showcase Canadian immigration success stories.*

*View these stories online and learn more about immigration in Canada through [#immigrationmatters](#)<sup>8</sup>*

## Newcomer Needs and Barriers

What are newcomers' most pressing needs as they settle into the community?

- Language support
- Cultural orientation
- Employment support
- Social networking opportunities
- Transportation
- Housing
- Healthcare
- Understanding the Canadian school system
- Document support
- Understanding Canadian law

### What are some of the other barriers they face?

Once their basic needs are met, newcomers will experience additional barriers that can be described as the "**5Cs**":<sup>9</sup>

**Colour** - barriers related to race and appearance, especially common in small communities with limited diversity.

**Cultural confusion** - occurs when newcomers have expectations about Canada that are different from what they see after they arrive. At this point, many immigrants may feel they must choose between their home culture and the new culture while establishing a secure identity.

**Climate** - newcomers are often shocked to discover they will be spending seven months of the year indoors. In worst cases, they may also suffer seasonal depression.

**Computers** - with so many services now offered virtually, immigrants who are not tech savvy can struggle to access information, or may not have easy access to a computer.

**Communication** - not being able to converse with people can lead to frustration, isolation, and missed opportunities. Newcomers need to be able to connect with others to integrate successfully.

## How Employers Can Help

In addition to supporting newcomers with their settlement needs and reducing barriers, you will also need to ensure employees:



Understand their rights as workers



Are aware of workplace expectations



Are briefed on pay-related items including regular deductions (income tax, pension, employment insurance, benefits, vacation pay) and statutory holidays



Understand what harassment in the workplace looks like and how to respond to it



Know the process for calling in sick or late



Are familiar with occupational health and safety regulations, know how to file an incident report, and respond to emergencies

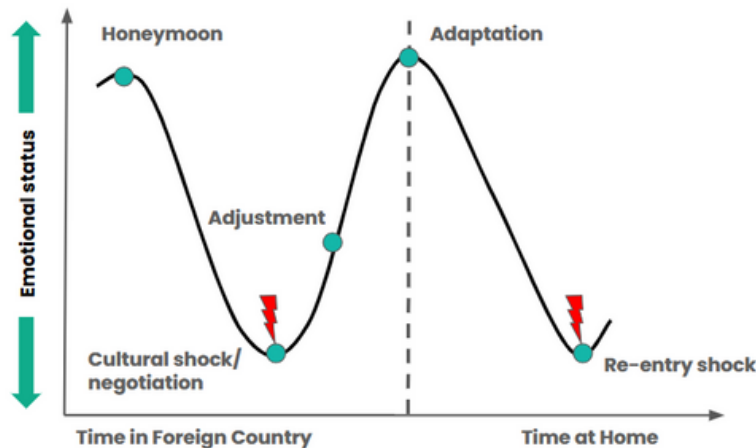


Understand the nature of relationships between employees and the leadership team



## Understanding Culture Shock in the Workplace

Culture shock is defined as "a sense of dislocation and general uneasiness when coming to a new country."<sup>10</sup> If you have travelled to a foreign country, you might have experienced culture shock.



The stages of culture shock experienced by many newcomers<sup>11</sup>

**The Honeymoon Stage** - the euphoric phase when newcomers are fascinated by all the exciting and different aspects of their new life and new job. This first stage may only last for a few weeks or months.

**Negotiation Stage** - the stage of irritability and hostility. Newcomers start to feel that work style differences are inferior. They may blame their frustrations on the new work culture rather than on the adaptation process. This usually hits around the three-month mark, or earlier for some. This is the phase of real culture shock.

**Adjustment Stage** - newcomers feel more relaxed and develop a more balanced, objective view of their workplace, usually around 6-12 months. They are starting to be able to handle challenging situations in a more rational way.

**Adaptation** - the stage where newcomers feel a sense of belonging to the host culture. They feel comfortable in their workplace and are better integrated, they have adapted to a new way of working and no longer feel isolated and lonely. They develop friend circles and connections at work.

**Re-entry Shock** - this happens when newcomers visit their home country after living in a different country for a couple of years and it isn't what they expected it to be, so they experience a different type of culture shock.

## Responding to Culture Shock

How can you as an employer or service provider understand and respond to culture shock through an organizational lens?



Create a **buddy system** where the employee has someone available to support them through their integration process and someone they can ask questions from/build trust.



Provide **frequent check-ins** and resources (counseling, settlement services).



Provide **opportunities to connect** with co-workers and begin creating friendships and relationships.



Host **cross-cultural activities** or events where employees can showcase their culture and be able to experience it in the workplace.



Be patient, and **allow time for adjustment**. Culture shock can last up to 12 months for some newcomers.



---

# Check Your Knowledge!

What did you learn about newcomers in the workplace and community? Answers in the Employer Resources section.

## Topic 1: Employer Needs Assessment

- 1. What is the most common industry sector in which READI employers are conducting business?**
  - a. hotels, lodging
  - b. agriculture, farming, ranching
  - c. restaurant, food service
  - d. child care
- 2. Among READI employers, what is the most common percentage of workers who are newcomers?**
  - a. none
  - b. 1-5%
  - c. 11-25%
  - d. over 75%
- 3. What are some common roles employers hoped to fill with newcomer hires?**
  - a. skilled and unskilled seasonal labour
  - b. housekeeping and kitchen staff
  - c. equipment operation and truck driving
  - d. all of the above
- 4. What is the greatest community-based barrier to integrating newcomers, as identified by READI employers?**
  - a. English language training
  - b. child care services
  - c. housing
  - d. lack of settlement agency support
- 5. What did READI employers identify as the greatest benefits to hiring newcomers?**
  - a. becoming more competitive/transitioning from seasonal to year-round
  - b. lower salary expectation and stronger work ethic among newcomers
  - c. cultural knowledge/filling labour gaps/reducing turnover
  - d. none of the above



---

## Topic 2: The Landscape of Immigration in Alberta

6. **According to the 2021 Canada Census, what has been the rate of population change in rural Alberta communities?**
  - a. staying about the same
  - b. 2.7% population loss
  - c. 15.2% population increase
  - d. 17.8% population loss
7. **Which immigration program nominates people for permanent residence in Alberta?**
  - a. Alberta Advantage Immigration Program
  - b. Immigration, Refugees and Citizenship Canada
  - c. Rural Entrepreneur Stream
  - d. Rural Renewal Stream
8. **Which immigration program is for people who want to buy or start a business in a rural Alberta community?**
  - a. Alberta Advantage Immigration Program
  - b. Immigration, Refugees and Citizenship Canada
  - c. Rural Entrepreneur Stream
  - d. Rural Renewal Stream
9. **Which immigration program works with employers to attract and recruit newcomers?**
  - a. Alberta Advantage Immigration Program
  - b. Immigration, Refugees and Citizenship Canada
  - c. Rural Entrepreneur Stream
  - d. Rural Renewal Stream
10. **According to the Alberta Census, how many new international migrants arrived between July 2021 and July 2022?**
  - a. about 15,000
  - b. about 30,000
  - c. about 60,000
  - d. over 100,000

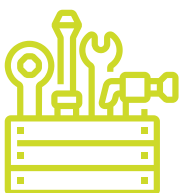


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### Topic 3: Newcomers in the Workplace and Community

11. **What are some reasons newcomers choose to move to Canada?**
  - a. multiculturalism, multiple pathways to immigration
  - b. human rights protection, freedom and quality of life
  - c. high quality education and health care
  - d. all the above
12. **What are newcomers' most pressing needs as they settle into a new community?**
  - a. housing, employment support, language support
  - b. gaining Canadian citizenship
  - c. establishing a faith community connection
  - d. discovering local services and recreational opportunities
13. **Which "5C" barrier occurs when newcomers have expectations about Canada that are different from what they encounter?**
  - a. colour
  - b. communication and connection
  - c. cultural confusion
  - d. computers
14. **What information do employers need to ensure employees are aware of?**
  - a. their rights as workers
  - b. how to respond to workplace harassment
  - c. the nature of relationships between employees and the leadership team
  - d. all the above
15. **What are the stages of culture shock?**
  - a. euphoria, denial, acceptance, accommodation, rebound
  - b. arrival, settlement, rejection, acceptance, return
  - c. honeymoon, shock, adjustment, adaptation, re-entry shock
  - d. enthusiasm, disappointment, re-direction, contentment, departure

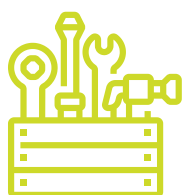
# REFERENCES



## Footnotes

- <sup>2</sup> Statistics Canada. (2022). *Population growth in Canada's rural areas, 2016 to 2021*.  
<https://www12.statcan.gc.ca/census-recensement/2021/as-sa/98-200-x/2021002/98-200-x2021002-eng.cfm>
- <sup>3</sup> Government of Alberta. (2023). *Annual population report - Alberta 2021-22*. Retrieved from  
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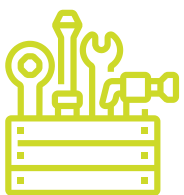
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# Module 1

## Newcomer Onboarding, Integration and Inclusion

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**1**

Capacity and Onboarding

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**2**

Best Practices for Integrating  
Newcomer Workers

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**3**

Welcoming and Inclusive  
Organizations and Communities

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**4**

Power Dynamics and Workplace  
Culture

## Capacity and Onboarding

### Assessing Organizational Capacity

Think about your organization's capacity to meet the needs of newcomers, and how prepared you are right now to successfully integrate and retain newcomer employees.



- *What types of diversity already exist within your organization?*
- *What kinds of relationships are already established between cultural/diverse groups? What, if any, struggles exist?*
- *Are there efforts to build alliances/coalitions between groups?*
- *What concerns do different groups have in common?*

### The "3 Ps" of Onboarding

The first 90 days of work are critical to the success of any new employee. They are equally critical for employers, helping you realize the full value of your investment.

To get the most out of the onboarding process, focus on the "3 Ps":<sup>12</sup>



#### People

- Informal social events
- "Buddy system"
- Meeting with senior leaders
- Mentorship
- Team building activities



#### Performance

- Setting expectations early, providing feedback
- Job shadowing
- HR check-ins, employee performance reviews
- Coaching
- Other training opportunities



#### Paperwork

- Organizational orientation
- Policy/safety manuals
- Resources
- Forms

## Onboarding Newcomer Employees

Onboarding plays an important role in the settlement of newcomers in your organization. Take time to consider their needs and the barriers they may be facing throughout their integration. Be prepared to provide additional support for your newcomer hires.



Some best practices for onboarding your newcomer staff:

### Support initial settlement costs

- accommodations, winter clothing, health insurance, groceries, and transportation are basic needs newcomers may need assistance with in the early days
- consider providing an advance on the first paycheck, or deducting a small amount monthly in exchange for financial support at the beginning

### Build a community within your organization

- help newcomers understand the norms and acceptable behaviours of the community
- let them know who to speak to about getting things done or solving problems
- share good places to go for lunch or other community "hot spots"

*Organizations are like communities and it can be challenging for new individuals to adapt.*

### Create instructional videos

- operations, safety procedures, general workplace processes, and tasks
- if you have the resources, these "hands-on" instructional pieces can be a boon to training and help newcomers better understand their role and assignments

These initiatives are designed to help welcome and integrate newcomer employees into your work community. They increase the likelihood of success for new staff and reduce the time required to reach full productivity.

## Best Practices for Integrating Newcomer Workers

Why is it important to prioritize and place a high value on supporting integration?

Integration in the workplace is equally as important as integration into the community. Broader community issues can be reflected in the workplace, and challenges faced by newcomers in the community can have an affect on their ability to be successful at work.

The “burden” of feeling included should not be placed only on the shoulders of newcomers when starting a new role or position. It’s important to see integration as a two-way process or joint community effort.

***Successful  
integration  
leads to  
greater  
retention.***

### **Encouraging a Sense of Belonging**

For newcomers to feel a sense of belonging, both the newcomer and the community or workplace may need to make adjustments to be able to facilitate this type of integration. For example, newcomers will need to learn English to be able to communicate with others and start building their social support networks. In return, it is encouraged that neighbours, community members, and organizations invite newcomers to have those conversations.

One way to facilitate this would be to invite newcomer workers to participate in conversation circles in local libraries or immigrant-serving agencies. Not forcing newcomers to engage, but providing a space for engagement will help.

A welcoming approach and active listening on the part of employers and service providers are key qualities for newcomers to stay engaged with supports and services.

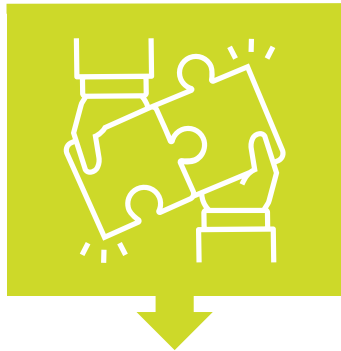
## Settlement, Integration and Social Inclusion<sup>13</sup>

Settlement and integration are terms often used interchangeably to talk about newcomers adjusting and acclimatizing to life in Canada, but there are subtle differences.

It's helpful to understand the process newcomers move through as they adapt to a new community and new job.



**Settlement** - Acclimatization and the early stages of adaptation, when newcomers make the basic adjustments to life in a new country, including finding a home, learning the language, finding employment, and learning about the host country. This can be seen as a sort of probationary period for newcomers.



**Integration** - A longer-term process leading to the full and equal participation of newcomers in all aspects of society. At this stage, newcomers feel like fully functioning members of Canadian society and have work appropriate to their skills and background. They participate in mainstream organizations, give time to the community, feel comfortable with Canadian laws and values, and participate in the political process.



**Social inclusion** - Connected to both settlement and integration. Social inclusion happens when newcomers are fully *accepted* into society and their differences are *valued* and embraced. They are no longer seen as outsiders to the community.

## Equitable Workplace Integration Practices

Equitable workplace integration practices are activities you can implement or facilitate to assist newcomers with their integration into the workplace.

**Facility Tours** - taking new workers on a tour of facilities, highlighting specific elements, such as the lunch room, the smoking area, the washrooms and all of the places workers will need to use. These tours could also include tips on workplace culture.

**Orientation** - more in-depth orientation sessions such as occupational health & safety or understanding payroll deductions.

**Translation** - employers may find value in investing in translation services or translation of specific documents to ensure newcomers have a clear understanding of work policies and procedures.

**Team building** - team bonding and training activities can create greater cohesion in the workplace, alleviate misunderstanding, and improve productivity.

**Check-ins** - frequent check-ins in the early days of employment, followed by regular reviews will help employees clarify expectations and provide opportunities for questions and feedback.

***Newcomers who feel valued and included in the workplace are more likely to stay and grow in the organization.***



*What unique or specific strategies does your organization use for integrating newcomer employees? How can you adopt policies and practices to further support new immigrant employees?*

## Welcoming and Inclusive Communities and Organizations



*Why do you think it's important to be a welcoming and inclusive organization? Have you considered the welcoming capacity of your current workforce?*

In a welcoming and inclusive space, members feel safe, respected, and comfortable being themselves and expressing all aspects of their identities. Here are some questions to reflect on as you work to create a supportive space for everyone in your organization:

- What does inclusion look like for you?
- What makes you feel included in your organization or community?
- Are there activities or attitudes that promote a sense of belonging and that could be applied to welcoming and including newcomers?
- Does your organization currently have any inclusion policies?
- Are inclusion strategies formalized, are they informal, or do they exist at all?
- If you don't have established policies, what would you like to address?



**Practical tips on becoming more welcoming and inclusive:**

**LUNCH AND LEARNS** - Update staff and check their understanding of:

- workplace culture
- work-life balance
- payroll deductions, benefits, tax
- workplace safety and first aid

**ACCOMMODATIONS** - Employ practices that respect cultural diversity in the workplace. Ask employees for input on areas for improvement, including:

- time off/flex time for religious holidays or prayer
- minor scheduling changes
- flexibility on clothing, food handling
- practice timeliness in fulfilling requests

**ADDRESSING LANGUAGE AND DIVERSITY** - Support newcomers as they develop language skills by offering:

- dedicated staff to review/edit documents
- on-the-job English training
- alternative documents or "cheat sheets" in other languages
- employee same-language work pods

## Welcoming and Inclusive Communities Toolkit



The Welcoming and Inclusive Communities (WIC) initiative is a partnership between Alberta Municipalities (formerly known as the Alberta Urban Municipalities Association) and the Government of Alberta.

It works to support municipalities as they implement policies and practices that help overcome issues of racism and discrimination.

Alberta Municipalities has created a toolkit<sup>14</sup> to complement the WIC initiative. It contains best practices and resources to help communities plan and implement diversity and inclusion strategies.

Communities that wish to participate in WIC are recommended to follow these steps:

- **Recognition** - do all the people involved recognize there is a problem that needs to be addressed?
- **Commitment** - who will champion the issue? Are decision makers on board?
- **Vision & Plan** - what do you want to accomplish? How will you get there?
- **Action & Evaluation** - communicate the vision, enact the plan, evaluate and recommend
- **Celebration** - recognize and promote accomplishments throughout your organization

*\*find more information on the WIC initiative at [abmunis.ca](http://abmunis.ca)*



## Welcoming and inclusive communities have...



- affordable and sustainable housing
- educational and employment opportunities
- accessible public transit and healthcare
- opportunities for political participation
- diverse religious organizations
- a positive attitude towards immigrants/refugees and diversity
- cultural diversity, retention of newcomers

### Welcoming & Inclusive Communities in Alberta

As of June 2020, 80 municipalities across Canada have joined the WIC network, including 22 from Alberta.

#### Towns & Cities (in order of join date, starting 2006)

- |                  |                     |
|------------------|---------------------|
| ○ Calgary        | ○ Provost           |
| ○ Grande Prairie | ○ Devon             |
| ○ Edmonton       | ○ Red Deer          |
| ○ Drayton Valley | ○ Medicine Hat      |
| ○ Brooks         | ○ Cochrane          |
| ○ Lethbridge     | ○ Chestermere       |
| ○ St. Albert     | ○ Fort Saskatchewan |
| ○ Innisfail      | ○ Blackfalds        |
| ○ Wetaskiwin     | ○ Olds              |
| ○ Fort Macleod   | ○ Strathmore        |

#### Counties & Municipalities

- Wood Buffalo
- Strathcona

If you live in or near one of these municipalities, consider connecting with a local WIC administrator and making them part of your resource network.

Your efforts at integrating newcomers into your organization will be more successful if they're supported by efforts at the community level.

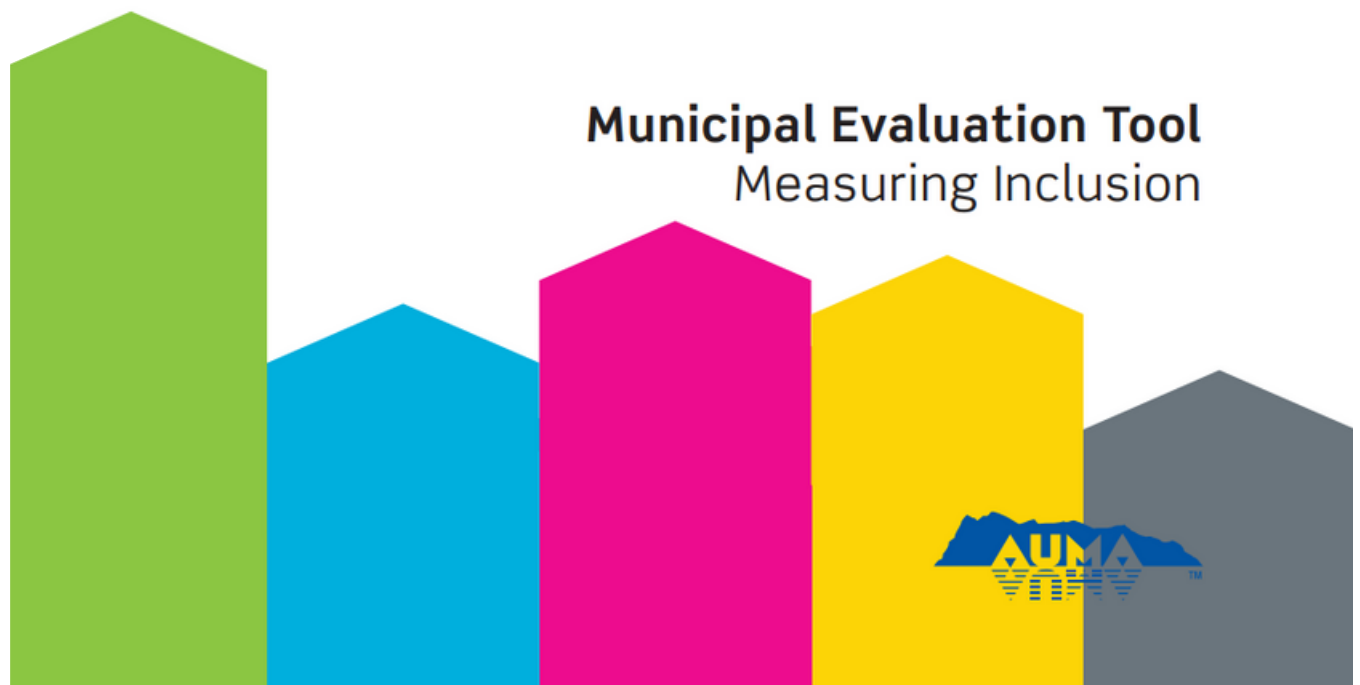
## Measuring Inclusion – Municipal Evaluation Tool

Alberta Municipalities has developed a tool<sup>15</sup> to help municipalities move ahead in their work towards becoming more welcoming and inclusive.

This resource was created in addition to the Welcoming and Inclusive Communities toolkit. Like the WIC toolkit, it provides best practices, but focuses more on self-assessment and developing strategies.

Like the WIC toolkit, the Municipal Evaluation Tool is designed to be used at a community level, but includes many practical tips and strategies that could be adapted for use by businesses.

Users can do a self-evaluation of the status of their workplace inclusion efforts and determine what areas they want to focus on. There is an option to publicize scores, and then to choose strategies that will help them advance their inclusion goals.



## Preparing to Use the Municipal Evaluation Tool

1

### **Who should lead?**

Decide who should lead each stage of the evaluation and planning, and make sure they understand the process.

2

### **Who needs to be involved?**

Figure out who else needs to be involved in the process and what their roles will be.

3

### **What should you focus on?**

Figure out which of the 15 areas of focus contained in the tool that you want to access.

4

### **Set aside time/resources.**

Set aside time and, if needed, financial resources to complete the evaluation.



Learn more about the tool on the Alberta Municipalities website:

[https://www.abmunis.ca/sites/default/files/Advocacy/Programs\\_Initiatives/WIC/auma\\_met\\_august\\_25\\_2014.pdf](https://www.abmunis.ca/sites/default/files/Advocacy/Programs_Initiatives/WIC/auma_met_august_25_2014.pdf)

## Assessing Inclusion in Your Organization

The AUMA evaluation tool includes a useful section on assessing how inclusive your organization is.

invisible

At the lowest level, the idea of inclusion is invisible. There is no recognition of its value and there is likely discrimination present.

awareness

At this stage, there is some effort to welcome marginalized people. The organization wants to address discrimination but actions are inconsistent or one-off.

intentional  
inclusion

Next, the organization adopts a more intentional approach to inclusion, perhaps making an official statement about its importance. Interventions are planned, with the goal of incorporating new inclusion strategies. The idea of "normal" or "mainstream" is broadening.

strategic  
inclusion

Here, the organization creates long-term, broad-reaching measures to decrease barriers for newcomers. There are processes in place to address discrimination.

culture of  
inclusion

At the highest level, an organization will have created a culture of inclusion where everyone is comfortable with the idea of diversity. Identity and difference are supported at all levels, continuous improvement is embedded within the organization and inclusion is a way of life.



*Think about any barriers to inclusion that a newcomer employee might experience in your organization. How can you create an environment where diversity and inclusion are part of the workplace culture?*

## Strategies for Developing Inclusion

Another way the AUMA Inclusion Toolkit can be useful for employers is through a robust listing of practical tips and strategies.

There are 13 general strategies that could be implemented by municipalities. Here are five that would adapt well to a business setting:

**1**

### **Leadership & Accountability**

Develop a vision for a welcoming and inclusive workplace where responsibility for inclusion starts at the management level. Progress on inclusion initiatives is regularly communicated to staff and stakeholders.

**2**

### **Commitment of Resources**

Allocate resources to equity, diversity and inclusion and develop a list of people and organizations who could offer support or collaboration. Inclusion and equity are incorporated into business plans and strategies.

**3**

### **Planning, Implementation, Measurement**

Check in with other businesses implementing diversity practices, assess your own capacity to undertake this work. Consult marginalized people in your own organization to determine areas of greatest need, create an action plan based on your vision, objectives and learning.

**4**

### **HR Policies & Practices**

Start by reviewing HR policies to ensure they comply with all human rights/equity legislation.

**5**

### **Employee Engagement & Education**

Review PD programs to see if they address inclusion. Develop training programs for staff and leadership, consult other organizations to share resources and feedback. Develop a "respectful workplace" policy, regularly check-in with staff to see how the culture can be improved.

## Integration Success Stories

Here are a few stories of employers who successfully integrated newcomer workers and benefited from the diversity of skills and perspectives. All are organizations selected as one of Canada's Best Diversity Employers, 2023.

Company	Strategies for Success
	<ul style="list-style-type: none"> <li>○ Diversity and inclusion: transitioned from a working group to a dedicated advisory board for D&amp;I issues</li> <li>○ Launched a five-year Indigenous Reconciliation Plan in 2021, developed with guidance from Indigenous voices</li> <li>○ In 2021, established the REACH resource group for employees who identify as Black, and their allies</li> </ul>
	<ul style="list-style-type: none"> <li>○ Hosted inclusion "listening labs"</li> <li>○ Developed an inclusion and diversity toolkit</li> <li>○ Inclusion action plans reviewed semi-annually</li> <li>○ Held activities to celebrate diversity and inclusion</li> <li>○ Unconscious bias training for hiring personnel</li> </ul>
	<ul style="list-style-type: none"> <li>○ Launched The Anti-Racism Project</li> <li>○ Formed a diversity and inclusion team</li> <li>○ Created Guidelines for Inclusive Job Postings</li> <li>○ Offer Foundations of Diversity and Inclusion e-learning</li> </ul>



Learn more about Canada's Best Diversity Employers at: [canadastop100.com/diversity/](https://canadastop100.com/diversity/)<sup>16</sup>

## Power Dynamics and Workplace Culture

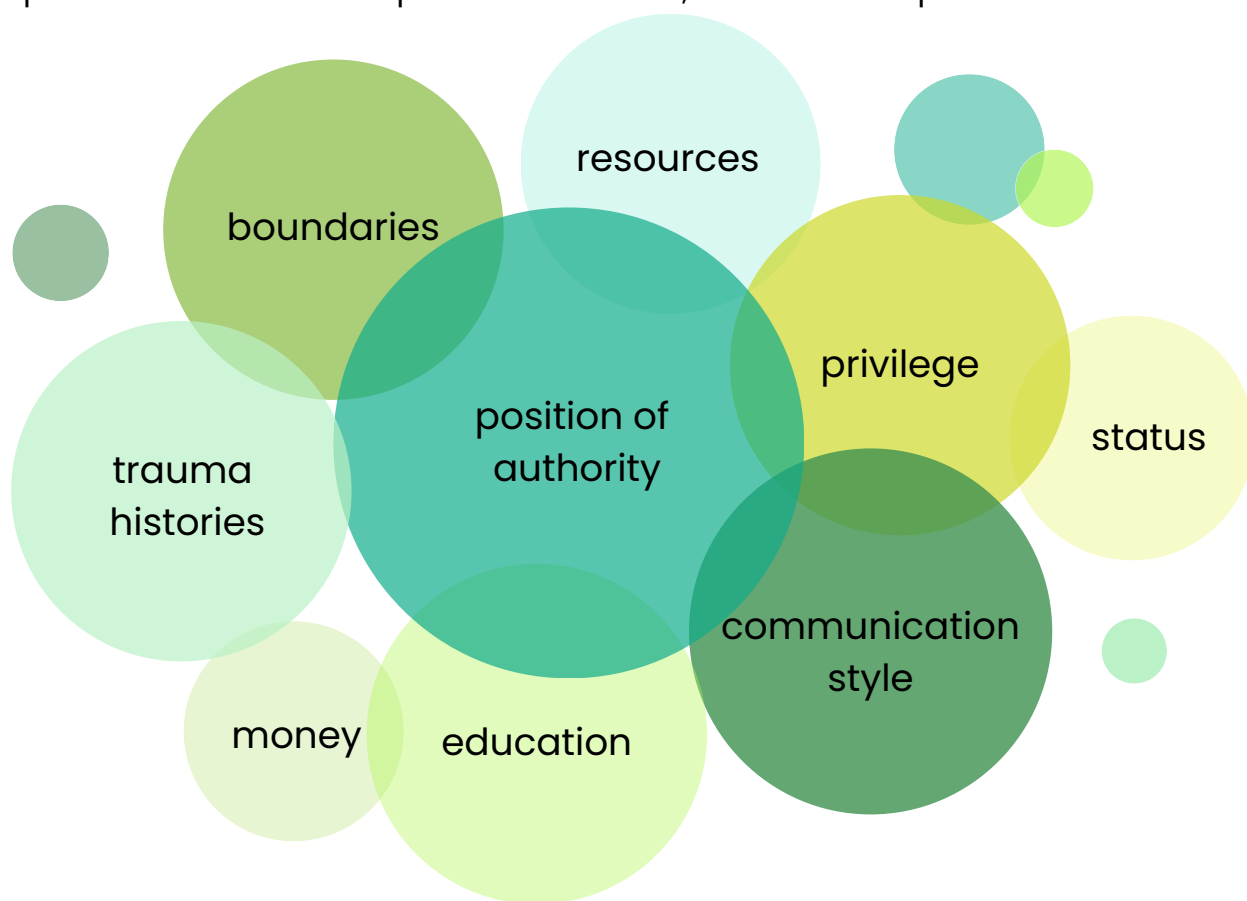
Manage the balance of power and relationships in the workplace, and create a welcoming and safer environment for all.

### Power Dynamics in the Workplace

Power is the ability to influence others and impose one's beliefs. Managing power dynamics is fundamental to safety.

Your ultimate goal as an employer is to create a welcoming environment where newcomers feel safe in your workplace and can connect with you with confidence.

By learning the various factors that affect power dynamics, you can gain a better understanding of how power dynamics affect a relationship between two or more people. Power affects all aspects of social life, from the workplace to the home.



**Power = the ability to influence others and impose one's beliefs<sup>17</sup>**

## Navigating Power Dynamics

Power differential exists between employers and workers, and between newcomer workers and other employees. It can be invisible and unspoken. Acknowledging power differential is important to creating balance.<sup>18</sup>

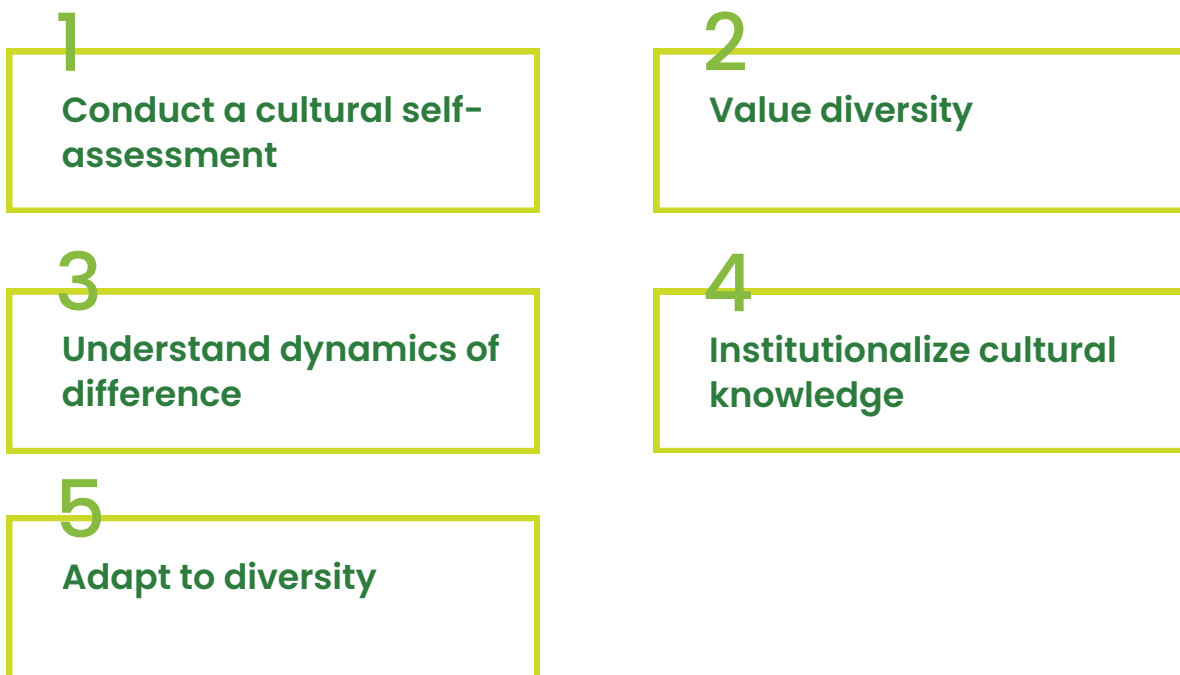
Experiences newcomers have had with higher authority at home or in Canada can impact their perception of power, and affect how they integrate into the new workplace setting.

To better understand the employee perspective and help cultivate a more equitable power balance, you could employ the following strategies:

- ✘ Consider previous power dynamics and roles
- ✘ Build relationships
- ✘ Clarify roles, expectations, boundaries
- ✘ Understand family dynamics

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## Identifying the Culture and Values of Your Workplace







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# Check Your Knowledge!

What did you learn about newcomers in the workplace and community? Answers in the Employer Resources section.

## Topic 1: Capacity and Onboarding

1. **Examining diversity, alliances and concerns in your organization will help you to assess what?**
  - a. building capacity
  - b. organizational resources
  - c. organizational capacity
  - d. recreational coalitions
2. **What are the "3Ps" of onboarding?**
  - a. productivity, personnel, performance
  - b. people, power, perseverance
  - c. people, performance, paperwork
  - d. performance, production, punctuality
3. **What are three things employers can do to help with newcomer employee onboarding?**
  - a. help them find accommodations
  - b. advise and help them with purchasing winter clothing
  - c. provide an advance on their first paycheck
  - d. all the above
4. **How can an employer help create a sense of community in their organization?**
  - a. help newcomers understand acceptable norms and behaviours of the community
  - b. let them know who to speak to about solving problems
  - c. share good places to go for lunch
  - d. all the above
5. **Buddy system, mentorship and team building are activities included in which facet of onboarding?**
  - a. people
  - b. performance
  - c. paperwork
  - d. personnel



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## Topic 2: Best Practices for Integrating Newcomer Workers

6. **What is an important outcome of successful integration in the workplace?**
  - a. greater employee satisfaction
  - b. improved productivity
  - c. better employee retention
  - d. all the above
7. **What are some things newcomers will need to do to gain a sense of belonging in the community?**
  - a. learn English
  - b. build social networks
  - c. both a and b
  - d. neither a nor b
8. **What term is used to describe the period of adaptation into Canadian life, where relationships and trust are established?**
  - a. integration
  - b. settlement
  - c. social inclusion
  - d. invigoration
9. **What term is used to describe when a newcomer becomes a fully functioning member of Canadian society and is satisfied and fulfilled with life here?**
  - a. integration
  - b. settlement
  - c. social inclusion
  - d. none of the above
10. **What are some equitable workplace practices?**
  - a. orientation, initiation and group games
  - b. tours of local restaurants and food trucks
  - c. team bonding, training and regular check-ins
  - d. all of the above



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### Topic 3: Welcoming & Inclusive Organizations and Communities

11. **For municipalities that wish to participate in the WIC initiative, what is an important first step?**
  - a. recognizing and promoting accomplishments
  - b. evaluating the success of your plan
  - c. ensuring everyone recognizes there's a problem to address
  - d. deciding what you want to accomplish
12. **What are characteristics of a welcoming & inclusive community?**
  - a. high-calibre sports teams, good shopping, mild weather
  - b. job opportunities, access to healthcare, cultural diversity
  - c. broadband internet, ethnic restaurants, summer fairs
  - d. a community hall, post office and banks
13. **What are characteristics of a welcoming & inclusive organization?**
  - a. competitive pay, good benefits package, gym membership
  - b. promotes diversity, adaptable, creates sense of belonging
  - c. socially responsible, top-calibre management, listed on TSX
  - d. public parks, a good aquatics program, historical buildings
14. **What are some topics that could be discussed at an employee lunch and learn?**
  - a. understanding workplace culture
  - b. payroll deductions and taxation
  - c. workplace safety and first aid
  - d. all of the above
15. **What are some reasonable accommodations an employer could make for a newcomer employee?**
  - a. flex time for religious observances, accommodations for cultural garb and food handling
  - b. adjusting work times for an employee's home time zone
  - c. forgoing safety guidelines and PPE for cultural reasons
  - d. employees can refuse to work with people outside their culture

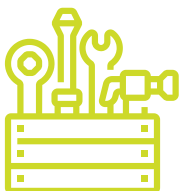


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## Topic 4: Power Dynamics and Workplace Culture

16. **The ability to influence others and impose one's beliefs is:**
- power
  - privilege
  - boundaries
  - status
17. **Tips for navigating power dynamics include:**
- acknowledge power differential
  - consider previous power dynamics
  - clarify roles, expectations, boundaries
  - all of the above
18. **You can begin to identify the culture and values of your workplace by:**
- asking newcomer workers what they brought for lunch
  - adapting to diversity
  - institutionalizing cultural knowledge
  - both b and c
19. **Power differential can exist between:**
- employers and workers
  - newcomer and local Canadian workers
  - both a and b
  - neither a nor b
20. **In order to create equitable power dynamics and develop trust, you should:**
- build a new lunchroom
  - build relationships
  - build a Lego house
  - build expectations

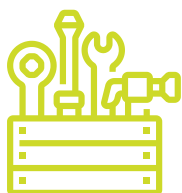
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# Module 2

## Intercultural Competence and Communication

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**1** Culture, Customs, and Tradition

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**2** Intercultural Competence in the Workplace

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**3** Competent Communication

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**4** Unconscious Bias

## Culture, Customs and Tradition

What is culture? What characteristics unite people of one culture?

Culture is...

- ✘ Ideas, beliefs, values, behavioural and social norms, knowledge, and traditions
- ✘ Held by a group of individuals who share a historical, geographic, religious, racial, linguistic, ethnic and/or social context
- ✘ Passed on from one generation to another, resulting in a set of expectations for appropriate behaviour

## Cultural Traditions Around the World

Culture also has a “fun side”, and many places around the globe have traditions and celebrations that might seem different or unusual from the Canadian perspective.<sup>19</sup>

Here are a few:



In the Netherlands, birthdays are a celebration for the entire family. Not only does the birthday celebrant receive a gift, but each family member gets one as well.



Czech citizens seem to hate winter as much as some Canadians do...so in winter they construct “witches” out of hay and straw, and burn them down to ward off the cold weather.



In Lopburi, Thailand, an annual feast of fruits and vegetables is laid out for the thousands of macaques that live in the city. This is thought to bring good luck to the townspeople and gain favour from the monkeys.



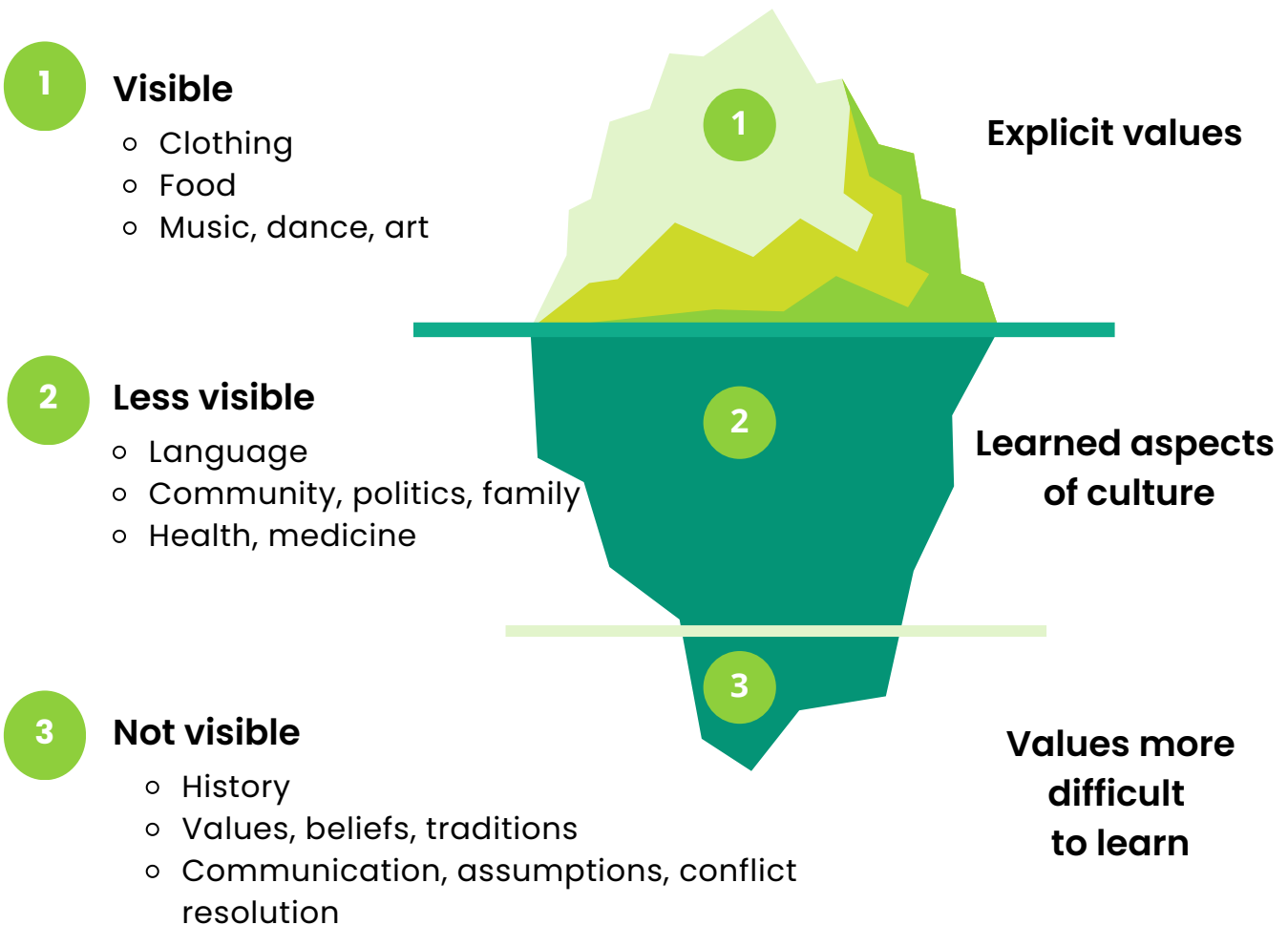
*Have you ever considered why every culture has these kinds of customs and traditions? What do they mean to the people observing them and what impact might they have on the culture as a whole?*

*If you'd like to learn more about these types of unique celebrations, take the fun cultural trivia quiz in the Resources section.*



## The Cultural Iceberg<sup>20</sup>

The cultural iceberg is a representation of how people perceive culture through various different levels and depths. Some aspects of culture, only about 10%, are surface level, easy-to-see characteristics, while others require a deeper level of understanding.



According to Edward T. Hall, culture is similar to an iceberg where only a small portion of the iceberg is visible above the waterline. The majority of the iceberg is hidden beneath the surface.

## Intercultural Competence in the Workplace

Intercultural competence is having the knowledge, skills, attitudes and visible behaviours that are effective and appropriate in intercultural interactions. It is reflected in your ability to successfully work and develop meaningful relationships with people of different cultures.

### Why is Intercultural Competence Important?

- Building capacity will help eliminate barriers and stigmatization for newcomers
- Culturally competent workplaces help increase the retention of newcomers
- Intercultural learning and development is a lifelong process
- It helps improve relationships by facilitating two-way conversations, which in turn fosters mutual understanding between people of diverse backgrounds

### Workplace and Organizational Benefits

- Promotes a peaceful and productive work environment with reduction of cultural conflict
- Allows employees to understand and value diversity
- Improves communication
- Brings new perspectives and creativity into the workplace
- Supports companies in meeting equity and inclusion goals
- Attracts diverse clientele and enhances customer service

### Where to Begin?

You've decided you want to establish a culturally competent workplace. As an employer or human resources professional, you can begin by asking yourself some questions:

- What does your workforce currently look like? What types of diversity and inclusion initiatives exist (if any)?
- Where do you want to take your organization? What are your goals in terms of cultural competence?
- How can you support these goals in the hiring process? What can you include in your applications to support your future cohort of new employees?

## Hiring for Cultural Competence

One strategy to aid development of cultural competence at your organization would be to incorporate competence expectations into your future hiring initiatives.

Consider adding a statement into your job advertisements that highlights the organization's commitment to this goal and indicates what attitudes and skillsets are expected of potential employees.

### Example Statement

**Our organization is committed to ensuring that all staff are able to perform the following cultural competencies:**

- **Demonstrate the ability to communicate and effectively interact with people across cultures, ranges of ability, genders, ethnicities, and races**
- **Demonstrate the ability to successfully deliver culturally responsive services**

### Assessing Cultural Competence in the Hiring Process

Once applications have been received, you can continue applying strategies to build a culturally competent team through the rest of the hiring process.



#### Applications

- Look for evidence that a candidate is culturally competent



#### Interviews

- Ask questions about intercultural competence practices



#### References

- Ask questions specific to a candidate's behaviour or knowledge/skills



#### Knowledge Testing

- Review knowledge, skills and experience after hiring

## Competent Communication

Communicating with someone who is new to Canada and learning English can be challenging. With patience and a little effort, most difficulties can be overcome.

### Interacting With Newcomers

When you are interacting with newcomers, it may be helpful to keep the following thoughts in mind:

- The newcomer is probably having as much difficulty as you are, or perhaps even more
- Most want to learn the language of their new country and it can be frustrating or embarrassing for them if they haven't yet mastered it
- Speaking in your second (or third, or fourth) language is hard work! As they learn, newcomers will need occasional "English breaks" to be quiet and recharge, or to check in with others who speak their language
- Be patient with newcomers as they polish their English skills and show appreciation or encouragement for their effort
- Enjoy the opportunity to help newcomers learn and to learn from them. Ask them about their home country and culture
- Offer suggestions and feedback in a positive way. Be a teacher as opposed to a critic

You may also want to employ some of these tips to improve communication:

- Use plain language with simple word choices
- Speak slowly, NOT loudly!
- Repeat key words, use connector words (e.g. then, also, after, later)
- Listen attentively and confirm understanding
- Avoid yes/no questions - they often elicit only a nod and new speakers will default to these responses when they're unsure what has been said

## Slang, Idioms, and Jargon

When interacting with newcomers, whether formally or informally, it's important to consider the language we use. Non-standard words and phrases that are in common use in everyday Canadian English may not be familiar to new language learners.

### Slang

Informal, mainly oral language used by small, specific groups of people. Tends to go in and out of fashion very quickly so can be challenging for English learners.

- loonie/toonie
- double double
- keener
- two-four
- toque

### Idiom

Words or phrases that mean something different from what they literally express. Generally understood by most people.

- hit the road/hay
- on the same page
- bite the bullet
- jump on the bandwagon

### Jargon

Similar to slang or idioms, but usually connected to specific industries or activities. May not be understood by those outside the group.

- metrics/optics
- circle back to that
- cookies
- best practices
- not enough bandwidth

These types of expressions are often used in the workplace and can create communication barriers. It's important to recognize them and look for ways to reduce them or help bring newcomers "up to speed".

The following is an example of a conversation that might happen in a Canadian workplace. Look for examples of slang, idioms and jargon that might create challenges for English language learners, and think about ways this kind of language could be reduced or rephrased.

Afternoon gang, grab a chair and help yourself to some Timmies. We're gonna burn through this meeting super quick so we can get rolling on the projects we started way back before the September long. Also, if some of you have to dash before the chinook blows in, just gimme a nod and you can dip out whenever you need to.

So, I talked to the nerds in IT and we got some fresh analytics on our web campaigns, plus an update on our socials. Looks like there's lots of buzz around the new product lines and the C-suite is pretty stoked about it.

Successes aside, the bean counters told me the metrics don't look good for us to expand into new markets this year. I'd like the marketing team to hang back for a bit after the meeting and spitball some ideas about how to push the needle on those product sales. Try to look past the low-hanging fruit... you might need to drill down a bit to see where we went off the rails and maybe come up with some new best practices. I know we can knock this out of the park if we try.

I think we can put a wrap on this for now, as I know some of you need to hit the road. Be careful out there...it's bumper to bumper and pretty slick. Don't forget your toque and maybe keep it in four-by. Head honcho says we can split a little early today.

Catch you all on the flipside.

*Check out the Resources section to see all the non-standard language highlighted, with suggestions for alternate, clearer phrasing.*

## Slang, Idioms and Jargon - Answer Key

The bold text in the passage below shows the instances of slang, idioms and jargon. A jargon-free version follows.

**Afternoon gang, grab a chair** and help yourself to some **Timmies**. We're **gonna burn through** this meeting super quick so we can **get rolling** on the projects we started way back before the **September long**. Also, if some of you have to **dash** before the **chinook blows in**, just **gimme a nod** and you can **dip out** whenever you need to.

So, I talked to the **nerds in IT** and we got some **fresh analytics** on our web campaigns, plus an update on our **socials**. Looks like there's **lots of buzz** around the new product lines and the **C-suite** is **pretty stoked** about it.

Despite our successes, the **bean counters** told me the **metrics** don't look good for us to expand into new markets this year. I'd like the marketing team to **hang back** for a bit after the meeting and **spitball** some ideas about how to **move the needle** on those product sales. Try to look past the **low-hanging fruit**...you might need to **drill down** a bit to see where we **went off the rails** and maybe come up with some new **best practices**.

I think we can **put a wrap on** this for now, as I know some of you need to **hit the road**. Be careful out there...it's **bumper to bumper** and pretty **greasy**. Don't forget your **toque** and maybe **keep it in four-by**. **Head honcho** says we can **dip** a little early today.

**Catch you** next time.

The same passage...in clearer, more standard language:

**Good afternoon everyone**, please **sit down** and help yourself to some **food and drinks**. We're **going to move quickly through** this meeting so we can **start working** on the projects we started way back before the **the holiday weekend in September**. Also, if some of you have to **leave quickly** before the **chinook [needs its own explanation!]** arrives, just **nod your head at me** and you can **move away quickly** whenever you need to.

So, I talked to the **information technology team** and we got some **updated statistical information** on our web campaigns, plus an update on our **social media sites**. Looks like there's **a lot of excited discussion** around the new product lines and the **senior leadership team** is **very happy** about it.

Despite our successes, the **accounting team** told me the **numerical/financial data** don't look good for us to expand into new markets this year. I'd like the marketing team to **stay after the others leave** for a bit after the meeting and **quickly suggest** some ideas about how to **get closer to our goals** on those product sales. Try to look past the **easy solutions**...you might need to **consider how** we **strayed away from our goals** and maybe come up with some new **successful strategies**.

I think we can **end** this for now, as I know some of you need to **leave**. Be careful out there...it's **heavy traffic** and pretty **slippery**. Don't forget your **hat** and maybe **put your car in four-wheel drive**. **Our senior manager** says we can **leave** a little early today.

**See you** next time.



## Intercultural Competence and Communication Promising Practices<sup>21</sup>

### Individual Level

- Recognize the role culture could potentially play in different situations
- Understand how your background affects your responses to others
- Don't assume all members of cultural groups share the same beliefs & practices
- Acknowledge how past experiences can affect present interactions
- Create opportunities for cross-cultural communication & understanding

### Organizational Level

- Allocate resources for staff and leadership to develop cultural awareness, sensitivity, and understanding
- Actively review policies & practices to eliminate prejudice & discrimination
- Share power among leaders from different cultural backgrounds
- Evaluate & challenge the organization's cultural competence on a regular basis
- Build on the strengths & resources of each culture in your organization, workplace or community



*What does culture mean to you? What do you think is necessary for people from different backgrounds to learn to live and work together?  
What does culture mean to you?*

## Unconscious Bias

A process where we quickly and subconsciously sort people we encounter into groups or assign traits based on what we observe of them.

Unconscious bias is problematic in our work and personal lives because it:

- overlooks our rational and logical "thinking brain"
- leads us to form an early opinion based on "gut reaction" or deep-seated bias
- can lead to missed workplace opportunities or human rights violations
- can unconsciously undermine inclusion efforts via a focus on "cultural fit" vs. richness and diversity

### Addressing Implicit Bias

The first step toward addressing implicit biases is learning to recognize them.

Reflect on your biases and be proactive in identifying the negative stereotypes you have about others. On what traits or characteristics are you basing your opinions?



Another strategy to address bias is by using the acronym **IMPLICIT**, as indicated below:<sup>22</sup>

- **I**ntrospection - take a personal inventory of your biases
- **M**indfulness - recognize your likelihood of giving in to biases
- **P**erspective - imagine what it feels like to be stereotyped
- **L**earn to slow down - try not to jump to conclusions about people
- **I**ndividualize - remind yourself of individual traits
- **C**heck your messaging - learn to use statements that embrace diversity
- **I**nstitutionalize fairness - make equity a workplace philosophy
- **T**ake two - overcoming bias is a lifelong process

Additional tips for reducing bias:

- Be aware of seeking "like" people and experiences
- Spend time with people who are different from you
- Be strategic and conscientious about decision making
- Practice intentional inclusion



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# Check Your Knowledge!

What did you learn about intercultural competence and communication?

## Topic 1: Culture, Customs, and Traditions

- 1. What term is used to describe the combination of ideas, beliefs, values, knowledge and traditions held by a group of individuals who have a shared context?**
  - a. tradition
  - b. culture
  - c. customs
  - d. heritage
- 2. Which of the following is a more visible aspect of culture?**
  - a. religion
  - b. food
  - c. language
  - d. stereotypes
- 3. Which of the following is a less visible aspect of culture?**
  - a. conflict resolution
  - b. language
  - c. economics
  - d. music, dance, art
- 4. Which of the following is an invisible aspect of culture?**
  - a. beliefs
  - b. values
  - c. traditions
  - d. all of the above
- 5. What percentage of an individual's culture is easily visible?**
  - a. 10%
  - b. 45%
  - c. 90%
  - d. none of the above



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## Topic 2: Intercultural Competence and the Workplace

6. **Why is establishing cultural competence in the workplace important?**
  - a. building a committee will help eliminate barriers for newcomers
  - b. culturally competent workplaces help increase newcomer retention
  - c. intercultural learning and development need to be learned prior to employment
  - d. all of the above
7. **What are some of the benefits of establishing cultural competence?**
  - a. improved productivity
  - b. attraction of a more diverse clientele
  - c. reduction in conflict at work
  - d. all of the above
8. **What is a first step to creating a culturally competent workplace?**
  - a. take stock of what cultural holiday decorations the organization has
  - b. take stock of what types of cultural foods are offered at staff potlucks
  - c. take stock of what types of diversity and inclusion initiatives already exist
  - d. take stock of which employees have been culturally offensive
9. **What is one way an organization can demonstrate its commitment to cultural competence?**
  - a. create a culturally inclusive company logo
  - b. ask staff to sign up for cultural sensitivity courses
  - c. include a statement about it in job descriptions and advertising
  - d. terminate any employee who doesn't have the proper attitudes and skillsets
10. **How can you assess cultural competence in the hiring process?**
  - a. ask questions about intercultural competence practices
  - b. when checking references, ask questions about a candidate's behaviour and knowledge/skills
  - c. provide opportunities to review knowledge, skills and experience after hiring
  - d. all the above



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### Topic 3: Competent Communication

11. **Which of the following are some tips for everyday communication?**
  - a. use plain language with simple word choices.
  - b. avoid slang, jargon and idioms
  - c. speak slowly, not loudly
  - d. all of the above
12. **When speaking with a newcomer with a language barrier, avoid saying:**
  - a. do you understand?
  - b. do you have any questions?
  - c. what time are you starting work today?"
  - d. both a and b
13. **The ability to develop knowledge, skills, attitudes that are effective in intercultural interactions is:**
  - a. intercultural knowledge
  - b. intercultural sensitivity
  - c. intercultural competence
  - d. intercultural awareness
14. **An example of slang is:**
  - a. I need to borrow a loonie
  - b. she's going home to chill
  - c. that kitchen gadget is the bee's knees!
  - d. all the above
15. **Which of the following is NOT a best practice for becoming culturally competent?**
  - a. recognize the role and influence of culture in different situations.
  - b. understand how each of our backgrounds affects our responses to others.
  - c. build on the strengths and resources of each culture in an organization, workplace or community.
  - d. assume all members of cultural groups share the same beliefs and practices



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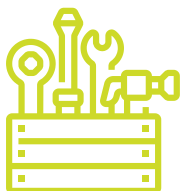
## Topic 4: Unconscious Bias

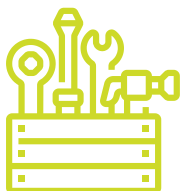
16. **The process where we sort people we encounter into groups or assign traits based on what we observe of them is:**
  - a. prejudice
  - b. unconscious bias
  - c. discrimination
  - d. racism
17. **In the hiring and onboarding process, employers can miss out on richness and diversity by placing too much focus on what?**
  - a. gut reaction
  - b. thinking brain
  - c. cultural fit
  - d. implicit bias
18. **The first step to addressing implicit bias is:**
  - a. taking an inventory of the cultures in your workplace
  - b. ask others to share their personal biases
  - c. asking your staff/colleagues to identify all your biases
  - d. reflecting on your own biases and stereotypes
19. **Another tactic for addressing bias is to use the acronym:**
  - a. IMPLICIT
  - b. INCLUSION
  - c. INTEGRATE
  - d. INSYNC
20. **One way to address bias in the workplace & your personal life is:**
  - a. spend time with people who like ethnic cuisine
  - b. spend time with people who are different from you
  - c. spend time with people with whom you have lots in common
  - d. spend time meditating about your biases

# RESOURCES

## Module 2

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- RW3 Culture Wizard (n.d.). *Creating an inclusive workplace environment*. Retrieved March 24, 2023, from <https://www.rw-3.com/creating-an-inclusive-workplace-environment>
- Taber Adult Learning. (2021). *Newcomer employer's handbook: A guide to successfully integrating your newcomer and immigrant employees*.





## Footnotes

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- <sup>21</sup> University of Kansas. (n.d.) *Building culturally competent organizations*. In *Community toolbox* (ch. 27 section 7). Retrieved September 22, 2023 from <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main>
- <sup>22</sup> Maryville University. (n.d.). *How to identify and overcome your implicit bias*. Maryville Online. Retrieved September 22, 2023 from <https://online.maryville.edu/blog/addressing-implicit-bias/#::~:~:text=People%20can%20use%20several%20different,who%20are%20different%20from%20you.>



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# Module 3

## The Hiring Process: Part One

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**1** Why Hire Newcomer Talent?

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**2** Job Descriptions and Job Postings

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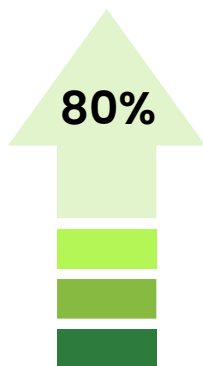
**3** Interviews, Hiring, and Recruitment

## Why Hire Newcomer Talent?

"When we listen and celebrate what is both common and different, we become wiser, more inclusive, and better as an organization."

— Pat Wadors, Chief Talent Officer at ServiceNow<sup>23</sup>

## Diverse Groups Perform Better



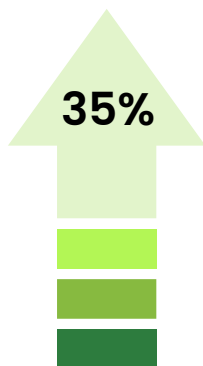
### Business Performance

80% improvement when levels of diversity and inclusion are high<sup>24</sup>

These statistics reveal that diverse groups can make better decisions.<sup>27</sup>

People working in homogeneous groups tend to lean towards like-mindedness.

They might assume others look and think like they do, and this might even lead to blind spots in decision making and a lack of problem-solving abilities.

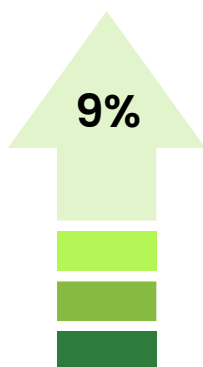


### Financial Returns

35% more likely to have returns above the industry median<sup>25</sup>

Having immigrant workers on your team can help you to...

- Get support meeting diverse labour needs
- Increase competitiveness in global markets
- Benefit from personnel who have knowledge of different languages and cultures
- Become more effective as an organization by tapping into fresh perspectives and new ways of thinking



### Sales Revenue

1% rise in ethnic diversity results in a 9% rise in sales revenue<sup>26</sup>

## Job Descriptions and Job Postings

Creating effective job descriptions for different roles in your organization can help map your needs for new hires.

### Steps to Culturally Competent Hiring

1

#### Create an effective job description

- **List all duties required for the role**
  - Identify skills and experience required to fulfill each *necessary* duty. This helps eliminate the barrier of having “Canadian work experience”
- **Use neutral language**
  - Avoid signaling bias through “coded language”<sup>28</sup> that hints at a preference for a certain type of candidate
  - Don't overstuff ads with “nice to haves”
- **Highlight existing diversity**
  - Provide examples of how you value diversity and inclusion
  - Consider experience and skills equivalence for regulated professions

2

Create ads that communicate your organization's cultural competence

3

Accommodate culturally-based differences in the screening process

4

Conduct non-biased, culturally aware interviews

5

Conduct reference checks, select and hire based on competence principles

6

Ensure the success of employees in the workplace to improve retention

## Inclusive Workplace Statements

Adding an inclusive workplace statement to your job posting lets applicants know you are committed to equity, diversity, and inclusion in the workplace.

The samples below should be part of a larger inclusive workplace policy that addresses any human rights requirements in your jurisdiction, the purpose and scope of the policy, procedures, and who is responsible for administering which parts of it.

*[Name of Organization] cultivates an inclusive and respectful workplace. This includes treating colleagues with dignity and fairness, and maintaining a workplace that is free of harassment, discrimination, and violence. It also means welcoming colleagues with different backgrounds and capabilities. This diversity brings our organization a wealth of experience that builds a better team.*

*[Name of organization] will communicate with people with disabilities in ways that take into account their needs. When asked, information will be provided about the organization and its services in accessible formats or with communication supports. [Name of Organization] will respond to feedback including any accessibility related concerns.*

*[Name of organization] is committed to justice, diversity, and inclusion in our workplace. We demonstrate that commitment by engaging employees, candidates and partners to continuously identify ways to enhance their experience throughout and coming into the organization. We invest in inclusive strategies like talent development, inclusive leadership, performance development. and strategies to attract diverse talents, and retain the top talent from all walks of life. We intentionally hire people from different backgrounds, histories and experiences and focus on intelligence, diligence, talent and merit and believe representation [sic] caste, creed, colour, orientation, identity, origin and beliefs make [name of organization] a wonderful, high performing, rewarding and unique place to work.<sup>29</sup>*

See **Module 5** for examples of workplace inclusion **charters** that formalize an organization's commitment to creating an inclusive workplace.

## Tips for Effective Job Postings

Creating a good job description and clear skills can help candidates find your posting and help you get the best applicants.

### “DOs”

#### Wording/language

- Use clear, concise, plain language
- Use welcoming, direct language and write in first/second person (“we”/“you” vs. “the company”/“the successful candidate”)
- Review all elements of the job posting for hidden bias

#### Position title/description

- Create standard, searchable job titles that match what candidates would type into a web search box
- Be very clear about the job roles and responsibilities, and include information about hours, work conditions, and term of contract
- Highlight interesting aspects of the job that would be a draw for a newcomer (or any candidate)
- Include benefits and perks, and any statements about diversity, inclusion, or being an equal opportunity employer
- Try to keep the job title to two or three words

### “DON'Ts”

#### Wording/language

- Avoid slang, jargon and acronyms
- Avoid redundant or superfluous words (e.g. “in the event that” vs. “if”), or overly academic or technical language
- Don't require candidates to reveal country of origin, directly or indirectly (e.g. asking where they were educated)

#### Position title/description

- Don't get try to be clever with job titles (e.g. “digital overlord” instead of “website manager”)
- Don't start with the “About Us” section or focus more on the company than the candidate
- Don't create long job titles that include the company name, the department name, or anything else that isn't necessary for the candidate to understand the role (e.g. “Acme Company Marketing Department Lead Copywriter” vs. “Marketing Lead Copywriter”)

Skills/qualifications 

- Ask for related work experience
- For regulated occupations, specify the license or certification required by law
- Focus on **what needs to be achieved** rather than on **how** it's achieved or what credentials are required – this allows applicants to apply existing skills to new tasks
- Focus on **ability** in addition to experience – a candidate may have skills that could be applied to learning new tasks
- Be specific about what **soft skills** are required vs. personality traits (e.g. “ability to work well with a team” vs. “cooperative, reliable person”)
- Only list qualifications, education and experience that are vital to job performance (limit “nice to haves” or super long lists)
- Specify the type of communication required on the job (e.g. taking notes, talking on the phone, interacting with customers)
- If you want proof of language ability, provide a link for an assessment service, and specify if you want a particular credential

Skills/qualifications 

- Don't insist on Canadian experience or references unless you can prove they are necessary to perform the job. In some provinces, this is considered discrimination and is illegal. At the very least, it may prevent you from finding qualified candidates with applicable skills
- Don't disregard the value of foreign qualifications or experience
- Don't immediately disqualify candidates who don't have all the desired soft skills, many of these can be learned on the job
- Avoid vague descriptions of English ability that are subject to interpretation (e.g. “high level of English”, “good English skills”)
- Don't automatically disqualify English language learners, many learn quickly on the job



How might recruitment of newcomers differ from that of Canadian-born employees?

Do you have any experience with targeted recruitment for newcomers? What approaches or strategies did you apply?

Check out the Resources section for sample job descriptions.

## Posting/Advertising Your Position

Where and how you post your job ads will impact your ability to attract the best candidates with the skills and traits you're looking for, and help you avoid bias in the recruiting process.

### Tips for posting on your organization's website

- Keep language simple and clear, and limit or eliminate the use of industry jargon, slang and idioms to avoid confusion or misunderstandings
- Consider adding links to diversity resources and/or career sections that provide interviewing tips to immigrants
- Consider advertising in languages other than English or French, for jobs that do not require a high language skill level

### External job platforms and other strategies that can help you find candidates

**Local service agencies** – local immigrant employment councils have tools and resources to assist employers who wish to attract, hire and retain skilled immigrants. You may also consider contacting:

- Settlement service providers
- Francophone immigration networks

**Targeted outreach** – encourage a diverse pool of candidates to apply to your position by explicitly seeking people through intentional referrals and communities that value diversity:

- Referrals from staff
- Community job platforms/community partnership initiatives

**Job fairs** – these can bring you face to face with promising candidates in your region, community or sector. Businesses can join as participating employers.

**Canada's Job Bank**<sup>30</sup> – a free and easy-to-use, bilingual website that provides job listings and labour market information tools to connect workers and employers across the country.

**Post-secondary institutions** – many schools and training programs provide employment services like bridge-to-work programs and placement services that connect internationally trained workers with employers.

## Recruitment, Interviews, and Hiring

### Avoiding Unconscious Bias in the Hiring Process

Are you aware of the ways your hiring practices could be unintentionally biased and possibly limit opportunities for newcomers? Ask yourself:

- Does your organization get any immigrant or newcomer applicants? If no, why not? Are there barriers that could make it difficult for them to apply?
- If a candidate applies for a position and you can't pronounce their name, do you automatically put their resume aside?
- Have you ever considered inclusive hiring practices, such as hiding a candidate's name and looking at their work experience first?

Apply the following best practices to your interview process to help minimize bias:

- ✘ Use language that is immigrant friendly and allows for differences in communication styles
- ✘ Concentrate on what the applicant is saying, rather than how they're saying it.
- ✘ Avoid questions that could be construed as discriminatory
- ✘ Be aware of cultural differences in body language, gestures\* and personal space

**More about body language** – personal space and gestures can be interpreted differently among cultures. Compare the following:

	<b>CANADA</b>	<b>other cultures</b>
minimal eye contact	shifty, untrustworthy	respect for authority
shaking head side to side	"no"	"yes" (India & Japan)
soft handshake	weak, not confident	conveys respect vs. power
tight physical proximity	aggressive, overly intimate	acceptable cultural convention



*\*Some common Canadian gestures can be very offensive in other cultures. Do your homework before giving a "thumbs up"!*



## Culturally Competent Questioning Techniques

Interview and questioning styles vary widely across cultures. Making small adjustments to how you ask a question can help a newcomer interviewee better understand what you're looking for and help them formulate a better response.

Scenario	Less effective action or response	More effective
Asking about a candidate's background	"Tell me about yourself"	"Tell me about your education and experience in your home country"
Asking about previous work roles	"Tell me about a time..."	Ask "Tell me about your particular role in this work activity"
Asking, "Do you have any questions?" and getting no response	Think the candidate lacks interest or is unintelligent	Assure the candidate they can ask any questions at all about the job, process, or selection
A candidate has a strong accent	Lose focus or become frustrated	Seek clarification, ask encouraging questions, encourage candidate to speak slower

## Credential Evaluation

A common roadblock preventing employers from hiring newcomers more frequently is the difficulty associated with assessing non-Canadian skills and credentials. Here are some solutions:

- Access credential examining services
  - International Credential Assessment Service of Canada (ICAS)
  - International Qualifications Service (IQAS)
  - World Education Services (WES)
- Ask the candidate to provide or request a credential evaluation themselves
- Inquire about skills/credential equivalence for regulated industries with the appropriate federal or provincial regulatory bodies
- Focus on asking scenario-based questions in your interview to learn more about the candidate's skills and experience
- Recognize the value and transferability of international skills



*The Government of Canada's Immigration and Citizenship web pages provide additional information about credential assessment and assessment services.<sup>31</sup>*







## Candidate Selection

Once you've conducted interviews and assessed skills and credentials, you're ready to select a successful candidate and make an offer. These steps will help you choose the best person to fill the role:

- Think about your organizational goals
- Hire for skills, not to meet quotas
  - consider *all* of the skills that a potential candidate can contribute to your work space - including skills relevant to those with diverse backgrounds
- For successful applicants
  - use plain language in your offer letter, avoid jargon or technical terms
  - include employment terms and conditions
- For unsuccessful applicants
  - if the candidate has strengths and skills in other ways, you can suggest a course or certification to improve their chances of success with their next application
  - keep resumes and other information on file for future labour shortages

## Ensuring the Success of Newcomer Employees

Tips to help ensure you won't have to waste resources repeating the process of recruiting, interviewing, and hiring.

	Provide a thorough orientation to the employee's new role and to the company
	Provide a "buddy" or supervisor from the employee's culture
	<p>Include cultural orientation questions during regular performance reviews, for example:</p> <ul style="list-style-type: none"> <li>○ "What do you like so far? What has frustrated you?"</li> <li>○ "How are you adjusting? Has anything surprised you about your work and life in Canada so far?"</li> </ul>
	Provide regular workplace development sessions
	Clarify the promotion process and expectations for promotion
	Support the employee with community integration

### Next Steps to Consider

- What could your organization offer workers as an incentive?
- What newcomer organizations/groups could you connect with?
- Do you currently have a policy to support immigrant employees?
- What are your organizational goals when it comes to diversity and inclusion?

## Employer Success Story – Maple Leaf Foods

Maple Leaf Foods has developed recruitment and onboarding supports to ensure that workers are oriented and welcomed into the company and community.

Their view is that smaller communities need to support people not just to immigrate, but to integrate. Employers should create a plan focused on people who would be likely to succeed in their local economy and community.

In Maple Leaf Foods' Brandon, Manitoba plant, free English classes are run after hours and on weekends in an on-site training facility.

Canada's recent immigrant arrivals are an essential part of Maple Leaf Foods strategy to grow their workforce. The company recognizes there are challenges to attracting and settling newcomers in small communities and rural areas, so they provide relocation packages of up to \$5,000 to relocate to Brandon. They're making progress and have brought in a lot of workers who are newcomers to Canada.

Working with immigrant service providers in nearby urban centres is important. Maple Leaf has made direct connections with community groups to ensure they know about job opportunities. When newcomers are looking for work, the company wants them to know what's available in Brandon.



### How Maple Leaf attracts and retains newcomer workers:

- *provides relocation packages up to \$5,000 to move from larger centres to Brandon*
- *connects with workers through local newcomer associations*
- *English language classes on site, after hours*



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# Check Your Knowledge!

What did you learn about the hiring process and how to prepare for onboarding a newcomer?

## Topic 1: Why Hire Newcomer Talent?

- 1. According to BC Hydro President and CEO Bob Elton, what kind of people make organizations better?**
  - a. people with lots of work experience
  - b. people of different ethnicities
  - c. people who think differently
  - d. people who like fish tacos
- 2. Organizations that have high levels of diversity and inclusion experience what level of improvement in business performance?**
  - a. 85%
  - b. 35%
  - c. 1%
  - d. 9%
- 3. The benefits of hiring internationally trained immigrants include:**
  - a. support in meeting diverse labour needs
  - b. increased competitiveness in global markets
  - c. bringing fresh perspectives into your organization
  - d. all the above
- 4. What kinds of companies are likely to have financial returns above the industry median?**
  - a. companies that promote cultural awareness
  - b. companies with a broad age range of workers
  - c. ethnically diverse companies
  - d. North American companies
- 5. How might recruitment of newcomers be different from recruitment of Canadian-born candidates?**
  - a. employers must advertise in the language of their potential candidates
  - b. recruiting newcomers costs a lot of money
  - c. there are no differences...everyone gets treated equally
  - d. none of the above



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## Topic 2: Job Descriptions and Job Postings

6. **The first step for culturally competent hiring practices is:**
  - a. advertising job opportunities
  - b. creating an effective job description
  - c. screening the applications
  - d. applying good interview strategies
7. **Which of the following statements is not applicable when preparing a job description?**
  - a. list all the possible duties that are required to perform the role
  - b. identify the skills and experience required to fulfill each duty
  - c. determine which duties are essential and which are not
  - d. consider experience and skills equivalence for all positions
8. **What is a characteristic of a poorly written job description?**
  - a. it focuses on the needs of the employer
  - b. it uses common terminology instead of insider jargon
  - c. it takes time to highlight the company's core values
  - d. it is written like a marketing piece
9. **Which of these are tips for website job advertisements?**
  - a. ensure your website communicates the cultural competence of your workplace
  - a. consider adding links to diversity resources
  - b. consider advertising in languages other than English or French
  - c. all the above
10. **Which of the following is an example of using neutral language in job descriptions and promotion?**
  - a. avoid unintentionally signaling bias
  - b. avoid coded language like "energetic"
  - c. avoid overstuffing with "nice to haves"
  - d. all of the above

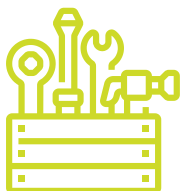


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### Topic 3: Interviews, Hiring and Recruitment

11. **What factor can be an advantage in the selection process of newcomer candidates?**
  - a. a high-tech application screening program
  - b. the cultural diversity of your existing workforce
  - c. knowledge of current immigration trends
  - d. having candidates from your own cultural background
12. **What is one way you might detect fake degrees?**
  - a. hire a translator to read them for you
  - b. examine the quality of the paper they're printed on
  - c. grill the candidate about their educational program
  - d. do a Google search to see if the institution is real
13. **What are some indicators of unconscious bias in the hiring process?**
  - a. putting aside applications of candidates whose names you can't pronounce
  - b. considering non-Canadian work experience
  - c. hiding a candidate's personal details before reviewing their application
  - d. all of the above
14. **What are some interview best practices?**
  - a. being mindful of differences in body language and personal space requirements
  - b. using language that is immigrant friendly and allowing for different communication styles
  - c. both a and b
  - d. neither a nor b
15. **What organization can help evaluate international credentials?**
  - a. the International Court of Justice
  - b. the United Nations Educational, Scientific and Cultural Organization (UNESCO)
  - c. the United Nations High Commission for Refugees
  - d. the International Qualifications Assessment Service

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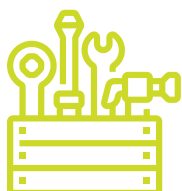


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# Module 4

## The Hiring Process: Part Two

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**1** ACCES Employment Services

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**2** Supports for Employers and Employees

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**3** Immigration Information for Employers

## ACCES Employment Services

An employment services organization that provides resources and support to internationally-trained professionals and employers.

### **About ACCES Employment**

ACCES knows that the vast majority of immigrants to Canada choose to settle in larger cities, and recognizes there are opportunities to redirect newcomers to smaller centres to fill labour gaps.<sup>32</sup>

The organization works with immigrant applicants to provide guidance and information about opportunities in smaller communities, and with employers in those areas to help attract newcomer talent.

#### Immigrants are eligible for the program if they:

- ✘ Have been approved for permanent residency in Canada but are still overseas
- ✘ Are fluent in English
- ✘ Have post-secondary and/or post-graduate education
- ✘ Have experience in
  - Leadership
  - Sales & marketing
  - Supply chain
  - Financial services
  - Engineering
  - Human resources
  - Entrepreneurship

Employers wanting to recruit untapped, highly skilled professionals can utilize ACCES Employment's FREE services to connect with a pool of internationally trained professionals from across the globe who are approved to work in Canada and willing to relocate based on employment prospects.

#### Vital recruitment services include:

- ✘ Pre-screened candidates who meet a company's specific hiring needs
- ✘ Free access to virtual platforms for hiring events and job fairs to meet candidates
- ✘ Promoting a company's profile to global talent
- ✘ Candidates who are prepared for the Canadian workplace with relevant skills and experience

All communities in Canada outside of Quebec (excluding Vancouver, Calgary, Edmonton and the Greater Toronto Area) are eligible to engage in the project.

## The ACCES Connecting Canada Project

The Connecting Canada Project is based on the premise that if more immigrants knew about opportunities to live, work, and grow in smaller urban and rural communities before they arrived in Canada, more of them would choose to start their Canadian journeys there.<sup>33</sup>

*Working with local partners is key to building trusting and meaningful connections.*

Eligible applicants are invited to connect through the following channels:



E-learning content and live webinars



Networking events to connect immigrant and local professionals



Attraction webinars for small centres to promote themselves



Hiring events to help employers connect with/hire immigrant talent

Events have been held across Canada, from coast to coast.

Connecting Canada helps pre-arrival immigrants learn more about the wide range of communities they could settle in and the services they can access for help.

Program Benefits for Employers:

- Smaller communities will receive support in connecting with pre-arrival immigrants who are open to settling in their communities
- Employers in smaller communities will be able to access the talent pool of pre-arrival immigrants, which will help them address persistent skills and labour shortages
- Policy makers and service providers will benefit from the knowledge and evidence created through Connecting Canada



<https://acesemployment.ca/hiring-talent>

## Supports for Employers and Employees

Additional organizations and service providers that can provide support and resources to employers looking to hire newcomer talent.

### Where to Find Newcomer Talent

When preparing for the recruitment and hiring process, it's helpful for employers to have some knowledge of places where newcomers connect and where they go to search for job postings. Immigrant-serving agencies are a good place to start, and local cultural associations can also be great places to forge connections.

Some organizations also provide support for employers in the advertising and recruiting process.

#### **Organizations that Support Employers**

- ✘ Economic development offices
  - Often located in town offices
- ✘ Local Immigration Partnerships
  - Located in several communities in Alberta
- ✘ Chambers of commerce
  - Network with other employers to share ideas/resources
- ✘ Other development/service organizations

#### **Organizations that Support Newcomer Employees**

- ✘ Employment-related services
- ✘ Settlement and personal support services
  - Houses of worship
  - Local FCSS offices
- ✘ Language Learning Services
  - Alberta colleges and technical schools
  - Public libraries (conversation circles, ESL resources)

## Immigration Information for Employers

Learn about the value of newcomer labour, as well as different pathways to immigration and what you need to know before you hire a newcomer.

### The Value of Immigration to Canadian Business<sup>34</sup>

Newcomers to Canada bring valuable professional skills and are highly represented in the fields of science, healthcare and engineering. The numbers below indicate what percentage of workers in specific fields in Canada are newcomers.



Newcomers are also frequently entrepreneurial and start businesses that generate economic activity and create job opportunities for others. The numbers below indicate what percentage of each type of business is newcomer owned.



## Working in Canada

The following categories of immigrants are eligible to work in Canada:



all permanent residents



work permit holders



some international students

## Canada's Immigration Targets <sup>35</sup>

	2023	2024	2025
<b>Overall Projected Target</b>	456,000 to 505,000	485,000 to 542,500	500,000 to 550,000
<b>Federal Economic and Provincial/ Territorial Nominees</b>	233,000 to 277,250	250,000 to 305,000	265,000 to 326,000
<b>Family Reunification</b>	100,000 to 118,000	105,000 to 130,000	107,000 to 135,000
<b>Refugees, Protected Persons, Humanitarian, Compassionate, other</b>	66,000 to 93,000	66,000 to 93,000	64,000 to 80,000
<b>Government Assisted Refugees</b>	18,000 to 30,000	16,750 to 26,000	12,000 to 17,000



## Immigration Status

The terms below describe the different types of immigration status for individuals relocating to Canada. More information about specific immigration pathways is provided on the pages following.

### Newcomer<sup>36</sup>

- A person recently arrived in Canada (usually less than 5 years)
- Can enter Canada as a refugee or with Permanent Resident status

### Immigrant<sup>37</sup>

- A person who chooses to settle permanently in another country
- For the purposes of the READI project, an individual who has been in Canada for five years or longer

### Refugee<sup>38</sup>

- A person forced to cross national boundaries and who cannot return home safely due to war, natural disaster, environment or persecution

### Economic Immigrant<sup>39</sup>

- Immigrants selected for their ability to meet Canada's labour market needs, own and manage or build a business, make a substantial investment, or create their own employment

### Family-sponsored Immigrant<sup>40</sup>

- Immigrants sponsored by a Canadian citizen or permanent resident, granted permanent resident status based on their family relationship to the sponsor

### Internationally Trained Professional<sup>41</sup>

- Professionals and tradespeople who obtained their credentials outside Canada
- Enter Canada with Permanent Resident Status
- Require educational credential assessment and must meet licensure/certification requirements

## Canadian Immigration Pathways at a Glance

The following are pathways to immigration facilitated through provincial or federal programs. Programs specific to other provinces are not included here, including Quebec, which has full control of its own economic immigration intake. Expired programs are also not included here. *Current as of September 2023.*

### PERMANENT RESIDENCE (PR) – Economic Programs

#### 1. Express Entry

- Federal Skilled Worker
- Canadian Experience Class
- Federal Skilled Trades

#### 2. Provincial Nominee Program

- Express Entry process
- Non-Express Entry process

#### 3. Employer-driven Pilot Programs

- Rural & Northern Immigration Pilot
- Agri-food Immigration Pilot
- Home Child Care Provider Pilot
- Home Support Worker Pilot

#### 4. Federal Start-Up Visa Program

#### 5. Provincial Business Programs

- Stream 1 – Quebec only
- Stream 2 – entrepreneurs operating a business they started or purchased

#### 6. Self-Employed Programs

- Federal Self-Employed Class
- Additional pathways for investors and entrepreneurs

#### 7. Canada-USA-Mexico Agreement

- Federal Skilled Worker
- Canadian Experience Class
- Federal Skilled Trades

#### 8. Economic Mobility Pathways Pilot

- *Refugee applicants only*

## PERMANENT RESIDENCE (PR) – Non-Economic Programs

- Members of the family class
- Adoptions
- Spouse or common-law partner in Canada class
- Humanitarian and compassionate consideration
- Protected Persons
- Temporary Resident permit holders
- Other special cases

## FAMILY CLASS

1. Spouses, Partners and Children

2. Parents and Grandparents

## TEMPORARY RESIDENCE

1. Study Permit and Post-Graduation Work Permit

2. Temporary Foreign Workers (TFW)

3. Buy a Business and Move to Canada

## REFUGEES

### Refugee Immigration Streams

- Government-Assisted Refugee Program (GAR)
  - Human Rights Defender (NEW)
- Private Sponsorship of Refugees

## SPECIAL PROGRAMS

- Canada-Ukraine Authorization for Emergency Travel (CUAET)  
*\*this program has been extended to March 31, 2024, and participants can continue to access settlement supports until March 31, 2025*
- Supporting Afghan nationals: Special programs
- Support for Turkish and Syrian temporary residents (earthquake relief)

## Alberta Government-Sponsored Programs

### STREAMS FOR WORKERS

- Alberta Opportunity Stream
- Alberta Express Entry Stream
- Rural Renewal Stream

### STREAMS FOR ENTREPRENEURS

- Rural Entrepreneur Stream
- Graduate Entrepreneur Stream
- Farm Stream
- Foreign Graduate Entrepreneur Stream

## Immigration Pathways in Detail

### PERMANENT RESIDENCE (PR)<sup>42</sup>

#### **Economic Programs**

1. **Express Entry** – an online system used to manage immigration applications from skilled workers. It has different eligibility criteria, including work experience, education and language skills.
  - Federal Skilled Worker
    - for skilled workers with foreign work experience
    - must meet criteria for education and other factors
  - Canadian Experience Class
    - for skilled workers with Canadian work experience, gained in the three years before application
  - Federal Skilled Trades
    - for workers who are qualified in a skilled trade
    - must have a valid job offer or a certificate of qualification
  
2. **Provincial Nominee Program (PNP)**
  - Express Entry process
    - candidates can contact a province or territory and apply for nomination under an Express Entry stream, **or...**
    - create an Express Entry profile and show it to the provinces and territories they're interested in
  - Non-Express Entry process
    - the candidate applies to the province or territory for nomination and must meet its requirements
  
3. **Employer-driven Pilot Programs**
  - Rural and Northern Immigration Pilot
    - a community-driven program creates a path to permanent residence for skilled workers who want to live in one of the participating communities
  - Agri-food Immigration Pilot
    - helps address labour needs of the agri-food sector
    - provides a pathway to permanent residence for experienced, non-seasonal workers in specific industries

*Employer-driven Pilot Programs continued:*

- Home Child Care Provider Pilot
  - for foreign nationals who have a job offer or Canadian work experience in an eligible caregiver occupation
- Home Support Worker Pilot
  - as above

**4. Federal Start-Up Visa Program**

- Gives entrepreneurs the opportunity to immigrate to Canada in order to establish a new business
- Business must be original, create new jobs for Canadians, and compete on a global scale

**5. Provincial Business Programs**

- Stream 1 – Quebec only
- Stream 2 – entrepreneurs operating a business they created or purchased
  - candidates must also operate or manage the business
  - must have acquired a net value of \$900K
  - business must have already been operating five years
  - business cannot be involved in finance, insurance, real estate or related to the sex industry

**6. Self-employed Programs**

- Federal Self-Employed Class (additional pathways for investors and entrepreneurs)
- Must have relevant experience and be willing and able to be self-employed in Canada

**7. Canada-United States-Mexico Agreement (CUSMA, formerly NAFTA)**

- Immigration pathway open to citizens of the United States and Mexico
- Business people can gain temporary entry to conduct business, apply at port of entry
- Longer-term applicants must have pre-arranged employment in Canada that matches their qualifications
- May or may not need Labour Market Impact Assessment

## 8. Economic Mobility Pathways Pilot (refugee applicants)

- Combines refugee settlement and economic migration
- Helps skilled refugees immigrate to Canada through existing economic programs
- Gives employers access to a new pool of qualified candidates to fill job openings

## **Non-Economic PR Classes**

Individuals who do not fit within one of the economic immigration categories may qualify for non-economic class entry on the basis of family-reunification, social, and humanitarian objectives. Those eligible include:

- Members of the family class
- Adoptions
- Spouse or common-law partner in Canada class
- Humanitarian and compassionate consideration
- Protected Persons
- Temporary Resident permit holders

The Government of Canada also provides or has provided special immigration pathways for victims of recent air disasters, Hong Kong residents, COVID-19 healthcare workers, programs that address specific labour needs and family members of those applying for permanent residence within Canada.

## **FAMILY CLASS**

### 1. Spouses, Partners and Children

### 2. Parents and Grandparents

- Both options (2 and 3) allow family members of immigrants to immigrate to Canada and get permanent residence
- Sponsors must commit to provide for basic needs and financial support
- Sponsors may apply to support siblings or other family members if they have no one in the above categories to support

## TEMPORARY RESIDENCE

### 1. Study Permit and Post-Graduation Work Permit

- Established route to permanent residence for international students
- Can provide experience needed to qualify for Express Entry
- Highly competitive; very few actually achieve PR status

### 2. Temporary Workers

- Can enter Canada via Temporary Foreign Worker (TFW) Program (requires Labour Market Impact Assessment) OR
- International Mobility Program

### 3. Buy a Business and Move to Canada

- Multiple entry options

## REFUGEES

### Refugee Immigration Streams

- **Government-Assisted Refugee Program (GAR)**
  - refugees cannot apply, must register with and be referred by UNHCR or other referral organization
  - Government of Canada will support GARs for up to one year or until they are able to support themselves
- **Human Rights Defender (NEW)**
  - created under GAR program, defenders will be settled under same conditions as GARs.
- **Private Sponsorship of Refugees (PSR)**
  - private groups can sponsor refugees abroad up to one year
  - sponsors provide start-up funds for settlement needs, ongoing costs for necessities and social and emotional support
  - eligible sponsors include sponsorship agreement holders, groups of five or more Canadian citizens, or community organizations

## SPECIAL PROGRAMS

- Canada-Ukraine Authorization for Emergency Travel (CUAET)<sup>43</sup>
- Supporting Afghan nationals: Special program<sup>44</sup>
- Support for Turkish and Syrian temporary residents (earthquake relief)<sup>45</sup>

*\*these programs are created in response to specific global events and may end without notice*



## Alberta Government–Sponsored Programs

The Alberta Advantage Immigration Program (AAIP) is an economic immigration program that nominates people for permanent residence in Alberta.<sup>46</sup> It includes:

### Streams for Workers

- **Alberta Opportunity Stream**
  - qualified candidates who live and work in Alberta and have a job offer from an Alberta employer can apply
- **Alberta Express Entry Stream**
  - qualified candidates who have profiles in the federal Express Entry pool may be invited to apply for nomination
  - profiles must align with provincial economic priorities
  - dedicated pathways for healthcare professionals and technology workers
- **Rural Renewal Stream** (*more info in the Orientation module*)
  - communities must apply to participate in this program before they can recruit and endorse candidates
  - candidates who have a job offer and endorsement letter can apply for AAIP nomination

### Streams for Entrepreneurs

- **Rural Entrepreneur Stream** (*more info in the Orientation module*)
  - entrepreneurs who want to start a business or buy an existing business in a rural Alberta Community can submit an Expression of Interest
- **Graduate Entrepreneur Stream**
  - international graduates of approved Alberta post–secondary institutions who want to start a business can submit an Expression of Interest
- **Farm Stream**
  - experienced farmers who plan to buy or start a farm in Alberta can apply for nomination
- **Foreign Graduate Entrepreneur Stream**
  - foreign graduates who have a degree from a post–secondary institution outside of Canada and who want to launch a start-up enterprise and innovative business can work with a designated agency to submit an Expression of Interest

## Documents and Qualifications

Immigrant workers are responsible to ensure they are legally eligible to work in Canada. Employers are entitled to inquire whether a prospective employee is eligible, but you may NOT:

- ✘ Ask about the applicant's immigration status
- ✘ Require the applicant to be a Canadian citizen or Permanent Resident as a condition of hire (unless you can prove it's necessary to do the job)
- ✘ Refuse to hire an applicant solely because they don't have Canadian work experience (unless you can prove it's necessary to do the job)



Why might it be important as an employer to understand the different Canadian immigration pathways? How might understanding your employees' immigration journey help you support them better?



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# Check Your Knowledge!

What did you learn about the hiring process and how to support and retain newcomer employees?

## Topic 1: ACCES Employment Services

- 1. For whom does ACCES provide employment services?**
  - a. refugees
  - b. pre-arrival immigrants
  - c. employers
  - d. b and c
- 2. What percentage of new immigrants end up settling in larger cities?**
  - a. less than 20%
  - b. about half
  - c. around 75%
  - d. more than 90%
- 3. What are the eligibility criteria for immigrants to participate in the ACCES program?**
  - a. have been approved for permanent residency in Canada
  - b. are fluent in English
  - c. have a post-secondary degree
  - d. all the above
- 4. What services does ACCES provide to employers?**
  - a. pre-screened candidates prepared for the Canadian workplace
  - b. free access to various virtual programs for hiring
  - c. assistance writing job descriptions and posting
  - d. a and b
- 5. What is the name of the research project conducted by ACCES?**
  - a. Collaborate Canada
  - b. Connecting Canada
  - c. Cross-Country Connect
  - d. Catch a Canuck



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## Topic 2: Supports for Employers and Employees

6. **What percentage of immigrants are employed as chemists and software engineers?**
  - a. less than 15%
  - b. around 25%
  - c. just over 50%
  - d. nearly 85%
7. **What are two good places to start looking for newcomer talent?**
  - a. banks and financial organizations
  - b. immigrant-serving agencies and cultural associations
  - c. health service providers and pharmacy schools
  - d. all of the above
8. **Economic development offices, local immigration partnerships and chambers of commerce are good place to access what?**
  - a. employer supports
  - b. help with immigration paperwork
  - c. translation services
  - d. a listing of potential newcomer employee candidates
9. **What kinds of services can newcomers access in Alberta?**
  - a. employment-related services
  - b. settlement and personal support
  - c. language learning
  - d. all of the above
10. **Which business sector currently has 59% immigrant ownership?**
  - a. food and beverage services
  - b. grocery stores
  - c. truck transport
  - d. computer system design and services



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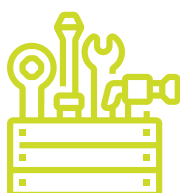
### Topic 3: Immigration Information for Employers

11. **A person who has been forced to cross a national border due to war, natural disaster, environment or persecution is known as a:**
  - a. newcomer
  - b. immigrant
  - c. refugee
  - d. conflict migrant
12. **Which of the following people are eligible to work in Canada?**
  - a. permanent residents
  - b. work permit holders
  - c. some international students
  - d. all of the above
13. **In each of 2023, 2024 and 2025, what is the smallest group of people expected to immigrate to Canada?**
  - a. economic migrants
  - b. family reunification migrants
  - c. refugees and protected persons
  - d. government-assisted refugees
14. **What are the three categories of Express Entry?**
  - a. Federal Skilled Worker, Federal Skilled Trades, Canadian Experience Class
  - b. Provincial Business Owner, Start-up Entrepreneur, Alberta Experience Class
  - c. Quebec Apprenticeship Program, Rural Renewal Program, NAFTA Member
  - d. Cross-border Ungulates, International Reptiles, Migratory Waterfowl
15. **Under normal circumstances, what family members can immigrate to Canada via the Family Class pathway?**
  - a. spouses, partners and children
  - b. parents and grandparents
  - c. siblings and in-laws
  - d. a and b



- 
16. **What are four countries whose citizens may benefit from immigration programs created specifically for them (as of September 2023)?**
- a. Poland, Pakistan, Iran, Jordan
  - b. Philippines, Mexico, United Kingdom, United States
  - c. Ukraine, Afghanistan, Turkiye, Syria
  - d. Russia, Kazakhstan, Cypres, Lebanon
17. **What program was created specifically to address labour needs of the agri-food sector?**
- a. Rural and Northern Immigration Pilot
  - b. Agri-food Immigration Pilot
  - c. Farm Entrepreneur Program
  - d. Grain Growers Start-up Visa
18. **Which countries are included in the CUSMA Agreement?**
- a. Colombia, Uruguay, Morocco
  - b. Canada, United States, Mexico
  - c. China, United Kingdom, Malta, Andorra
  - d. Cameroon, Uganda, Madagascar
19. **Under what circumstances can a Canadian citizen or permanent resident sponsor a sibling for immigration?**
- a. if the sibling meets the requirements for Express Entry
  - b. at any time, as long as they don't have a criminal conviction
  - c. if they don't have a spouse, partner, child, parent or grandparents they could support
  - d. all of the above
20. **Who can apply to participate in the Rural Renewal Stream?**
- a. communities who want to endorse candidates
  - b. rural employers who want to sponsor candidates
  - c. skilled farm workers
  - d. anyone with canoe expertise

# SKILLS SOURCES RENEWING RESEARCH



## Footnotes

- <sup>32</sup> ACCES Employment. (n.d.). *Before arriving in Canada*. <https://acesemployment.ca/planning-your-move-to-canada>
- <sup>33</sup> ACCES Employment. (2023, June 21). *Connecting Canada Project*. <https://acesemployment.ca/programs/pre-arrival-programs/connecting-canada-project>
- <sup>34</sup> Immigration, Refugees and Citizenship Canada. (2022, February 11). *Immigration matters in business*. <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/growing-canada-future/business.html>
- <sup>35</sup> Government of Canada. (2022, November 1). *Notice – supplementary information for the 2023-2025 Immigration Levels Plan*. <https://www.canada.ca/en/immigration-refugees-citizenship/news/notices/supplementary-immigration-levels-2023-2025.html>
- <sup>36</sup> Newcomer definition reference placeholder
- <sup>37</sup> IRCC. (2022). *Classification of admission category of immigrant*. <https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=323293&CVD=323294&CLV=0&MLV=4&D=1>
- <sup>38</sup> See footnote 37.
- <sup>39</sup> See footnote 37.
- <sup>40</sup> See footnote 37.

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<sup>41</sup>IRCC. (2023). *The employer's roadmap to hiring and retaining internationally trained workers*. [https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/employer-roadmap-hiring-retaining-internationally-trained-workers.html#\\_2.\\_WHO\\_CAN](https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/employer-roadmap-hiring-retaining-internationally-trained-workers.html#_2._WHO_CAN)

<sup>42</sup>Canada Visa (2023). *Canada immigration: Explore your PR Visa options*. <https://www.canadavisa.com/canadian-immigration-visas.html#:~:text=Canada%20welcomes%20immigrants%20under%20three,and%20refugee%20and%20humanitarian%20class>

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<sup>43</sup>IRCC. (2022). *Canada-Ukraine Authorization for Emergency Travel*. <https://www.canada.ca/en/immigration-refugees-citizenship/news/2022/03/canada-ukraine-authorization-for-emergency-travel.html>

<sup>44</sup>Government of Canada. (2023). *Supporting Afghan nationals: About the special programs*. <https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/afghanistan/special-measures.html>

<sup>45</sup>IRCC. (2023). *Canada announces support for Turkish and Syrian temporary residents*. <https://www.canada.ca/en/immigration-refugees-citizenship/news/2023/03/canada-announces-support-for-turkish-and-syrian-temporary-residents.html>

<sup>46</sup>Government of Alberta. (2023). *Alberta Advantage Immigration Program*. <https://www.alberta.ca/alberta-advantage-immigration-program>



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# Module 5

## Inclusion, Intersectionality, and Non-Traditional Candidates

- 
- 1** Special Programs for Specific Groups
  - 2** Candidates from Non-traditional Newcomer Groups
  - 3** Intersectionality and Multi-Barriered Newcomers
  - 4** Developing Inclusive Workplace Policies

## Special Programs for Specific Groups

The Canadian government offers a number of permanent and temporary immigration options for people from specific countries, mainly due to humanitarian need.

Most foreign nationals also have the option to immigrate to Canada under regular programs. *\*Note that some programs may be discontinued without prior notice.*

### Immigrants and Refugees from Afghanistan<sup>47</sup>



- Special Immigration Measures Program for Afghan nationals (and their families) who assisted the Government of Canada
- Special humanitarian program focused on resettling vulnerable Afghans
- Pathway to permanent residence for extended family members of former interpreters
- Special program for Afghan refugees without refugee status from the UNHCR or a foreign state

### Immigrants and Refugees from Syria<sup>48</sup>



Emergency basis:

- Resettlement Assistance Program (RAP)
  - Private sponsorship of refugees
- \*these two programs are also available to immigrants from other countries*

**NEW:** Federal government support for victims of the February 6, 2023 Turkiye-Syria earthquake.

- processing temporary, permanent residence and refugee settlement applications from people affected by the earthquakes
- as of March 29, 2023, Turkish and Syrian nationals in Canada can continue to **work**, study or visit family by applying for an extension of their status
- priority given to applicants from earthquake-affected regions

## Immigrants and Refugees from Turkiye<sup>49</sup>



Turkish nationals can also avail themselves of the support offered to victims of the Syria-Turkiye earthquake, as well as regular immigration programs.

## Immigrants from The Philippines – regular programs<sup>50</sup>



Filipino workers come to Canada through regular channels, but are an important labour pool because:

- The Philippines is one of the top three source countries of new immigrants to Canada
  - Canada is a destination of choice for Filipinos
- There are over 900,000 people of Filipino origin living in Canada
  - Many Filipinos already have a support network in Canada and frequently speak English

## Canada-Ukraine Authorization for Emergency Travel (CUAET)<sup>51</sup>



In support of those affected by the Russian invasion of Ukraine, the Canadian government has created the Canada-Ukraine authorization for emergency travel (CUAET) measures to help Ukrainians and their family members come to Canada as quickly as possible and to provide them with the ability to work and study while in Canada.

The CUAET measures also give those who are already in Canada the option to extend their visitor status, work permit or study permit so that they can continue to live and work or study in Canada temporarily.

- Nearly one-third of all Ukrainians have fled their homes, forming “the largest human displacement crisis in the world today.” (UNHCR)
- The largest war-induced European population movement since World War II
- Conflict continues to escalate – no known resolution in sight
- Canada has currently welcomed roughly **158, 277** Ukrainian nationals as of February 2023
- Jobs for Ukraine Job Bank<sup>52</sup>

## Programs for Young Adults<sup>53</sup>

Young adult newcomers working temporarily in Canada are another possible source of labour. They are eligible to seek employment here via one of the International Experience Canada (IEC) visas:

- Working Holiday Visa (open work permit)
- Young Professionals (paid job offer with one employer)
- International Co-Op (student internship, must have job offer or internship with one employer)

\*many young Australians come to work in Canada through one of these programs



*What immigration pathways did newcomer employees from your organization take? How were you able to support them as an employer?*

## Candidates from Non-traditional Newcomer Groups

In addition to taking advantage of the newcomer labour pool to fill job vacancies, there are other sources of job candidates you may not have considered.

### Temporary Foreign Workers

Temporary foreign workers (TFWs) come to Canada for short-term work, and are normally granted two- or three-year work permits. This might not make them ideal candidates to fill longer-term positions initially, but they may be eligible to apply for other entry pathways at the completion of their work term, and gain permanent resident status.

TFWs who have received an offer for permanent employment from their current employer may be eligible to apply for permanent residency under the Federal Skilled Worker Program. Such an offer is referred to as arranged employment. The temporary worker will have to meet the necessary points required under the Foreign Skilled Worker Program.



*\*note that many TFWs are **NOT** eligible for settlement support*

### International Students

#### **Study Permit and Post-Graduation Work Permit**

- Established route to permanent residence for international students
- Can provide experience needed to qualify for Express Entry
- Highly competitive; successful candidates have top skills

International students at post-secondary institutions in Canada may be eligible to work full-time in summer breaks or part-time during the regular academic year. Co-ops, internships and work experience programs are also viable options for temporary work.

Students have the option to apply for a full-time work permit after graduation, but competition for these permits is stiff.

Most Alberta post-secondaries have international student offices that might be able to help employers connect with student workers, and employers can reach out to schools in their area to make them aware of employment opportunities that could be shared in student orientation sessions or on campus job boards.

*\*see the resources section for URLs to these institutions and other helpful sites for information on international student graduates working in Canada*

## Indigenous Candidates

Indigenous candidates are definitely NOT newcomers, but have some of the same experiences and barriers in common:

- Cultural stereotypes
- Employer fear of "poor culture fit"
- Difficulty finding housing
- Employers looking for specific types of experience
- Considered to be outside of mainstream culture
- Racism & prejudice
- Exclusion & isolation at work

*Newcomers and Indigenous peoples face many of the same challenges...can you see past these barriers as an employer?*

### **Indigenous Worker Strengths and Opportunities for Employers**

How does recruiting Indigenous candidates align with your long-term newcomer hiring strategy?

- Because of shared experiences, positive working relationships can develop between Indigenous people and newcomers, leading to greater workplace satisfaction on both sides
- Similar to the benefits of hiring newcomers, hiring Indigenous employees can contribute to more culturally-diverse workplaces, increase innovation and build meaningful relationships among employees
- 600,000 Indigenous youth will enter the labour market between 2001 and 2026<sup>54</sup>

## What can you do as an employer to create opportunities for Indigenous people to succeed in the workplace and connect with others?



Emphasize building meaningful relationships and trust in the ongoing process of reconciliation between Indigenous and newcomer groups in order to increase knowledge and interaction



Become an ally as an employer: create culturally aware email signatures, review the calls to action from the Truth and Reconciliation Commission of Canada, create PD opportunities for all employees to improve understanding of Indigenous culture and concerns



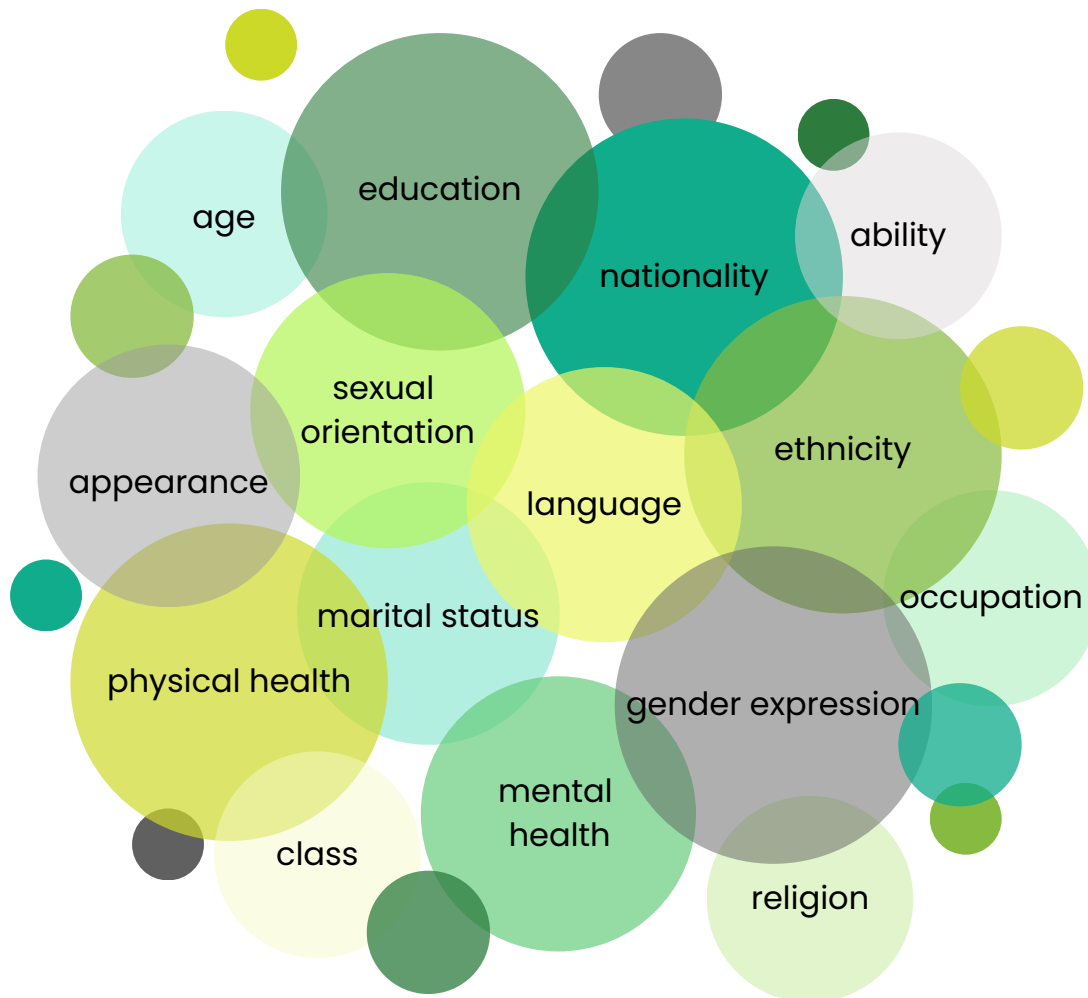
Use what you've learned about intercultural competence and apply it through an Indigenous lens. Although Indigenous people are absolutely *not* newcomers, they do face a lot of the same challenges and barriers. Many of the strategies you use to create a welcoming and inclusive workplace for newcomers can be applied to Indigenous workers as well.

## Intersectionality and Multi-Barriered Newcomers

Taking a closer look at different facets of identity and how they impact employees' experiences in the workplace.

*There is no such thing as a single-issue struggle because we do not live single-issue lives.” -Audre Lorde*

### Intersectionality



*What are your intersections? How do you identify in each of the above categories? How do you think this might affect or influence you in the workplace? What are some other intersections that might impact newcomers on the job?*



## Intersections Experienced by Newcomers

The following intersections affect newcomers before coming to Canada, during the immigration process and when they are integrating into Canadian society and the workplace.

- ✘ Immigration status
- ✘ Country of birth
- ✘ Language ability
- ✘ Race
- ✘ Ethnicity
- ✘ Level of education
- ✘ Family status
- ✘ Gender
- ✘ Socioeconomic status
- ✘ Work experience
- ✘ Disability
- ✘ Age
- ✘ Identify as 2S LGBTQIA+
- ✘ Immigration pathway (refugee claimant, economic pathway)

## Intersectional Barriers

### 2SLGBTQIA+ Newcomers

- Don't always have the right to express their gender and sexual identities in their countries of origin
- May have come to Canada to have that freedom

#### Employers can help by...

- setting a welcoming tone in the workplace and modelling tolerance and acceptance
- learning more about the needs of 2SLGBTQIA+ newcomers

### Newcomers With Disabilities

- More likely to be unemployed or under-employed
- Social determinants of health affect newcomers differently
- Added barriers for settlement and integration
- Need to establish good referral networks

#### Employers can help by...

- helping newcomers understand their workplace rights
- providing accommodations for appointments, personal care, etc.
- accessing support from outside organizations

### Older Newcomers

- **30%** of seniors in Canada are foreign-born<sup>55</sup>
- Language barriers more pronounced, duties can be adapted
- Often in Canada via family-sponsored or refugee pathways
- Transportation, isolation greater barriers in rural environment

#### Employers can help by...

- providing opportunities to establish connections with other workers

### Immigrant Women

- Represent **21%** of the female population in Canada<sup>56</sup>
- More likely than an other group to be unemployed or underemployed
- Mainly migrate to Canada as spouses/dependents of skilled workers or are sponsored through the family class
- May experience/have experienced/be at higher risk for gender-based violence

#### Employers can help by...

- making women aware of resources available to them

## Embracing Intersectionality in the Workplace

### Strategies

- ✘ Recognize intersectionality at different stages of the hiring process
- ✘ Review policies, processes, programs and initiatives
- ✘ Seek different perspectives and feedback
- ✘ Build a functional, accessible EDI dashboard
- ✘ Educate yourself and your leadership teams

### Benefits

- ✘ Allows you to build a truly inclusive and equitable workplace
- ✘ Helps you become an employer of choice
- ✘ Improves employee wellbeing
- ✘ Boosts workplace performance

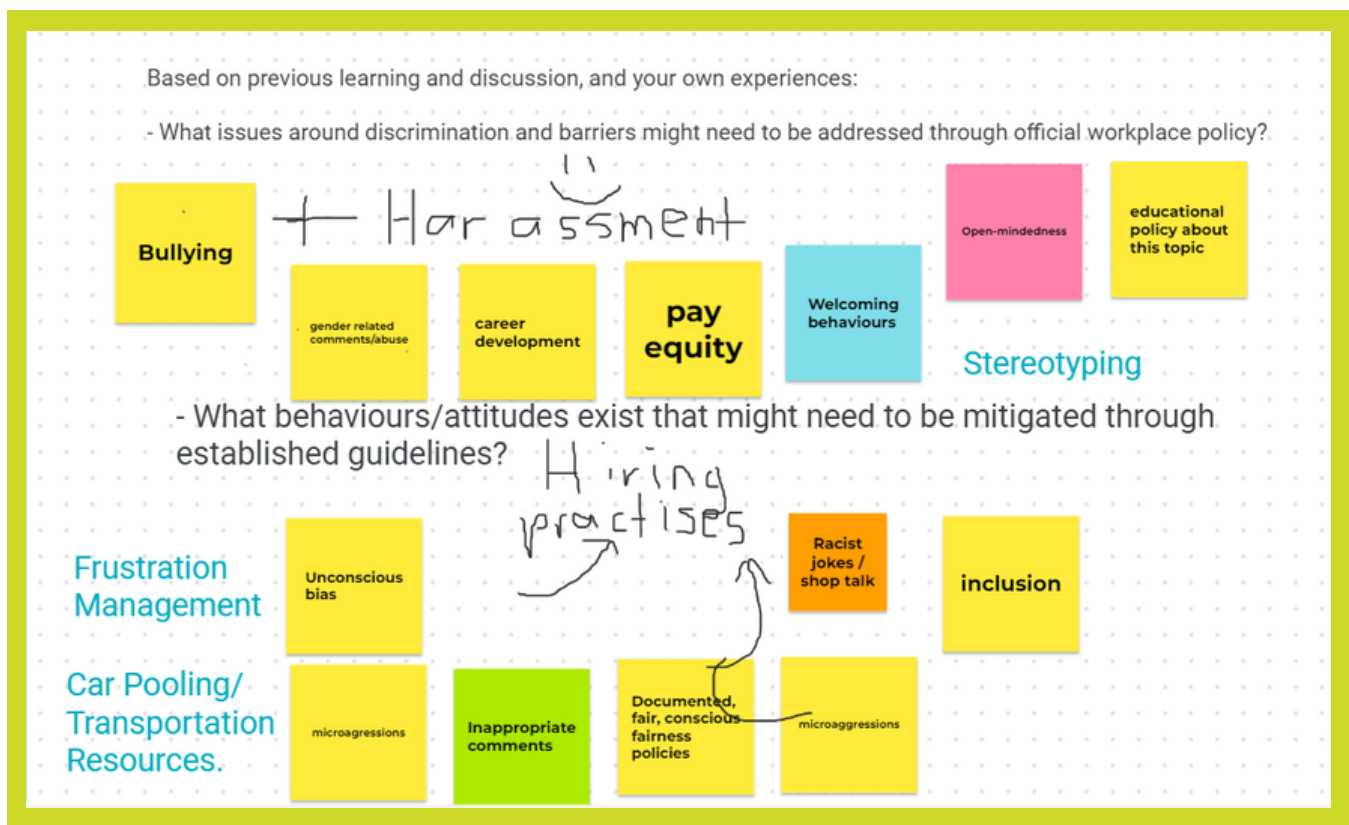
## Developing Inclusive Workplace Policies

Establishing formal guidelines to help ensure a safe and welcoming work environment.

Using a digital whiteboard tool, we asked READI project participants to reflect on their own learning, discussions, and previous experiences around inclusion:

- What barriers and what kinds of issues around discrimination might need to be addressed through official workplace policy?
- What behaviours or attitudes exist that might need to be mitigated through established guidelines?

Here's what some of them had to say:



## Employer Workplace Inclusion Charter

Creating a framework for equity, diversity and inclusion.

Developing a formal document that outlines your organization's commitment to inclusion is a great way to establish a welcoming, safe, and fair workplace for everyone, and it provides a tool for evaluating your own progress on diversity, equity and inclusion initiatives. It is also a proven strategy for attracting and retaining newcomer workers and becoming a workplace of choice.

There are numerous examples of workplace charters online, including good ones from Alberta and across Canada. Although each one is customized for a particular environment, they have a number of criteria in common:

- Acknowledgment on the part of the organization that equity, diversity and inclusion are important and benefit everyone
- Buy-in from senior leadership and decision makers
- A commitment of time and resources to establishing, implementing and maintaining the charter, and to training staff and leadership
- Setting goals and a timeline
- Incorporating the charter into the organization's policy structure and announcing the commitment publicly (website, news bulletin, etc.)
- Evaluating progress at regular intervals and implementing course corrections as needed
- Celebrating successes along the way

**The Keys Job Centre** in Kingston, Ontario cites a proven, positive correlation between diversity and workplace performance, and lists the workplace benefits of what they call "The Inclusion Advantage", where organizations can:<sup>57</sup>

- reinvigorate productivity and innovation
- tap into new markets
- attract high-level talent
- boost employee morale and improve wellness
- build the reputation of your company and your community

## Implementing Your Inclusive Workplace Policy

It's important to acknowledge that the success of all diversity and inclusion initiatives starts at the top and works its way down. Here are some strategies to help ensure effective implementation of your policy.

### Openness and Approachability

- Welcome and accommodate a broad range of ideas, perspectives, and working/learning styles

### Awareness of Rights Legislation

- Have a basic understanding of human rights legislation, including the Canadian Charter of Rights and Freedoms, Human Rights Act, Accessibility Act of Canada, provincial acts

### Access to Policies

- Make inclusion policies available to all employees, create them in different formats and post in a variety of places

### Consultation

- People with disabilities, differences and barriers continue to be notably under-represented. Committing to a fully diverse and inclusive workforce means that their opinions, perspectives and suggestions should be taken into consideration in the development of inclusion policies.

Consider creating inclusive workplace policies for the following activities:

- |                    |                              |
|--------------------|------------------------------|
| ✘ Accessibility    | ✘ Job postings               |
| ✘ Accommodations   | ✘ Orientation and onboarding |
| ✘ Benefits         | ✘ Performance management     |
| ✘ Communications   | ✘ Recruitment and selection  |
| ✘ Interviewing     | ✘ Return to work             |
| ✘ Job descriptions | ✘ Training                   |

## Inclusive Workplace Policy Examples

A rundown of some of the documents different organizations have developed to formalize their commitment to inclusion in the workplace and community.

### 2023 Bow Valley Workplace Inclusion Charter<sup>58</sup>

To be recognized as a Bronze-level Workplace Inclusion Champion, all signatories to the charter must commit to undertaking five required actions:

- Designate a central location to house settlement and community resource information for staff
- Play the introduction to Settlement Services in the Bow Valley video during onboarding
- Add an equal opportunity (or 'pro-diversity') employer statement to recruitment advertisements with directions on how to request accommodations during the hiring process
- Make at least one type of staff facility gender neutral
- Tell your team about your Workplace Inclusion Charter commitments

Organizations can earn higher-level recognition by committing to additional actions – 10 for silver and 13 for gold.

### Red Deer Local Immigration Partnership Workplace Inclusion Charter<sup>59</sup>

Organizations that wish to be a part of this charter agree to:

- hire people with disabilities based on their abilities and not their limitations
- understand and support employees with mental health challenges
- recognize the value of new immigrants to our economy, and find ways to celebrate the cultural traditions that are meaningful to them
- honour Indigenous heritage
- create an environment that respects the LGBTQ+ community
- consider an older generation of seniors that may need to still be a part of the workforce

Charter participants will also need to make additional commitments under the categories of: workplace culture, workplace accommodations, and policies, rights, safety and regulations.

## Municipality of Jasper Equity, Diversity and Inclusion Policy<sup>60</sup>

The Municipality of Jasper policy begins with a statement that “a successful community is one in which unique contributions by residents of different backgrounds, abilities and orientations are welcomed, invited and actively sought.”

All staff are responsible to:

- create and maintain a workplace free from discrimination, racism, and prejudice
- understand and adhere to all parts of the Respectful Workplace Policy and Equity, Diversity and Inclusion Policy
- ensure barriers and biases to inclusive hiring are mitigated by following the Equity, Diversity and Inclusion Policy

There are additional responsibilities for specific employee and leadership groups, and for the town council. The document also outlines seven specific purposes for the policy, contains a list of important terminology, and references the Alberta Human Rights Act and Canadian Human Rights Act.

### Other Inclusive Workplace Charter Samples

- City of Belleville, Ontario: <https://forms.belleville.ca/Workplace-Inclusion-Charter-Pledge>
- City of Kingston, Ontario: <https://www.possiblemadehere.org/wp-content/uploads/2019/10/Workplace-Inclusion-Charter.pdf>
- Canadian Association for Supported Employment: <https://supportedemployment.ca/hrtoolkit/inclusive-workplace/>
- Johnson and Johnson company: <https://www.jnj.com/about-jnj/policies-and-positions/diversity-equity-and-inclusion-policy>



*What do you think makes these samples effective? Are there elements that would work in your organization? How might you “tweak” these documents to make them effective in your particular circumstance or your industry sector?*

## You've created the policy...now what?

1

Inform and educate your team through meetings, webinars, lunch and learns, or other types of learning opportunities

2

Promote a positive environment to grow equity, diversity and inclusion initiatives

3

Create an evaluation framework or process to maintain workplace expectations



**MOST IMPORTANT OF ALL - Ensure all policies you create are vetted through a human resources professional and/or legal counsel.**

As an Alberta employer, you have a responsibility to ensure you abide by all federal and provincial statutes, and to **ensure all your employees can demonstrate their understanding** of existing workplace policies.

*It is not enough, by legal standards, to merely post policies and assume your employees have read and understood them.*

### HR Resources:

- **HR Intervals** - Canadian company that offers free templates, samples and information related to HR. Includes job descriptions, HR policy documents, resources for recruiting and onboarding, and other content. <https://guide.hrintervals-intervallesrh.ca/hc/en-ca>
- **HR Covered** - offers "freemium" service, where you get some free resources, pay to get more premium content. Has some free HR templates available, including Alberta-based documents. <https://www.hrcovered.com/>
- **HR Downloads** - Canadian company that provides a broad scope of online content, including webinars and training, support and advice, and assistance with HR documents. Paid service. <https://www.hrdownloads.com/>





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# Check Your Knowledge!

What did you learn about non-traditional newcomer groups and inclusive workplace policy?

## Topic 1: Federal Special Programs for Specific Cultural Groups

- 1. What country is one of the top three sources of new immigrants to Canada?**
  - a. Afghanistan
  - b. Syria
  - c. Philippines
  - d. Turkiye
- 2. As of February 2023, roughly how many Ukrainian nationals has Canada welcomed?**
  - a. 58,000
  - b. 108,000
  - c. 158,000
  - d. 208,000
- 3. Approximately how many people of Filipino origin are living in Canada?**
  - a. 200,000
  - b. 500,000
  - c. 700,000
  - d. 900,000
- 4. Canada is offering support to Turkish and Syrian nationals due to what natural disaster in their region?**
  - a. hurricane
  - b. earthquake
  - c. tsunami
  - d. forest fire
- 5. What type of International Experience Canada (IEC) visa allows young adults to come to Canada?**
  - a. working holiday (open work permit)
  - b. young professionals (paid job offer with one employer)
  - c. international co-op (student internship, must have job offer or internship with one employer)
  - d. all the above



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## Topic 2: Candidates from Non-Traditional Newcomer Groups

6. **What factor could make it challenging for international students to acquire a work permit after graduating from a Canadian post-secondary institution?**
  - a. they are required to return to their country of origin
  - b. the application for permits is highly competitive
  - c. they lack Canadian work experience
  - d. they have a high debt load
7. **Which of the following statement is NOT true about Temporary Foreign Workers?**
  - a. TFWs come to Canada for short-term work, but could be eligible to apply for other entry pathways
  - b. they are usually granted two- or three-year work permits
  - c. all TFWs are eligible for settlement support
  - d. none of the above
8. **What is one real disadvantage faced by Temporary Foreign Workers?**
  - a. employers can withhold wages to cover recruiting and hiring costs
  - b. they aren't qualified to do higher-skilled work
  - c. they depend on employers for authorization to remain in Canada
  - d. they are only allowed to work in agriculture, health care or food service
9. **What are some challenges and barriers experienced by both newcomers and Indigenous people in the workplace?**
  - a. cultural stereotypes, racism & prejudice
  - b. employer fear of "poor culture fit", seeking specific types of experience
  - c. experience exclusion & isolation at work
  - d. all the above
10. **According to the Government of Canada, how many Indigenous youth will enter the labour market between 2001 and 2026?**
  - a. 6,000
  - b. 60,000
  - c. 600,000
  - d. 6,000,000



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### Topic 3: Intersectionality and Multi-barriered Newcomers

11. **What term refers to the idea that people with multiple under-represented identities have a unique experience that needs to be considered?**
  - a. individuality
  - b. intersectionality
  - c. inclusivity
  - d. diversity
12. **How can employers help newcomers with a disability?**
  - a. by helping newcomers understand their workplace rights
  - b. by providing accommodations for appointments, personal care, etc.
  - c. by accessing support from outside organizations
  - d. all the above
13. **How can employers help 2SLGBTQIA+ Newcomers?**
  - a. providing the right to express gender and sexual identities at work
  - b. setting a welcoming tone and modelling tolerance and acceptance
  - c. both a and b
  - d. neither a nor b
14. **What are some examples of intersectional identities?**
  - a. documentation, work permit, social insurance number
  - b. Express Entry, Alberta Advantage, Rural Renewal Program
  - c. intercultural communication, conflict resolution, employee resources
  - d. nationality, culture, gender identity
15. **How can you embrace intersectionality in the workplace?**
  - a. review policies, processes, programs and initiatives
  - b. seek different perspectives and feedback
  - c. build a functional, accessible EDI dashboard
  - d. all the above

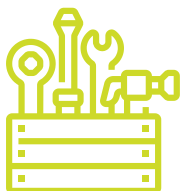


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## Topic 4: Developing Inclusive Workplace Policies

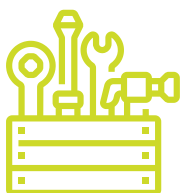
16. **What is one important way employers can be more effective implementing diversity policies and setting the stage for success in business?**
- a. providing mentorship for new employees
  - b. modelling inclusive behaviours and attitudes
  - c. posting inclusivity policies in highly visible areas
  - d. establishing a large HR department
17. **For which workplace activities should you consider developing policies?**
- a. accessibility, accommodation and inclusive workplace
  - b. orientation, onboarding and training
  - c. job descriptions, job postings and interviewing
  - d. all of the above
18. **As an Alberta employer, you have a responsibility to:**
- a. ensure all your employees know where the HR policy binder is located
  - b. ensure all your employees can demonstrate their understanding of existing workplace policies
  - c. designate an HR manager to create and implement workplace policies
  - d. have an HR policy training day for employees
19. **What is a critically important step to take before implementing new policy?**
- a. vet all policies through an HR professional and/or legal counsel
  - b. get feedback from your employees on what policies they'd like to see
  - c. create a PowerPoint presentation in plain English
  - d. have a manager's meeting to discuss policy rollout
20. **How can you help ensure inclusion policies are accessible to all employees?**
- a. create them in different formats
  - b. place them in a variety of locations
  - c. both a and b
  - d. neither a nor b

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## Module 5

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## Footnotes

<sup>47</sup> See footnote 44.

<sup>48</sup> See footnote 45.

<sup>49</sup> See footnote 45.

<sup>50</sup> Hornstein, J. (2023). [How to immigrate to Canada from the Philippines](https://www.cicnews.com/2023/09/how-to-immigrate-to-canada-from-the-philippines-0936094.html#gs.629caq). *CIC News*.  
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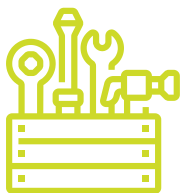
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- <sup>56</sup> Hudon, T. (2016). *Immigrant women*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/89-503-x/2015001/article/14217-eng.htm>
- <sup>57</sup> KEYS Job Centre d'emploi. (n.d.). *Workplace inclusion charter*. <https://www.possiblemadehere.org/wp-content/uploads/2019/10/Workplace-Inclusion-Charter.pdf>
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# Module 6

## Newcomer Perspectives and Project Wrap-Up

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**1** READI Module Re-cap

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**2** Newcomers Perspectives and Lived Experiences

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**3** Employer Workplace Inclusion Charter

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**4** READI Project Wrap-Up

## READI Module Recap

A brief look back at the topics and concepts discussed in our previous modules.

### *Orientation*

- Employer needs assessment results
- The status of immigration in Alberta/Canada
- Provincial programs for rural communities
- Culturally diverse workplaces

### *Module 1*

- Newcomers in the workplace and community
- Assessing organizational capacity
- Strategies for developing inclusion
- Equitable workplace integration practices

### *Module 2*

- Intercultural competence and communication
- The "cultural iceberg"
- Slang vs. jargon, power dynamics
- Unconscious bias

### *Module 3*

- The hiring process: pre-hire
- Creating a culturally competent workplace
- Screening applicants
- Credential evaluation

### *Module 4*

- The hiring process: considering candidates
- Canadian immigration pathways
- Where to find newcomer talent
- **Acces Employment** services

### *Module 5*

- Non-traditional newcomer employment sources
- Federal programs for specific cultural groups
- Non-traditional job candidates
- Inclusive workplace policy

### *Module 6*

- READI modules review
- Newcomer perspectives and lived experiences
- Employer workplace inclusion charter
- READI Project wrap-up

## Newcomer Perspectives and Lived Experiences

The immigrant experience, in their own words.

### The Power of Storytelling

It's important for employers to connect and engage regularly with newcomer employees. A great way to do this is through storytelling, or providing opportunities for newcomers to share who they are and what they value.

Storytelling allows the employer to better understand the journeys, experiences and lives of their employees. There is a humanistic component to storytelling that allows for employees to be seen as human beings, not just as workers.

#### **Ashija's Story**

**Ashija came to Canada from India. She is currently working as a settlement practitioner for a newcomer support organization in Edmonton.**

**“My name is Ashija and I am a registered nurse, clinical psychologist and childcare educator. I immigrated from southern India to Canada in 2017 with my husband and two children, who were aged two and six at the time. We came to Canada because nursing career opportunities here were very good.”**

I applied to immigrate through the Federal Skilled Worker program, with a Bachelor's Degree in Nursing and Master's degree in Clinical Psychology. I realized it wouldn't be easy for me to become a professional until I got my credential evaluation through a professional regulatory body. That process would cost me thousands of dollars and five to eight years of processing time in total.

Once in Canada, I managed to get a nanny job, which helped us survive and pay the rent and bills for another month. My husband got a job in a jewelry shop, which was his family business back home, but he unfortunately got laid off very soon because of his communication barrier. It was painful to stay away from our parents, friends and relatives, thinking about how to support our family back home and many other things including the debt we had. Culture shock and unemployment really increased our stress.

***"I migrated to Canada as a skilled worker...why should I degrade my education to get a job?"***

One of my most bitter experiences in my journey as a newcomer to Canada was when I was getting help with my resume. The employment counselor advised me to remove my degrees from my resume and to just say I only had grade 10 so that I could get a survival job. This was a shock to me...as I had migrated to Canada as a skilled worker, why should I degrade my education to get a job? This was totally unacceptable, but I had to do it to get a job because survival matters a lot for newcomers.

I decided to switch my career and began to work in a daycare. Meanwhile, my husband started LINC English classes at ASSIST, my elder daughter started school and my younger daughter got enrolled in the same daycare where I worked. Working as a child care educator, I began learning about workplace culture in Canada.

The real phase of settlement began when settlement service providers at ASSIST Community Services Centre interviewed us and gave an overview and orientation to everything a newcomer should know in Edmonton, Alberta, and Canada in general. It was actually the turning point of our life in Canada.

Within two years of landing in Canada, I utilized a lot of services and took a positive approach as a means of educating myself and my family, and to integrate and feel like I belonged to this new place. Throughout the journey, I built a strong relationship with the ASSIST team, and as a result of this networking, I was fortunate to secure a job at the ASSIST LINC program initially, then settlement services. Presently, I work in collaboration with the Rural Development Network and Lethbridge Family Services on the READI project.

In my current role working as a settlement counsellor at ASSIST, I feel so accomplished in supporting many newcomers who experience similar journeys as mine. I listen to clients who have experienced trauma and stress and support them using my settlement journey as an example. And you know, I always tell them that everybody goes through difficult times, AND everybody will face that cultural shock in a new country, but I suggest to my clients not to give up, because "this too shall pass". I can definitely say that, because I am still working on my credentials and equivalency for nursing...its been six years now, but I didn't give up and I am not going to!

I consider my present role to be a meaningful career where I feel I add lots of value to my services for new immigrants by applying my lived experience as an immigrant to Canada.

I still don't know exactly where I fit in. I am still switching careers and navigating challenges, and I know I am not the only immigrant in this situation.

What I learned: from all these experiences, I would say, the value of welcoming and inclusive services offered to newcomers by community service organizations and employers is inexpressible.

Employers are the people who can bring the best out in newcomers. I can say that because I love my present job supporting newcomers, and I strongly believe I am destined to give back to the community and better serve newcomers by helping them integrate smoothly into society and gain a feeling of belonging.

I love to look back through the struggles and the achievements over the past six years that happened in my life. That gives me strength and motivation to achieve more in future.

***"I strongly believe I am destined to give back to the community."***

***"It is just a matter of trust and giving [immigrants] a chance to prove themselves."***

I would like to offer my gratitude and appreciation to all the service providers and employers who are open minded to new immigrants and who wholeheartedly help them in their journey of life! It is just a matter of trust and giving them a chance to prove themselves. If immigrants are brave enough to go to a different country for a life, they are the real risktakers, so they will take all the risk to make their life better here. Employers play a significant role to support newcomers in building a strong foundation for their life in Canada.

## Reflecting on the story...



How were you impacted by Ashija's story? Were her experiences familiar to you or was there anything unexpected? Do you think her experience is typical of many other newcomers to Canada?

What do you think were the major barriers to employment for Ashija as she was seeking meaningful work? How might these barriers be overcome? What would you suggest to a newcomer in similar circumstances?

Are there actions or improvements that could be taken on a municipal or governmental level, or by service providers to mitigate these issues? If so, what?

What impact do you think the failure to find meaningful work in a timely manner has on professionally-trained (or other) newcomers to Canada? What is the impact on our economy, labour market, social systems and communities? Can employers do anything to address and/or positively influence these impacts?

## Opportunities for Newcomers to Share Their Stories

**Storytelling is a great way to engage new staff and find meaningful connections with employees. Use these tips to help newcomers share their experiences:**

- make space to share without obligation
- be aware of power dynamics that could inhibit open conversation (friend vs. boss)
- view each situation through a trauma-informed lens – some newcomers may not be ready/willing to share



***Caution: for some newcomers, particularly refugees who have fled conflict zones, telling their story of coming to Canada could be re-traumatizing for them and traumatizing to their colleagues. Proceed carefully under these circumstances.***

- consider "light" topics to build comfort (holidays, food, geography/climate) before delving into personal matters
- consider sharing your personal journey or history of the business with new staff

## READI Project Wrap-Up

Taking time to consider what you've learned and what you might like to pass on to others.

Using a digital whiteboard tool, we asked READI project participants to reflect on the ideas, skills, strategies and best practices they acquired during their time in the READI project. We used a "3-2-1" activity to ask:

- what are **3** valuable things you learned throughout the READI training?
- what are **2** pieces of advice you would give to other employers hoping to hire newcomer candidates?
- What is **1** thing you wish you could have learned more about or wanted to dive deeper into during training?


Here's what some of them had to say:

**What are 3 valuable things you have learned throughout this training?**

- Encourage storytelling as a form of learning about individual's lived experiences.
- every newcomer's story/path is different
- Importance of recognizing unconscious bias and how to avoid it
- reminder that unconscious bias is a thing to be aware of and there is always room to be better
- story telling is a good way to invest in a new hire
- Take time to make sure everyone understands company rules and policies during orientation, there is a Ukrainian job board, and not all Ukrainians are refugees.
- more resources/programs to hire newcomers
- Now know more about the various immigration streams
- New resources to access that I was not aware of prior to participating in this project.
- Useful resources that have been mentioned throughout, like the HR Downloads site that someone mentioned last session
- interviewing tips for ensuring the candidate feels welcome
- newcomers need to take care of basic priorities first
- 1. Getting to know about the extent of need for workers in rural Alberta was eye opening.
- 2. Intersectionality and unconscious bias and how to try to mitigate
- 3. Connecting with other
- Different important factors need to be considered when hiring TFW

### What are 2 pieces of advice you would give to other employers hoping to hire newcomer candidates?

- They can be some of the most loyal hardworking employees - it is worth the additional time and effort that might be required.
- 1. Every person deserve a fair chance
- Familiarize yourself with the various immigration streams if you are looking for ways to recruit newcomers
- You don't have to do it alone, there are many community resources that can support newcomers that you employ.
- Work with others familiar with welcoming newcomers to get their advice, best practices etc. and use available resources (toolkit, RDN website etc.)
- If the newcomer struggles with English speak a little slower, use simple language/words, and try not to talk only about the weather.
- 2. Do not assume based on previous experience
- Hiring newcomers will not only create more diversity but also has the ability to learn more skills throughout the workplace



### What is 1 thing you wish you could have learned more about or wanted to dive deeper into throughout the training?

- Policy development is something I'd like to learn more about and having some coaching or resources as a basis for that would be great.
- Would like to learn more about how can an employer be a more helpful to new comer in terms of settlement.
- resources for developing handouts that are in different translations?
- Sample Inclusive workplace policies would be great.
- Occupational Health & Safety as a topic

Thank You!



## Reflecting on the "3-2-1" Activity



*What are your thoughts on the whiteboard activity and what the session participants had to say? Do any of the sticky note comments align with your thoughts on the training and what you'd like to learn in future?*

Do you have any advice on newcomer employment issues that you'd share if given the opportunity? Any advice you wish you had gotten from someone else or other things you'd still like to learn?

If you'd like to share your thoughts on the content of this toolkit, or have ideas about future learning topics related to rural immigrant employment, please feel free to reach out to the Rural Development Network:

- **email - [info@ruraldevelopment.ca](mailto:info@ruraldevelopment.ca)**
- **web contact - <https://www.ruraldevelopment.ca/contact>**



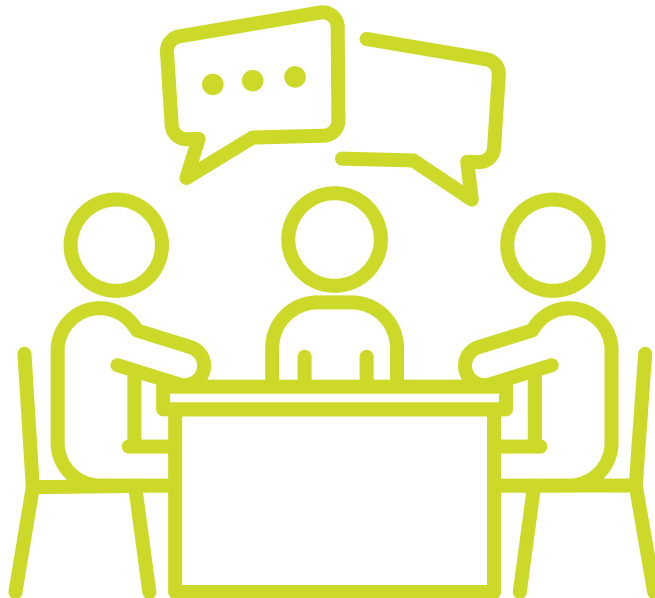
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# Check Your Knowledge!

Module 6 of the READI Project does not include Check Your Knowledge questions, but we hope you enjoyed the reflections on learning contained in this module and found them meaningful to your daily practice.

The READI Workshop module, coming up next, contains even more opportunities for reflection and application of knowledge. This is a great time in your learning journey to connect with other newcomer employers and/or service providers to share your thoughts, experiences and expertise.

Be sure to check out the resource section at the end of this toolkit for even more ideas and best practices.



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# Employers' Learning Event

## Red Deer In-person Workshop

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**1** Welcome and Introduction

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**2** Icebreaker and Networking

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**3** Employment Case Studies

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**4** "Push-Pull" Community Factors

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**5** Wrap-Up and Closing

## Welcome and Introduction

In June 2023, newcomer employers and service providers from around Alberta came together in Red Deer for a day of learning, sharing and networking.

## What is the Purpose of the Workshop?

It takes a community to welcome, settle and support newcomers. And especially in rural areas, there are often many stakeholders who work together to support the successful attraction, retention and integration of newcomers into our rural communities and workplaces.

Each workshop participant represents a different stakeholder that has supported newcomers and potentially collaborated with other stakeholders.

### Who Are You and How Do You Support Newcomers?



Newcomers require settlement services to help establish themselves and their families. They need to find employment and receive support from their employers to build meaningful careers.

Economic development offices, local government, and community organizations play an important role in welcoming newcomers by creating policies and programs that support their integration and create welcoming and inclusive communities.

Newcomers also need access to systems such as education and health care to successfully establish themselves in their new homes. Lastly, newcomers need community members to build connections and make their new community feel like home.

## Workshop Learning Objectives

1

Learn how rural employers are addressing labour shortages by hiring skilled immigrant workers

2

Discuss strategies for recruiting, hiring, onboarding, and retention

3

Take advantage of opportunities for networking and knowledge sharing

4

Learn where to find additional resources, supports and services, and what's next in the project



### Recognizing Participants

The READI project team was pleased to offer this certificate of participation to the employers and service providers who committed their time and energy to learning more about successfully integrating newcomers into their workplaces and communities.

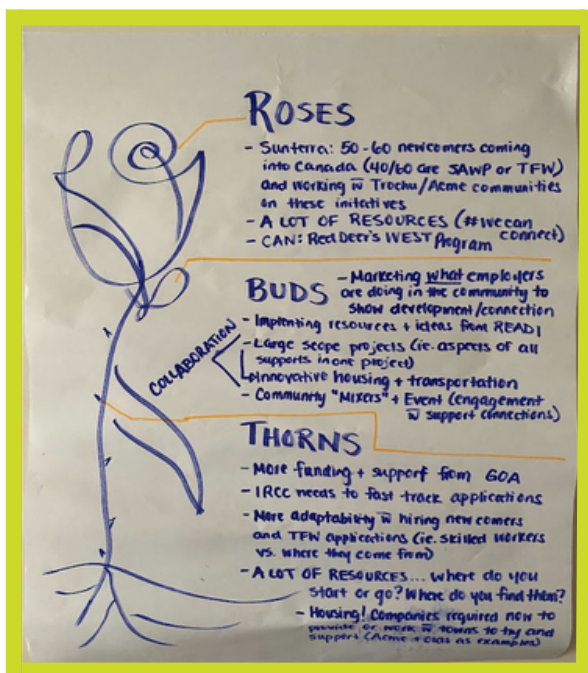
## Icebreaker and Networking

Getting to know fellow participants and the work they do in the newcomer employment sector.

### "Rose, Thorn, Bud"

Consider your experiences so far with regard to your work with newcomers and your efforts in the area of newcomer employment.

- What have been your successes and your shining moments? **\*roses**
- Where have you fallen down or "hit a wall"? Where have you not met your own expectations (or those of others) for projects and initiatives you've been involved in? What are your barriers or concerns? **\*thorns**
- What ideas do you have for future projects and plans? Are there any kernels of wisdom or promising ideas you've heard from other sources that you could apply to your own work in the sector? **\*buds**



*One group's creative take on their successes, challenges and opportunities*

### What Our Participants Shared Their "roses"

- 50-60 employees are newcomers to Canada and working in the communities of Trochu and Acme
- They have lots of resources, including **We Can Connect** - recruiting and job search specialists <sup>61</sup>
- Served more than 700 newcomers
- They help with orientation and community services
- Provide info sessions on taxes, healthcare, other topics

### Roses continued:

- They connect newcomers to language and driving programs
- One employer successfully completed their first Labour Market Impact Assessment (LMIA) from start to finish and believes READI modules will help with the next phase of integration
- Sharing wisdom, patience and expectations with newcomers, connecting with networks for help
- Good things: tools for integration, videos with subtitles, training for the job, onboarding training
- They now have lots of resources for attraction, training and settlement

### Their "thorns"

- Still need more training and retraining, and resources
- Agricultural national occupation classifications (NOCs) have declassified herdsman, limited the job to only TFWs
- Central Alberta employers are unaware of some training opportunities for onboarding, attraction, retention, etc.
- Not having an appointed settlement person
- Employers are short on time - looking to save time or capacity
- Transportation is always an issue
- Socialization of newcomers is a challenge, need to consider expectations on both sides
- The Rural Renewal Stream has no support, false information is affecting credibility
- Lack of affordable housing is a problem, minimal local supports
- Some employers have single-person housing only, no family housing and overcrowding is common
- Shortage of child care
- Newcomers facing homesickness, language barriers, low financial literacy
- Lack of access to employment programs
- Newcomer credentials/experience not recognized, low wages
- Lack of funding for insurance coverage
- Employers lose workers to urban centres

## Their "buds"

- Marketing what employers are doing in the community to show development and connections
- Implementing resources and ideas from READI
- Collaboration
  - large-scope projects, i.e. aspects of all supports in one project
  - innovative housing and transportation
  - community "mixers" and events (engagement with support connections)
- Providing employment counselling services/programs for all
  - skills training programs to rural communities
  - bring training/testing programs to rural communities
    - take the READI program and do training in rural communities (develop a facilitator handbook)
  - translate Rural Renewal Stream candidate info into various languages
  - do a labour market study before establishing a RRS - what is the demand?
- The Rural Renewal Stream is changing, successful, needs more support
- Under-utilized buses (seniors centres, camp clubs) could be repurposed for newcomer transport
- Incentivize employees by providing help with transportation and other support resources
- Designate a settlement ambassador to help with integration
- Changes to Express Entry
- Advocacy, shared voices



### Summary and final thoughts on roses, buds, and thorns...

Workshop participants were pleased to be able to work closely with their community to support newcomers. In some cases they have been able to access or refer one-on-one support for employees, for example, literacy programs for Ukrainian newcomers.

Employers themselves have also been able to offer information and orientation sessions to their newcomer hires. One innovative workplace developed videos for safety training and various work processes in simple language with captions available in different languages. Workers are able to view and study the videos at home and get more comfortable with their new skills and assignments.

Another, larger employer was able to access support through a Canada Mortgage and Housing Corporation (CMHC) affordable housing program to renovate three homes for employees in Acme.

Despite some significant wins, many employers and service providers continue to feel overwhelmed by the weight of the responsibilities connected with hiring or placing a newcomer employee, as well as the draw on their time. Some struggled with not knowing where to start and where they could go for support, or not being able to access adequate training and supports for hiring and onboarding.

Housing continues to be a major concern in most rural areas. There is a need for subsidized housing and many employers are concerned about bringing in newcomers and placing additional pressures on communities that are already struggling to meet the housing needs of the existing population.

On a related note, the group emphasized the importance of permanent residents receiving at least 30 hours of work per week as a greater incentive to them to remain in the community, rather than relocating to larger centres with better opportunities.

Ensuring that newcomers receive accurate and adequate information about the immigration and employment process has created an unexpected challenge. Rumours and misinformation are sometimes spread through different newcomer communities, complicating the integration process and, in some cases, preventing immigrants from accessing support and funding they might be eligible for.

Complicating the issue of reduced access to support is the slow rate at which immigration paperwork is processed by Immigration, Refugees and Citizenship Canada (IRCC).

Finally, employers and service providers would like greater support in ensuring newcomer access to insurance, health care and financial literacy learning, as well as support for those transitioning from "survival jobs" to positions the same as or on par with careers they may have had in their places of origin.

On a brighter note, participants had great ideas for projects and initiatives that could realistically be implemented in rural communities. These included: setting up transportation support programs to help newcomers get a driver's license, or to assist them with shopping or other tasks; organizing cooking clubs and other community activities to welcome and connect newcomers; and creating more Canadian Language Benchmarks (CLB) testing centres so newcomers don't have to take time off to drive to distant locations.

## Your Turn to Reflect



*What are your roses, thorns, and buds? Did the workshop participants share anything that struck a chord with you? Will you implement any of these ideas in your own work with newcomers?*

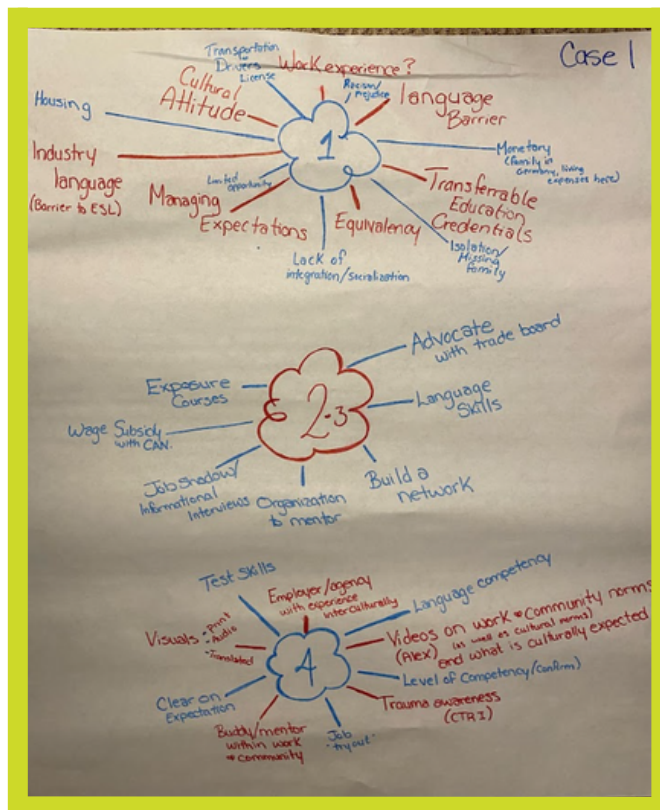
## Employment Case Studies

### Finding creative solutions and strategies to address newcomer employee challenges

Read and carefully consider each of the following employee case studies. Review the questions that accompany each case and apply your knowledge and problem-solving skills to come up with a workable solution or strategy to address the issues identified.

These case studies are true or true-to-life stories of newcomer employees in rural Alberta and the barriers they and their employers encountered.

*This group had an abundance of great ideas...*



## Case One: Oleksandr from Ukraine

Oleksandr arrived from Ukraine in March 2023. He arrived alone, with his family in Germany waiting to join him. His English skills were very low, a Level 1 according to CLB standards.

He needed to find work quickly so he began working with an employment practitioner at a local immigrant services organization. They focused on building a resume with the help of an interpreter. Oleksandr had two diplomas of skilled trade, one in welding, and one in automotive repair, but these diplomas would not replace the Alberta apprenticeship requirements to become a journeyman here.

With education and language barriers, it was unlikely Oleksandr would be able to find a position in his field for more than the average pay of \$18/hour.

A manufacturing company in the city was interested in hiring Oleksandr but there were issues with his lack of English and concerns about him being able to do the job, despite his previous skills.

### Questions for Consideration

1. What are Oleksandr's employment barriers and what personal or other factors might impact his ability to be successful in a Canadian workplace and in the community?
2. What might Oleksandr do to make himself more eligible for employment or to encourage potential employers to consider his application?
3. How do you think Oleksandr or his employment practitioner could convince a Canadian employer to take a chance on hiring him?
4. What strategies might a potential employer apply to helping Oleksandr transition to working in Alberta and manage daily activities on the job? What could the employer do to mitigate the risk of hiring someone who didn't work out?

### How our participants responded:

#### Question 1:

- Cultural barriers
  - language, racism/prejudice, cultural attitude, transportation, driver's license
- Employment barriers
  - lack of work experience, non-transferable education credentials/equivalencies, industry language (barrier to ESL), limited opportunities
- Social/community barriers
  - isolation and missing family, lack of socialization/integration, managing expectations, finances (family in Germany, expenses in Canada), housing

### Questions 2 and 3:

- Oleksandr could advocate with a trade board
- Take career development courses and improve language skills
- Build a network
- Find an organization to mentor him
- Set up a job shadow or informational interview
- Apply for wage subsidy with Career Assistance Network or similar

### Question 4:

- Test for skills on the job, confirm level of competency
- Be clear about expectations
- Provide videos on work and community/cultural norms, other translated print and visuals, audio
- Support language competency
- Build skills in trauma awareness
- Offer job tryout
- Set up a buddy/mentor with work and community

## The Outcome

Oleksandr's employment practitioner contacted a manufacturing company in the city to discuss employment opportunities. With the aid of an interpreter, they met for an interview. The interview went well and the company was interested in working with Oleksandr, so they offered him a paid, one week work placement and at the end of the week, they would make a decision about long-term employment.

Oleksandr had a successful week working, after which the company offered him full time employment in their welding department, at \$25/hour. They allowed Oleksandr to use translation apps on his phone to communicate and looked into new technology to make translation even easier. Allowing Oleksandr to use his phone made the language barrier easier to work around.

During the work placement trial week, the company offered the following feedback to the employment practitioner:

"I think Oleksandr is a keeper. Initiative is good, problem solving is good, familiarity with tools/equipment is good, and communication hasn't been an issue with the technology available."

## Case Two: Gowthanan from Sri Lanka

Gowthanan came to Canada from Sri Lanka in November 2022. He was a skilled dentist and oral surgeon. There is a long process to become accredited in Canada as a dentist so Gowthanan decided to pursue accreditation as a dental assistant to begin with. Once he was licensed as an assistant, he planned to pursue accreditation as a dentist.

As he was waiting for his licensing examination, he decided to visit every dental office in his community to speak to them about employment and mentorship opportunities. He made a list of each clinic, and visited each one to learn about the culture in the community. Many businesses were too busy to speak to him, and many turned him away.

Gowthanan left resumes and contact information with each clinic and hoped to find a good match for employment or work experience.

After having no success, he sought the help of an employment practitioner and together they visited a long list of dental offices. About 20 clinics down the list, they came to a clinic that welcomed them with open arms. The clinic immediately offered a tour, introductions to staff and dentists, and offered a volunteer position to begin immediately. Gowthanan was overjoyed to be treated with respect and optimism, and to have the opportunity to work with skilled dentists and assistants.

Despite his pleasure at having formed a local connection, Gowthanan expressed a great concern over the level of poverty and homelessness with Indigenous peoples in the community and was worried about the interactions he saw taking place. He said "If I were born here, with this same brown skin, would I be treated the same?"

Gowthanan was very interested in assisting people in need once he began practicing dentistry, but wondered if his own racial difference would impact his ability to secure a job.

### Questions for Consideration

- What are your thoughts about Gowthanan's approach to finding employment and/or mentorship? Do you have any ideas about why he might have been turned away? What might have made employers more amenable to seeing him?
- What are Gowthanan's barriers to employment, either from his perspective, or from the perspective of a potential employer? How might he overcome these challenges?
- How do you feel about Gowthanan's reaction to the status of Indigenous people in the community, and his concerns about being a person with brown skin trying to integrate? How would you respond to him if he shared these observations with you as an employer? As a service provider? As a community member?

### How our participants responded:

#### Question 1:

- May not have had a clear "ask" when visiting dental offices (what exactly did he want from the people he visited?)
- Had a limited employment outreach - "only one tool in the toolbox"
- He should follow up with employers after initial visit
- Could provide documents from international qualifications assessments, educate employer about IQAs and show his skills
- He may have been turned away because of language barriers, used an international resume, different interview skills

#### Question 2:

- Gowthanan should seek professional support or assistance
- He can do research on local companies BEFORE going
- Should call to book meetings ahead of time

#### Question 3:

- Suggestions from question 2 above might help him be more successful and feel better about his experiences
- He could seek community support, perhaps another local Sri Lankan person

### **The Outcome**

While this opportunity was exactly what Gowthanan was looking for, the reality of needing a regular paycheck was too great and he had to give up his volunteer position to work full time in a retail position to provide for his family. Although the clinic was very helpful to Gowthanan, he did not hear from any other clinics, and there were no offers of employment.

Realizing employment opportunities were lacking in his small centre, and concerned the community was not friendly to people of colour, Gowthanan decided to move to Toronto for better opportunities.

His file at the local immigrant service organization was closed.



## Case Three: Paulina from Mexico

Paulina was hired as a temporary foreign worker and arrived in a small town in Alberta to work as a welder. She was from Mexico City, a vibrant, dynamic city and one of the most populated capitals in the world. Paulina was a very talented, hard-working welder, who wanted to move to Canada to earn more money and have better opportunities in the career that she loved.

Paulina found a job working for a business owner in a small community of 11,000 people. She was elated when she got the job because she had undergone many challenges in her journey to immigrate to Canada and grow her career. She had originally intended on living in Calgary, as the diversity there intrigued her, and the fast-paced city life reminded her of her hometown in Mexico. However, she found an opportunity in a rural community outside of Calgary and took the opportunity as the pay was good and the company had a great reputation.

Paulina's friends and family all lived back home in Mexico, and she often called them to stay in touch and connect with her culture, as there were no Mexicans at her place of work.

Paulina started work and received rave reviews. She was diligent, showed up on time, and although there was a language barrier, she was able to complete her tasks efficiently and to a high standard.

After six weeks, Paulina's employer began noticing her work performance decline. She began showing up late for work, missing important deadlines, and she seemed to have withdrawn from social activities. During her performance review, Paulina said everything was going ok and there was nothing wrong.

### Questions for Consideration

- What do you think might be going on with Paulina? What factor(s) could be responsible for the decline in her work performance? What are some barriers she might be experiencing?
- As an employer or service provider, what strategies would you employ to find out why Paulina is no longer working to her potential? How could you effectively reach out?

- What are some ways you could support Paulina? What resources might she need? If you're in a smaller centre without a designated immigrant support office, where could you turn for assistance?

### How our participants responded:

#### Question 1:

- Most likely suffering from homesickness, culture shock, loneliness, feeling overwhelmed/underwhelmed, not connected
  - contributing factors: smaller community, different culture, change of routine
- Barriers: no English classes available, lack of community, lacking knowledge of resources, feels voiceless as a TFW

#### Question 2:

- Strategies
  - find a Spanish-speaking settlement counsellor to gain Paulina's trust
    - help Paulina seek out interests in the community: language, culture, religion
  - ask Paulina directly how she's doing
  - get support (employer), have patience
  - arrange trips to the city
- Share culture/cultural activities

#### Question 3:

- Resources
  - service-providing organizations (other communities?)
  - community adult learning programs
  - family and community support services (FCSS)
  - co-workers and community members
  - transportation resources
  - recreation clubs
  - libraries
  - churches
  - food banks

**The outcome** – *Paulina's story is fictional, so there is no outcome available for this case study.*

## Case Four: Innocent from Rwanda

Innocent came to Canada from Rwanda, leaving his wife behind temporarily while he got settled here. He wanted to work and save money to bring her to Canada.

Innocent had 12 years' experience working as a Class 1 truck driver in Rwanda. After arriving in Canada, he completed the written portion for his Class 5 driver's license and then had to wait to do his driving test. He applied online to many companies without response. Innocent believed companies might have been wary of hiring him because he was not from Canada and/or had no Canadian experience, but he was enthusiastic and willing to learn.

Innocent sought the assistance of a local immigrant support agency and, working with an employment coach, was able to secure an interview with a trailer manufacturing company in his community. Although he had no experience on an assembly line, the manufacturing company gave him a chance to prove himself by allowing a one-day work shadow.

He did not have a car and lived in a centre with limited public transportation (no late hours).

### Questions for Consideration

- What are Innocent's employment barriers and what personal or other factors might impact his ability to be successful in a Canadian workplace and in the community?
- Why might transport companies be hesitant to hire Innocent? What can he do to encourage them to consider his application?
- Why do you think the manufacturing company was more willing to consider him and set up the job shadow?
- How can Innocent improve his employability and chances of success in his chosen career?

Question 1:

- Barriers
  - Innocent could be considered an "industry risk" because his qualifications don't exactly match Alberta requirements
  - industry rules require five years' driving experience for certain jobs
  - his resume may not align with Canadian standards

Question 2:

- Innocent does not have Canadian experience
- There could be insurance liability issues
- He does not have a Class 1 license
- He could ask for a one-day job shadow

Question 3:

- The job shadow is less risky than an actual hire
- Innocent had good overall experience in a similar industry

Question 4:

- Innocent can start to build a network either within or outside of his own culture, and he could get paid or funded professional advice
- He could seek seasonal employment in a different industry with less stringent regulations, e.g. farming or oil industry. This might get him "in the system" and lead to securing full-time employment in the future.

**The Outcome**

Innocent was able to prove himself an eager and capable worker who was willing to learn.

The company thought Innocent would be a good fit for their organization. Knowing his long-term goal was to get back to driving, they told him he would begin in the plant and be trained in sandblasting, filing and painting. Once he is able to complete his road test, they would assist him to get his Class 1 license and eventually drive for them.

They introduced him to two other workers who live on the same side of the city with whom he could carpool.

### Summary and final thoughts on case studies...

Workshop groups were very insightful in determining what barriers were preventing the case study newcomers from gaining or maintaining employment and from successfully integrating into the community. They offered creative and practical solutions that were, in many cases, consistent with what had occurred in the real-life situations.

Two dominant themes arose from the discussions. First, non-recognition of previous training and credentials was a major roadblock to the ability of newcomers to secure meaningful, long-term employment commensurate with their skills and experience. With regard to the transportation industry, one participant with industry knowledge remarked that even a driver with decades of commercial driving experience in another country cannot use that toward certification in Alberta. In addition, some of the higher-level, more desirable driving jobs require 10 years' driving experience in Canada, plus no speeding or parking tickets and potentially a RCMP clearance check. Several in the group remarked that many Canadians would be unable to meet that standard.

Second, the group underscored the importance of compassion and support on the part of employers as they work through the integration process with their newcomer employees. Strategies like setting up a worker "buddy system", being very clear about expectations and acknowledging pre-arrival trauma go a long way to ensuring a successful transition to working and living in Alberta.

### Your Turn to Reflect



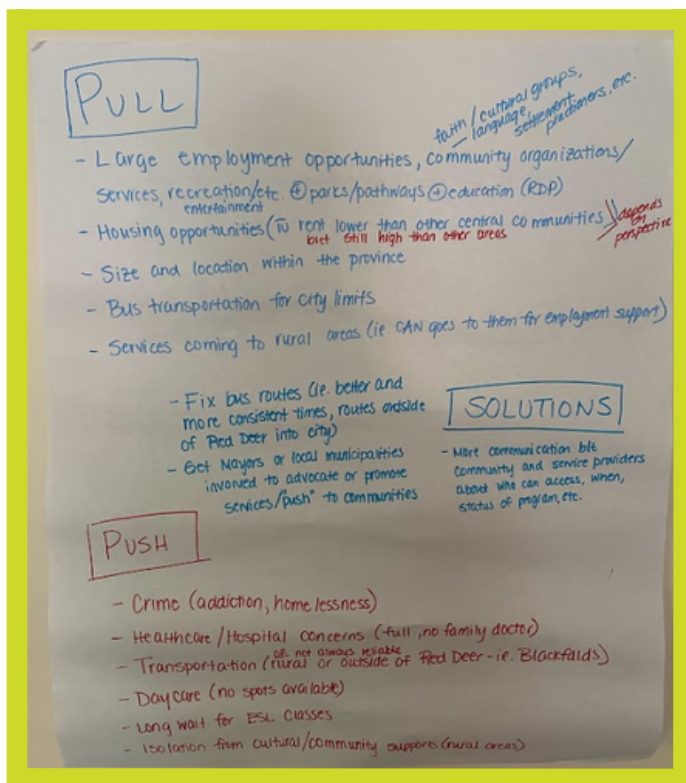
*What were your thoughts on each of the scenarios? Would you have made the same suggestions the participants made? Do you have any personal experiences that would apply to any of these cases?*

## "Push-Pull" Community Factors

Taking stock of what factors draw newcomers to your community and which ones push them away

### "Push-Pull" Activity

- What factors/characteristics of your workplace, organization or community would be a draw for immigrants, and "pull" them in?
- What factors might act as deterrents and "push" them away?



### What Our Participants Shared

#### Factors that draw newcomers to your community:

- community supports and services
  - FCSS, settlement integration, community organizations and services, microbusinesses to compensate for missing community services, urban services coming to rural areas, bus transportation for city limits, TFW to PR supports
- cultural and social aspects
  - parks & pathways, faith communities, entertainment, recreational facilities, cultural groups, size and location

#### Push, pull, and some great solutions

- Earning opportunities
  - educational opportunities, language supports in schools/community
- Broad employment opportunities
- Settling in
  - affordable housing, provide/assist with housing, attraction strategies for both newcomers and current residents, residential attraction plan
- Other
  - incentivization

### Factors that push newcomers away:

- Crime, addiction, homelessness, feeling unsafe
- Lack of adequate healthcare and good hospitals, access to doctors
- Lack of/unreliable public transportation, lack of personal transportation
- Lack of childcare
- Long wait for ESL classes
- Isolation from cultural and community supports (esp. rural areas)
- Segregation/discrimination/racism, "us vs. them" mentality
- Lack of amenities, e.g. childcare, groceries, recreation
- No career planning supports, supports for spouses
- Lack of mental health support in rural areas

### And a few solutions:

- Improve bus system (better and more consistent times, routes from rural areas to urban centres)
- Get mayors or local municipalities involved to advocate or promote services
- More communication between community and service providers about who can access, when, status of program, etc.

### Summary and final thoughts on push-pull factors...

In addition to identifying factors that either draw people to a community or push them away, our participants highlighted the importance of managing newcomer expectations both before and after arrival. In an effort to show our "best face", we often inform newcomers of the many benefits and opportunities associated with immigrating to Canada, but fail to prepare them for the culture shock, challenges and disappointments they may confront as they're settling in.

The group also discussed the importance of supporting the children and partners of newcomer workers. Their success and happiness will be a key factor in determining whether immigrants decide to remain in their jobs and their communities, or move on to other opportunities.

Finally, tips for success included creating strong connections and maintaining good communications within the different employment sectors and communities. This would provide opportunities for employers, service providers and community members to share information and strategies, and to be aware of service changes.

## Wrap-Up and Closing

A summary of the workshop activities and reflections on learning

### Bright Ideas and Good Advice

We were fortunate in the READI networking event to welcome a number of service-providing organizations with decades of combined knowledge and experience in the immigrant settlement and employment sectors.

They shared updates on some of their newest and most valuable programs and initiatives, and thoughtful advice on best practices.

Here is a roundup of their comments and suggestions:

#### **Access to Support Services**

- To minimize confusion and streamline processes, newcomers could benefit from sticking with one reliable service provider as their point of access to other services, as opposed to seeking help from many organizations or support groups for the same need
- One service provider has created a program to support Ukrainian immigrants landing in Edmonton or Calgary. The program provides transportation from those airports to Red Deer, and provides 14 days temporary accommodation.

#### **Supporting the Health Needs of Women and Girls**

- Members of certain groups, including immigrants, refugees and Aboriginal youth, may not be able to access sanitary menstrual products. The City of Red Deer is participating in the United Way's Period Promise program to help address this issue.
- Another service provider is working on an initiative to create menopause-friendly workplaces. They are also focusing on pregnancy, maternity leave and other women's health concerns.



## Economic Development vs. Social Development

- These two areas of development could/should be addressed separately, i.e. employment gaps vs. settlement gaps
- The two sectors can combine or collaborate and request support from the Government of Alberta
- Economic development teams have started immigrant workforce initiatives but are looking for more collaboration and advocacy. They have surveyed employers already working together to bridge the gap in supporting newcomers.

## Staying Connected

One of the most valuable benefits of participation in the READI project is making connections with other employers and service providers to share ideas, innovations and expertise, or sometimes just to bounce ideas and discuss challenges.

We asked our workshop participants about how they'd like to connect with each other and how to keep the dialogue going moving forward.

1

Getting together in person is preferred, provides greater networking opportunities. Time and convenience do make that a challenge.

2

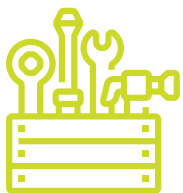
Collaborating with representatives from different sectors - employment, settlement, housing, health, immigration, etc. - coming together at an event to discuss concerns.

3

One-day workshops for selected topics, e.g. strategies for integrating newcomers developed for specific sectors/organizations.

How will you create or maintain connections that are valuable to you and that help you achieve your newcomer employment objectives?

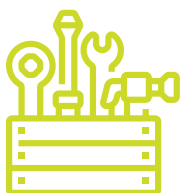
# REFERENCES



## Footnotes

- <sup>61</sup>Career Assistance Network. (2022). *We can connect*. <https://www.wecanconnect.ca/>

# RESOURCES



## Web-based Resources

### **Employment and Recruiting ..... 167**

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- Supports for Employers
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- Supports for Newcomer Employees

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# Employment and Recruiting

## Finding Qualified Candidates

### **Alberta Construction Association**

- <http://albertaconstruction.net/>

### **Alberta Food Processors Association**

- <https://www.afpa.com/>

### **Bio Alberta**

- <https://bioalberta.com/>

### **Canada Summer Jobs 2023**

- <https://www.canada.ca/en/employment-social-development/news/2022/11/canada-summer-jobs2023.html>

### **Student Work Placement Program**

- <https://www.canada.ca/en/employment-social-development/programs/student-work-placement-program.html>

### **Talent Pool Job Fairs**

- <https://talentpooljobfair.com/>

### **We Can Connect**

- <https://www.wecanconnect.ca/>

## Supports for Employers

### **Business Link**

- <https://businesslink.ca/>

### **Canada-Alberta Job Grant**

- <https://www.alberta.ca/canada-alberta-job-grant>

### **Community Futures Alberta**

- <https://albertacf.com/>

### **Employment Standards**

- <https://www.alberta.ca/employment-standards>

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## **Lethbridge Family Services – Employment Related Services**

- <https://www.lfsfamily.ca/content.php?is=3>

## **Local Immigration Partnerships List**

- <https://refugeealberta.ca/refugee-organizations/how-to-collaborate/>

## **Rural Development Network – Work Integrated Learning**

- <https://www.ruraldevelopment.ca/initiatives/work-integrated-learning>

## **Teamworks Career Centre/Select Recruiting (Lethbridge)**

- <https://www.teamworktraining.ca/>

## **Workforce Contacts and Employer Resources**

- <https://www.alberta.ca/workforce-contacts-employer-resources>

## **Supports for Indigenous Employee Recruitment**

### **8 Basic Barriers to Indigenous Employment**

- <https://www.ictinc.ca/blog/8-basic-barriers-to-indigenous-employment>

### **7 Basic Solutions for Barriers to Indigenous Employment**

- <https://www.ictinc.ca/blog/7-basic-solutions-barriers-to-indigenous-employment>

### **First Nation Recruitment: 8 Tips for Interviewing Candidates**

- <https://www.ictinc.ca/blog/first-nation-recruitment-8-tips-for-interviewing-candidates>

## **Supports for Newcomer Employees**

### **Cultural Associations**

### **Edmonton Ethno-Cultural Communities Listing**

- <https://diversitymag.ca/edmonton-general-communities/>

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## **Southern Alberta Ethnic Association (Lethbridge)**

- <https://saea.ca/>

## **Calgary Multi-Cultural Centre (resource links)**

- <https://www.calgarymulti.com/>

## **Red Deer Cultural Heritage Society**

- <https://rdchs.com/>

## **Employment-related Services**

### **Assist Community Services, Edmonton**

- <https://assistcsc.org/>

### **Bredin Centre for Career Advancement (Edmonton, Red Deer, Spruce Grove)**

- <https://www.bredin.ca/>

### **Lethbridge Family Services – Immigrant Services\***

### **Taber & District Community Adult Learning Association**

- <https://taberadultlearning.com/>

### **Teamworks Career Centre, Lethbridge\***

## **Immigration and Settlement Services**

### **Assist Community Services, Edmonton\***

### **Calgary Centre for Newcomers**

- <https://www.centrefornewcomers.ca/>

### **Care for Newcomers, Red Deer**

- <https://www.carefornewcomers.ca/>

### **Edmonton Mennonite Centre for Newcomers**

- <https://emcn.ab.ca/>

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## **The Immigrant Education Society (TIES), Calgary**

- <https://www.immigrant-education.ca/>

## **Lethbridge Family Services – Immigrant Services\***

## **Local Immigration Partnerships\***

## **Taber & District Community Adult Learning Association\***

## **Language Learning Services**

## **Flexibility Learning Systems, Lethbridge**

- <https://flexibilitylearning.ca/>

## **Taber & District Community Adult Learning Association**

- <https://taberadultlearning.com/english-services/>



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## Equity, Diversity, and Inclusion/Intercultural Competence

### Alstom Diversity and Inclusion Charter

- [https://www.alstom.com/sites/alstom.com/files/2018/07/13/alstom\\_diversity\\_and\\_inclusion\\_charter\\_21may2018.pdf](https://www.alstom.com/sites/alstom.com/files/2018/07/13/alstom_diversity_and_inclusion_charter_21may2018.pdf)

### Anti-Racist Organizational Change: Resources & Tools for Non-profits

- [https://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools\\_printable-booklet.pdf](https://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_printable-booklet.pdf)

### Bridging Cultural Differences

- [https://www.ted.com/playlists/411/bridging\\_cultural\\_differences](https://www.ted.com/playlists/411/bridging_cultural_differences)

### Bow Valley Workplace Inclusion Charter

- <https://www.inclusioncharter.ca/bvwic-2023>

### Creating a Welcoming Work Environment for Newcomers

- <https://vivreahawkesbury.ca/en/articles-blogue/creating-a-welcoming-work-environment-for-newcomers/>

### CWT Global Diversity and Inclusion Charter

- <https://www.mycwt.com/content/dam/vision/pdf/responsible-business-ethics/diversity-inclusion-charter-dec-2018-EN.pdf>

### Discover How Immigration Strengthens Canada

- <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters.html>

### Diversity and Inclusion Charter of Peel

- [https://www.rdrpeel.org/wp-content/uploads/2020/07/DI\\_Charter\\_English.pdf](https://www.rdrpeel.org/wp-content/uploads/2020/07/DI_Charter_English.pdf)

### Diversity and Inclusion Charter - Trillium Flow Technologies

- <https://www.trilliumflow.com/tf-news/diversity-and-inclusion-charter/>

### Hire a Diverse Workforce

- <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters.html>

### How to Conduct Culturally Sensitive Interviews

- [https://www.sdecb.com/wp-content/uploads/FICHES\\_14-21\\_07052018.pdf](https://www.sdecb.com/wp-content/uploads/FICHES_14-21_07052018.pdf)

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### **How to Get Serious About Diversity and Inclusion**

- [https://www.ted.com/talks/janet\\_stovall\\_how\\_to\\_get\\_serious\\_about\\_diversity\\_and\\_inclusion\\_in\\_the\\_workplace?language=en](https://www.ted.com/talks/janet_stovall_how_to_get_serious_about_diversity_and_inclusion_in_the_workplace?language=en)

### **Immigration Matters: Immigrant Stories Throughout Canada**

- <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/stories.html>

### **The Inclusive Workplace - Recruitment Practices**

- <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/stories.html>

### **Kingston Workplace Inclusion Charter**

- [https://www.cityofkingston.ca/documents/10180/173394/Careers\\_WorkplaceInclusionCharter.pdf](https://www.cityofkingston.ca/documents/10180/173394/Careers_WorkplaceInclusionCharter.pdf)

### **Red Deer Workplace Inclusion Charter**

- <https://rdlip.ca/workplace-inclusion-charter/>

### **Unconscious Bias at Work**

- <https://www.youtube.com/watch?v=nLjFTHTgEVU>

### **Understanding Newcomers' Experiences of Inclusion**

- <https://cfrac.com/wp-content/uploads/2021/08/Understanding-Newcomer-Experiences-of-Inclusion-CFRAC-08-12-2021-pages.pdf>

### **Workplace Inclusion Charter - City of Belleville**

- <https://www.belleville.ca/en/home-and-property/workplace-inclusion-charter.aspx>

### **Workplace Inclusion Charter - City of Kingston**

- <https://www.possiblemadehere.org/wp-content/uploads/2019/10/Workplace-Inclusion-Charter.pdf>

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# The Hiring Process

## Why Hire a Newcomer?/General Hiring Resources

### EmployAbilities

- [https://employabilities.ab.ca/employer-development-program/?gclid=CjwKCAjwivemBhBhEiwAJxNWNyp\\_y0TOv5G8mFkAo1SLsHkJiCYkYxR0igZAtqedojRxi5Dizw8KARoCyA4QAvD\\_BwE](https://employabilities.ab.ca/employer-development-program/?gclid=CjwKCAjwivemBhBhEiwAJxNWNyp_y0TOv5G8mFkAo1SLsHkJiCYkYxR0igZAtqedojRxi5Dizw8KARoCyA4QAvD_BwE)

### Employers' Guide to Hiring and Retaining Newcomers and Immigrants

- <http://www.guelphwellingtonip.ca/wp-content/uploads/2019/06/Guelph-Wellington-Employers-Guide-to-Hiring-and-Retaining-Newcomers-and-Immigrants-report-small.pdf>

### Employer's Guide to Hiring Newcomers

- [https://www.wpboard.ca/hypfiles/uploads/2017/05/ER-3\\_Employers-Guide-to-Hiring-Newcomers.pdf](https://www.wpboard.ca/hypfiles/uploads/2017/05/ER-3_Employers-Guide-to-Hiring-Newcomers.pdf)

### The Employer's Roadmap to Hiring & Retaining Internationally Trained Workers

- <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/employer-roadmap-en.pdf>

### Immigrant Futures Presents: The Business Case for Investing in Refugee Talent

- <https://hireimmigrants.ca/watch/immigrant-futures-investing-in-refugee-talent/>

### Explore the Market

- <https://www.jobbank.gc.ca/trend-analysis>

### Understanding the "Canadian work experience"

- <https://www.cicnews.com/2023/07/is-it-illegal-for-employers-to-ask-newcomers-about-their-lack-of-canadian-work-experience-0735374.html#gs.3zg4le>

### Workplace Strategies for Mental Health: Leader support for newcomers

- <https://www.workplacestrategiesformentalhealth.com/resources/leader-support-for-newcomers>

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## Writing Good Job Descriptions

### 5 Examples of Complex Words That Hurt Your Job Ads

- <https://blog.ongig.com/writing-job-descriptions/complex-words-that-hurt-your-job-ads/>

### 12 Examples of Poorly Written Job Descriptions

- <https://blog.ongig.com/writing-job-descriptions/poorly-written-job-descriptions-examples/>

### Job Postings that Attract Top Talent

- <https://immigration.simcoe.ca/employer-resources/hiring-tools/writing-job-postings#ui-id-1>

### Working With Employers to Recruit and Retain Newcomers

- <https://alis.alberta.ca/inspire-and-motivate/working-with-employers/working-with-employers-to-recruit-and-retain-newcomers/>

## Advertising and Recruiting

### Best Practices Guide: Recruiting International Skilled Workers in the Trades

- <https://open.alberta.ca/dataset/350d40f3-ce14-410b-8201-a3d26e852bf2/resource/d0b0535b-ea82-406b-937a-9592bb768fd1/download/2016-best-practices-guide-recruiting-international-skilled-workers-trades.pdf>

### Creating Barrier-free Job Descriptions

- <https://open.alberta.ca/dataset/350d40f3-ce14-410b-8201-a3d26e852bf2/resource/d0b0535b-ea82-406b-937a-9592bb768fd1/download/2016-best-practices-guide-recruiting-international-skilled-workers-trades.pdf>

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## **Recruit Newcomers to Canada**

- <https://open.alberta.ca/dataset/350d40f3-ce14-410b-8201-a3d26e852bf2/resource/d0b0535b-ea82-406b-937a-9592bb768fd1/download/2016-best-practices-guide-recruiting-international-skilled-workers-trades.pdf>

## **Tips to Better Organize Your Recruiting Data**

- [https://try.datapeople.io/hubfs/Datapeople\\_TipsToBetterOrganizeData.pdf?hsa\\_acc=503016674&hsa\\_cam=618539933&hsa\\_grp=202286303&hsa\\_ad=189364523&hsa\\_net=linkedin&hsa\\_ver=3](https://try.datapeople.io/hubfs/Datapeople_TipsToBetterOrganizeData.pdf?hsa_acc=503016674&hsa_cam=618539933&hsa_grp=202286303&hsa_ad=189364523&hsa_net=linkedin&hsa_ver=3)

## **Interviewing and Selection**

### **Bias-Free Hiring and Assessment: Removing the “Canadian Experience” Barrier**

- <https://hireimmigrants.ca/watch/bias-free-hiring-and-assessment-removing-the-canadian-experience-barrier/>

### **How to Assess Resumes of New Canadians/How to Assess Skills and Negotiate Competencies**

- [https://www.sdecb.com/wp-content/uploads/FICHES\\_14-21\\_07052018.pdf](https://www.sdecb.com/wp-content/uploads/FICHES_14-21_07052018.pdf)

### **Is it Illegal for Employers to Ask Newcomers About Their Lack of Canadian work Experience?**

- <https://www.cicnews.com/2023/07/is-it-illegal-for-employers-to-ask-newcomers-about-their-lack-of-canadian-work-experience-0735374.html#gs.3zg4le>

### **Skills for Success – Assessment and Training Tools**

- <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html>

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## Onboarding and Integration

### **Developing Inclusive Onboarding and Workplace Integration Practices**

- <https://www.gotostage.com/channel/89d2d7f59942470f818547f2499b59ec/recording/33e5519833cc482b991aa9351b3c683f/watch?source=CHANNEL>

### **Effective Employer Engagement in Newcomer Skills Development Programs**

- [https://triec.ca/wp-content/uploads/2023/02/TRIEC-SDI-Project-Findings-Report\\_14Feb2023.pdf](https://triec.ca/wp-content/uploads/2023/02/TRIEC-SDI-Project-Findings-Report_14Feb2023.pdf)

### **Employer Tip Sheets: Onboarding Refugees**

- <https://iecbc.ca/employer-tip-sheets-onboarding-refugees/>

### **The Newcomers' Guide to the Canadian Workplace**

- <https://regionalconnections.ca/wp-content/uploads/2016/04/Newcomers-Guide-to-the-Canadian-Workplace.pdf>

### **Onboarding Refugees – A Toolkit for Employers**

- [http://www.hireimmigrantsottawa.ca/wpcontent/uploads/2016/11/HIO\\_RefugeeToolkit\\_EN.pdf](http://www.hireimmigrantsottawa.ca/wpcontent/uploads/2016/11/HIO_RefugeeToolkit_EN.pdf)

### **Six-Step Process for a Successful New Employee Onboarding**

- <https://swagdrop.com/employee-onboarding/>

## Retention

### **The Employer's Roadmap to Hiring and Retaining Internationally Trained Workers**

- <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/employer-roadmap-hiring-retaining-internationally-trained-workers.html>

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## Immigrant Success stories

### American Factory

- <https://www.youtube.com/watch?v=m36QeKOJ2Fc>.

### Current Affairs Journalism, Documentaries and Podcasts

- <https://www.tv.org/video/documentaries/sponsorland>

### Farawan Family

- <https://www.youtube.com/watch?v=lwElfGHkTMM>

### Gurdeep Pandher of the Yukon

- <https://www.youtube.com/channel/UCsxqJMyIBN-0x6a-8RT8pAg>

### Immigration, Refugees and Citizenship Canada

- <https://www.canada.ca/en/immigration-refugees-citizenship/news/video.html>

### Introducing New Farming Techniques to Western Canada

- <https://www.youtube.com/watch?v=4hiqMZtgKdE>

### Peace by Chocolate - A Syrian Family Tradition. Peace by Chocolate

- <https://peacebychocolate.ca/>

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## General Information

### 28 Internal Communication Message Templates and Worksheets

- <https://www.google.com/url?q=https://pumble.com/learn/communication/internal-communication-templates/&sa=D&source=docs&ust=1692720828490868&usg=AOvVaw0nDtbsV7ZynZ9kxLLbK6mk>

### Communicating Strategically About Immigrant Migration: Policymaker Perspectives

- <https://www.migrationpolicy.org/sites/default/files/publications/MPIE-CommunicatingIntegration-FINAL.pdf>

### The Outlook of Rural Businesses, Second Quarter of 2022

- <https://www150.statcan.gc.ca/n1/pub/21-006-x/21-006-x2022004-eng.htm>

### Rural Opportunity, National Prosperity: An Economic Development Strategy for Rural Canada

- <https://ised-isde.canada.ca/site/rural/en/rural-opportunity-national-prosperity-economic-development-strategy-rural-canada>

### Settling Down: Recent Immigrants and Labour Market Information

- <https://lmi-cimt.ca/publications-all/lmi-insight-report-no-19-settling-down-recent-immigrants-and-labour-market-information/>

### Trauma Training Initiative Information for Health Professionals

- <https://www.albertahealthservices.ca/info/page15526.aspx>

### Understanding and Navigating Power Dynamics in the Workplace

- <https://www.albertahealthservices.ca/info/page15526.aspx>

### Who is Succeeding in the Canadian Labour Market?: Predictors of Career Success for Skilled Immigrants

- <https://files.eric.ed.gov/fulltext/ED602857.pdf>





# Check Your Knowledge!

Answers to questions from each of the modules.

Participant Orientation - Introduction to the READI Project			
Topic 1 Employer Needs Assessment Results	Topic 2 The Landscape of Immigration in Alberta	Topic 3 Newcomers in the Workplace & Community	Topic 4 n/a
b, b, d, d, c	b, a, c, d, d	b, a, c, d, c	

Module 1 - Newcomer Onboarding, Integration and Inclusion			
Topic 1 Capacity and Onboarding	Topic 2 Best Practices for Integrating Newcomer Workers	Topic 3 Welcoming & Inclusive Organizations & Communities	Topic 4 Power Dynamics and Workplace Culture
c, c, d, d, a	b, a, c, d, c	c, b, b, d, a	b, c, c, a, d

Module 2 - Intercultural Competence & Communication			
Topic 1 Culture, Customs & Traditions	Topic 2 Intercultural Competence in the Workplace	Topic 3 Competent Communication	Topic 4 Unconscious Bias
b, b, a, d, a	b, d, c, c, d	d, d, c, d, d	b, c, d, a, b



### Module 3 - The Hiring Process: Part One

<p>Topic 1 <b>Why Hire Newcomer Talent?</b></p>	<p>Topic 2 <b>Culturally Competent Workplaces</b></p>	<p>Topic 3 <b>Job Descriptions &amp; Job Postings</b></p>	<p>Topic 4 <b>Interviews, Hiring &amp; Recruitment</b></p>
c, a, d, c, d	b, d, c, d, b	b, d, a, c, d	b, d, a, c, d

### Module 4 - The Hiring Process: Part Two

<p>Topic 1 <b>ACCES Employment Services</b></p>	<p>Topic 2 <b>Supports for Employers &amp; Employees</b></p>	<p>Topic 3 <b>Immigration Information for Employers</b></p>	<p>Topic 4 <b>Immigration Info continued</b></p>
b, a, c, d, c	d, d, c, a, c	c, b, b, d, a	b, c, c, a, d

### Module 5 - Non-Traditional Newcomer Groups and Inclusive Workplace Policy

<p>Topic 1 <b>Federal Special Programs for Specific Cultural Groups</b></p>	<p>Topic 2 <b>Candidates from Non-Traditional Groups</b></p>	<p>Topic 3 Intersectionality &amp; Multi-Barriered Newcomers</p>	<p>Topic 4 Developing Inclusive Workplace Policies</p>
c, c, d, b, a	b, c, c, e, a	b, d, c, d, d	b, d, b, d, c

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## Interesting and Unusual Cultural Traditions Around the World

For each of the unusual customs described below, try to determine in what country it originates. Choose from the countries provided in the box on the right. Answers provided at the end.

Brazil	Germany	Lebanon
Canada	Greece	Madagascar
China	India	Russia
England	Indonesia	Spain
Finland	Italy	United States

1. In this country, seeing a solo magpie is considered to be bad luck, but the local people have an antidote for this. Whenever they see a magpie, they salute it, saying things like “Good morning Mr. Magpie, how are Mrs. Magpie and the little ones?”
2. Some tribes in this country follow a tradition where the husband carries his wife and walks over burning coals. These tribes believe the practice helps the woman have a painless labour and prevents natural disasters.
3. In an annual festival in one part of this country, all babies born in the previous year are placed in arranged rows of pillows down a public street, while men dressed as bright yellow devils run down the street, jumping over the babies. The tradition began in the early 1600s and was believed to keep the devil away from these children.
4. This country has a wedding tradition where the family and friends of a soon-to-be-married couple gather and break porcelain items like plates and vases, and then make the engaged couple clean it up. This is thought to show the couple the significance of hard work and unity, an integral part of any marriage.
5. According to the Satere-Mawe tribe from this country, a boy does not become a man unless he can withstand being stung by a swarm of bullet ants. An initiation ritual requires boys to stick their hands in a glove full of bullet ants while they dance, trying not to cry. Boys must endure this ritual every year, until they can do it without shedding a tear.

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6. In some parts of this country, toddlers were tossed from the roofs of temples 15–30 feet from the ground, and were caught by a blanket held by temple devotees. This was thought to bring good luck to the child. Child rights advocates were able to lobby for a ban on this practice until 2012.

7. The Battle of the Oranges is a world famous food fight that takes place in the town of Ivrea, in this country, on the Sunday before Catholic Lent. Locals divide into two factions and reenact the rebellion of the populace against a cruel tyrant, by hurling 500 tons of oranges at each other.

8. Women of the Dani tribe in this country commemorate the loss of a loved one by amputating the first joint of one of their fingers. The amputation is performed by a sibling or parent, then the wound is burnt to stop bleeding and prevent infection.

9. Indigenous people in the western part of this country use finger pointing in hunting to indicate an animal within shooting distance. Therefore, pointing at people is considered highly offensive. The people from this group point at things with their lips instead.

10. In this country, wedding guests who want to wish good luck to the bride will spit (or pretend to spit) on her as she walks down the aisle.

11. Declining birth rates in this country prompted the government to institute September 12 as a national Day of Conception. Couples are given time off to go home and attempt to procreate. Prizes are given to parents whose babies are born approximately nine months later.

12. In the southern part of this nation, a newly married bride going to her marriage home will stick a piece of dough to the door of her new house. If the dough sticks well, it's a sign of a happy, prosperous and successful marriage.

Wedding guests who want to wish good luck to the bride will spit on her as she walks down the aisle.

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13. A funeral tradition called “Famadihana” in this country involves unearthing the bodies of dead ancestors and re-wrapping them in fresh cloth, then dancing around with their bodies to live music. Afterwards, they are returned to their burial site for the next seven years.

14. In an annual contest called “Eukonkanto” that originated in this country, male competitors race through an obstacle course while carrying their wives (or any willing woman) over their shoulders to the finish line. The prize – the woman’s weight in beer.

15. In the southeastern region of this country, there is an annual culinary festival where chefs compete to see who can make the tastiest dishes out of...dead animals found at the side of the road. The event is known as the Roadkill Festival and Cook-Off.

**Answers:** 1. England, 2. China, 3. Spain, 4. Germany, 5. Brazil, 6. India, 7. Italy, 8. Indonesia, 9. Canada, 10. Greece, 11. Russia, 12. Lebanon, 13. Madagascar, 14. Finland, 15. United States

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## Sample Job Descriptions

Keeping in mind the tips you've learned for creating effective job postings, review the following real-life examples\* and consider how well each one works for newcomer recruiting.

See the Resources section for comments and our suggestions on what to keep and what to change. *\*business names and identifying information have been changed*

### Sample #1

#### **CONFECTIONERY STORE MANAGER - BILLY BONKERS CHOCOLATE FACTORY**

1234567 ALBERTA LTD o/a BILLY BONKERS CHOCOLATE FACTORY

Stetson, AB

Full-time

Terms of Employment: Permanent, Full Time, Shift, Weekend, Day, Evening

Salary: \$25.00 Hourly, for 40.00 Hours per week

Location: 100 Candybar Lane SE, Stetson, AB

Skill Requirements:

Education: Completion of high school, Some post secondary studies

Experience: 3 years to less than 5 years in retail

Languages: English

Staff Responsibility: 1 - 20

Specific Skills: Plan, direct and evaluate daily operations, Manage staff and assign duties, Study market research and trends to determine consumer demand, potential sales volumes and effect of competitors' operations on sales, Implement price and credits policies, Perform cash deposits, Balance daily transactions, Develop and implement marketing strategies, Determine staffing requirements, Recruit and train staff, Prepare reports regarding sales volumes, merchandising and personnel matters, Resolve problems that arise, such as customer complaints and supply shortages, Authorize payments by cheque and the return of merchandise, Customer service oriented, Selling and making of chocolate goods.

Work Conditions and Physical Capabilities: Fast-paced environment, Work under pressure, Tight deadlines, Handling heavy loads, Attention to detail

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Essential Skills: Reading text, Numeracy, Writing, Communication, Working with others, Problem solving, Decision making, Critical thinking, Significant use of memory, Computer use

Employer: 1234567 Alberta Ltd. o/a Billy Bonkers Chocolate Factory

How to Apply:

By Mail: 123 Cocoa Crescent NW, Stetson, Alberta T1P-0N0

By E-mail: Click "Apply Now"

## Sample #2

### **Social Media Coordinator**

#### **Why Fuzzy Friends Pets?**

This isn't your average pet store. You'll feel it when you walk through our door. It's more than beautifully-designed locations and friendly staff – it's a belief in a higher standard for pet care. Our stores are community hubs – somewhere to come and share an experience with your pet.

You'll immediately notice a refreshing shopping experience at Fuzzy Friends because we take a brand-agnostic, knowledge-over-upselling approach. Rather than pushing a certain product or feeling pressured to meet sales quotas, our team's attention is solely focused on getting to know you and your pet and empowering you to make confident decisions.

Our mission is to add value to every life. When we say every life, we include guests and their pets. Employees and co-workers. Brand reps and vendors. Even our communities.

There is life all around us, and it is our mission to add value qualitatively and quantitatively. In the qualitative sense, it is our mission to elevate every life as important and worthwhile. In the quantitative sense, and in the context of our business, it is also our mission to add value, discounts, and a fair balance of price and quality for our guests. This is how we will make a positive impact in our communities and world.

Job Title: Social Media Coordinator  
Direct Report: VP, Marketing & Business Development  
Department: Marketing  
Location: 1234 Main St, Orangeville, AB TOP-123

**Summary:** The Social Media Coordinator is responsible for managing and executing the organization's social media strategies across a variety of platforms, including Facebook, Instagram, and TikTok.

In addition to creating and scheduling compelling content, this role involves cultivating and overseeing influencer relationships, monitoring online interactions, analyzing performance metrics, and contributing to a unified online brand presence, all while staying knowledgeable of industry trends and best practices.

To be successful as a Social Media Coordinator, you should have a passion for engaging the community, enjoy working alone and as part of a team, and maintain competencies in copywriting, social media posting, and video editing.

#### **Qualifications & Skills**

- 2+ years in social media coordination.
- Basic experience in video editing for short-form video content.
- Experience in managing Facebook Ads is an asset.
- Experience in a fast-growing retail or e-commerce business is an asset.
- Experience in influencer and affiliate campaigns is an asset.
- Outstanding written and verbal communication skills.
- Ability to type 60+ words per minute.

#### **Core Competencies**

- **Social Media Proficiency:** A deep understanding of various social media platforms, their features, algorithms, and trends is essential. Strong familiarity with content formats, posting strategies, and audience behavior is crucial.
- **Content Creation:** Proficiency in creating engaging and visually appealing content, including text, images, graphics, and videos, that resonates with the target audience and aligns with the brand's tone and identity.
- **Influencer Management:** Proficiency in identifying, establishing, and maintaining relationships with influencers who can amplify the brand's message to a wider audience.
- **Creativity:** Generating innovative ideas for content, campaigns, and engagement strategies that set the brand apart from competitors and capture audience attention.



- Continuous Learning: Staying up-to-date with the latest social media trends, algorithm changes, and best practices through ongoing learning and professional development.

### **Behaviour**

- Excellent strategic thinking abilities
- Excellent time management & organization
- Excellent attention to detail
- Excellent teamwork & collaborative abilities
- Excellent creative and brainstorming abilities
- Ability to project brand voice
- Trustworthy & positive attitude

### **Job Responsibilities**

- Content Creation and Scheduling: Developing engaging and relevant content, including text, images, graphics, and videos, and scheduling them across various social media platforms, including Facebook, Instagram, and TikTok, to maintain a consistent online presence.
- Strategy Planning & Execution: Assisting in the formulation and implementation of social media strategies aligned with broader marketing and branding objectives.
- Community Engagement: Monitoring and responding to comments, messages, and mentions on social media platforms to foster meaningful interactions and build positive relationships with the audience.
- Influencer Collaboration: Identifying, establishing, and managing relationships with influencers and industry leaders to amplify brand messaging and reach a larger audience.
- Analytics and Reporting: Tracking key performance metrics, analyzing data, and generating regular reports to evaluate the effectiveness of social media campaigns and inform future strategies.
- Trend and Competition Monitoring: Keeping a close watch on social media trends, algorithm changes, and competitive landscape to identify opportunities and stay ahead of industry developments.
- Campaign Execution: Planning and executing social media campaigns, contests, giveaways, and other promotions to increase brand visibility, engagement, and follower growth.
- Graphic Design and Visual Content: Creating or coordinating the creation of visually appealing graphics, images, and videos to enhance the brand's visual identity.

- Audience Research: Conducting research to understand the target audience's preferences, behavior, and demographics to tailor content and strategies accordingly.

### **A Day in the Life of a Social Media Coordinator**

A day in the life of a Social Media Coordinator is never boring. In your role as a Social Media Coordinator, your day-to-day activities revolve around curating captivating content, scheduling posts on various platforms, engaging with your audience through responses and messages, analyzing performance data to fine-tune your strategies, and collaborating with different teams to ensure your campaigns align with larger marketing goals. Alongside these tasks, you'll also find yourself researching industry trends, brainstorming innovative concepts, and managing influencer partnerships to elevate your brand's digital footprint.

#### **Schedule**

- Full-time (40 working hrs/week);
- In-office role

#### **Compensation**

- \$48,000 – 52,000 per year.
- Wage commensurate with experience.

#### **Benefits**

- Dental care
- Disability insurance
- Extended health care
- Life insurance
- Paid time off
- Vision care
- Staff discounts

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## Sample Job Descriptions – Comments and Suggested Changes

### Sample #1

#### CONFECTIONERY STORE MANAGER – BILLY BONKERS CHOCOLATE FACTORY

1234567 ALBERTA LTD o/a BILLY BONKERS CHOCOLATE FACTORY

Stetson, AB

- *Including the numbered company info probably isn't necessary and could be confusing for an English learner or applicant not familiar with this type of company designation.*

Terms of Employment: Permanent, Full Time, Shift, Weekend, Day, Evening

- *Hmm...does the worker get ANY time off? Work times could use a little clarification, particularly for a newcomer applicant.*

Salary: \$25.00 Hourly, for 40.00 Hours per week

- *This would be a good place to indicate if hours change week to week.*
- *Benefits? Perks? Other than salary, what does this employer have to offer?*

Location: 100 Candybar Lane SE, Stetson, AB

Skill Requirements:

- *none? "Specific Skills," listed below, should go here*

Education: Completion of high school, Some post secondary studies

- *What does "some post secondary" mean? In what field? For how long? What if an applicant went for one month and quit? Can they do this job with a high school education?*

Experience: 3 years to less than 5 years in retail

- *Can candidates apply if they have five years' experience? What about more? If you're seeking a newcomer employee, it could be helpful to be more flexible about years of experience.*

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Languages: English

- *Is there a minimum English ability required? Does the employer need verification? If so, from whom/where?*
- *How will the worker be using their English? Customer service? Employee communications? Reading manuals? Preparing written reports?*

Staff Responsibility: 1 - 20

- *Being responsible for one person is very different from being responsible for 20. The employer should know exactly what they need and make it clear to the applicant. Also, this expectation should be phrased in clearer fashion, e.g. "The store manager will be responsible for supervising 1-20 workers."*
- *This employer didn't waste any time getting down to details about hours, pay and other aspects of the job, but a brief description of the job and the employer first would have provided more context for the details.*
- *There is no "About Us" section at all, or a website to visit, or any kind of mission statement. What makes this a place a candidate would want to work? What do day-to-day operations look like? A newcomer reading "Factory" might imagine something quite different from what this workplace actually is (a store in a mall). The website for this company (found on a web search) is actually very appealing and tells a great story. It should be included as a promotional tool.*

Specific Skills: Plan, direct and evaluate daily operations, Manage staff and assign duties, Study market research and trends to determine consumer demand, potential sales volumes and effect of competitors' operations on sales, Implement price and credits policies, Perform cash deposits, Balance daily transactions, Develop and implement marketing strategies, Determine staffing requirements, Recruit and train staff, Prepare reports regarding sales volumes, merchandising and personnel matters, Resolve problems that arise, such as customer complaints and supply shortages, Authorize payments by cheque and the return of merchandise, Customer service oriented, Selling and making of chocolate goods.

- *These are mainly responsibilities, not necessarily skills.*
- *This section is all one very long sentence. Use of commas is confusing in parts.*

- 
- *This list of assigned responsibilities is a big ask for a worker who potentially has only a high school education and less than five years' retail experience. Finding a newcomer (or local hire) with business education and experience probably isn't difficult, but the modest educational requirement may not attract the attention of these higher-calibre applicants.*

Work Conditions and Physical Capabilities: Fast-paced environment, Work under pressure, Tight deadlines, Handling heavy loads, Attention to detail

- *"Fast-paced", "under pressure", "tight deadlines," and "heavy loads" are all subjective concepts. The employer could be more descriptive of the job conditions, and more specific about requirements, e.g. "must be able to lift 20 kilograms."*
- *"Attention to detail" - The employer is looking for a detail-oriented person, but used 35 capital letters incorrectly, missed two periods and an end quotation mark, and the links are non-functioning. Take care to model the standard you're asking of your applicants.*

Essential Skills: Reading text, Numeracy, Writing, Communication, Working with others, Problem solving, Decision making, Critical thinking, Significant use of memory, Computer use

- *How about specific business skills? Accounting? Personnel management? Merchandising? Sales?*
- *What computer skills are needed? What does "significant use of memory" mean?*

Employer: 1234567 Alberta Ltd. o/a Billy Bonkers Chocolate Factory

How to Apply:

By Mail: 123 Cocoa Crescent, NW, Stetson, Alberta T1P-0N0

By E-mail: Click "Apply Now

- *The Apply Now link isn't actually linked - "snail mail" it is. Check links!*

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## Sample #2

### Social Media Coordinator

#### Why Fuzzy Friends Pets?

This isn't your average pet store. You'll feel it when you walk through our door. It's more than beautifully-designed locations and friendly staff – it's a belief in a higher standard for pet care. Our stores are community hubs – somewhere to come and share an experience with your pet.

You'll immediately notice a refreshing shopping experience at Fuzzy Friends because we take a brand-agnostic, knowledge-over-upselling approach. Rather than pushing a certain product or feeling pressured to meet sales quotas, our team's attention is solely focused on getting to know you and your pet and empowering you to make confident decisions.

- *Terms like “brand agnostic” sound like jargon and can be confusing for English learners, or even for native speakers. Plain English will get your message across in clearer fashion and draw in a broader cross-section of applicants.*
- *Is this information related to the social media position? It seems more like a job description for sales. Try to avoid “filler” that doesn't apply directly to the job.*
- *It's unclear here whether the “you” referred to in this section is the job applicant or a potential customer. Know who you're speaking to.*

Our mission is to add value to every life. When we say every life, we include guests and their pets. Employees and co-workers. Brand reps and vendors. Even our communities.

There is life all around us, and it is our mission to add value qualitatively and quantitatively. In the qualitative sense, it is our mission to elevate every life as important and worthwhile. In the quantitative sense, and in the context of our business, it is also our mission to add value, discounts, and a fair balance of price and quality for our guests. This is how we will make a positive impact in our communities and world.

- *This is a lot of “About Us” before the applicant has had a chance to understand what the job is about.*
- *On the good side, the tone is positive and welcoming and contains a clear statement of philosophy, but it is rather lofty in places. If you're promising to “elevate every life” and “make a positive impact in our...world,” you need to be certain you can deliver on that, and that you won't be intimidating potential applicants who may not be certain they can deliver.*

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- *If you're going to reference academic concepts like "qualitative" and "quantitative", be sure you know how to use them correctly. "Quality" is, well... "qualitative," naturally. Does this terminology add to or diminish understanding of the job?*

Job Title: Social Media Coordinator

Direct Report: VP, Marketing & Business Development

Department: Marketing

Location: 1234 Main St, Orangeville, AB TOP-123

- *Most applicants probably don't care much who the position reports to and what department it's in, unless the applicant is already employed by the company. The position title is enough here. This piece could go closer to the beginning of the ad.*

Summary: The Social Media Coordinator is responsible for managing and executing the organization's social media strategies across a variety of platforms, including Facebook, Instagram, and TikTok. In addition to creating and scheduling compelling content, this role involves cultivating and overseeing influencer relationships, monitoring online interactions, analyzing performance metrics, and contributing to a unified online brand presence, all while staying knowledgeable of industry trends and best practices.

To be successful as a Social Media Coordinator, you should have a passion for engaging the community, enjoy working alone and as part of a team, and maintain competencies in copywriting, social media posting, and video editing.

### Qualifications & Skills

- 2+ years in social media coordination.
  - Basic experience in video editing for short-form video content.
  - Experience in managing Facebook Ads is an asset.
  - Experience in a fast-growing retail or e-commerce business is an asset.
  - Experience in influencer and affiliate campaigns is an asset.
  - Outstanding written and verbal communication skills.
  - Ability to type 60+ words per minute.
- *This section is pretty clear and easy to understand, but "outstanding written and verbal communication skills" is subjective. How will the employer determine if the applicant is outstanding? Is there an objective way to determine that? If the applicant was an English learner, what measure(s) could you use to assess skills?*

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- According to TypingCAT,<sup>34</sup> an online typing course, average typing speed is 30 words per minute (WPM), and a professional typist working in their native language will type around 60–70 WPM. This requirement would likely eliminate most applicants, regardless of their country of origin. Is this skill critical to the successful performance of the job?

### Core Competencies

- Social Media Proficiency: A deep understanding of various social media platforms, their features, algorithms, and trends is essential. Strong familiarity with content formats, posting strategies, and audience behavior is crucial.
- Content Creation: Proficiency in creating engaging and visually appealing content, including text, images, graphics, and videos, that resonates with the target audience and aligns with the brand's tone and identity.
- Influencer Management: Proficiency in identifying, establishing, and maintaining relationships with influencers who can amplify the brand's message to a wider audience.
- Creativity: Generating innovative ideas for content, campaigns, and engagement strategies that set the brand apart from competitors and capture audience attention.
- Continuous Learning: Staying up-to-date with the latest social media trends, algorithm changes, and best practices through ongoing learning and professional development.

### Behaviour

- Excellent strategic thinking abilities
  - Excellent time management & organization
  - Excellent attention to detail
  - Excellent teamwork & collaborative abilities
  - Excellent creative and brainstorming abilities
  - Ability to project brand voice
  - Trustworthy & positive attitude
- This employer has listed the desired qualifications and skills, core competencies and behaviour. Would a newcomer applicant clearly understand the differences and, if so, be able to translate these criteria into a resume and cover letter that cover all the bases? Add to these requirements the list of job responsibilities, and it's a lot for a newcomer, or any applicant, to address.

<sup>34</sup> TypingCAT. (n.d.). *What is the average typing speed?* Retrieved September 8, 2023 from <https://thetypingcat.com/typing-speed-test-result/1m/1/30/98#:~:text=What%20is%20the%20average%20typing,70WPM%20in%20their%20native%20language>.



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- *A good job description for newcomer recruiting focuses on skills and tasks, rather than personal traits. Instead of “excellent teamwork and collaborative abilities”, the employer could indicate the job requires “collaborating with the marketing team to promote sale events” or “working with management to set social media goals.”*

## Job Responsibilities

- **Content Creation and Scheduling:** Developing engaging and relevant content, including text, images, graphics, and videos, and scheduling them across various social media platforms, including Facebook, Instagram, and Tiktok, to maintain a consistent online presence.
  - **Strategy Planning & Execution:** Assisting in the formulation and implementation of social media strategies aligned with broader marketing and branding objectives.
  - **Community Engagement:** Monitoring and responding to comments, messages, and mentions on social media platforms to foster meaningful interactions and build positive relationships with the audience.
  - **Influencer Collaboration:** Identifying, establishing, and managing relationships with influencers and industry leaders to amplify brand messaging and reach a larger audience.
  - **Analytics and Reporting:** Tracking key performance metrics, analyzing data, and generating regular reports to evaluate the effectiveness of social media campaigns and inform future strategies.
  - **Trend and Competition Monitoring:** Keeping a close watch on social media trends, algorithm changes, and competitive landscape to identify opportunities and stay ahead of industry developments.
  - **Campaign Execution:** Planning and executing social media campaigns, contests, giveaways, and other promotions to increase brand visibility, engagement, and follower growth.
  - **Graphic Design and Visual Content:** Creating or coordinating the creation of visually appealing graphics, images, and videos to enhance the brand's visual identity.
  - **Audience Research:** Conducting research to understand the target audience's preferences, behavior, and demographics to tailor content and strategies accordingly.
- *Phew, more criteria to consider? This employer is saying a lot of the same things in a lot of not-so different ways. Consider:*
    - *Summary: “overseeing influencer relationships”*
    - *Qualifications and Skills: “Experience in influencer and affiliate campaigns”*
    - *Core Competencies: “maintaining relationships with influencers”*
    - *Job Responsibilities: “managing relationships with influencers”*
    - *A Day in the Life: “managing influencer partnerships”*

*Sometimes, less is more!*

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## A Day in Life of a Social Media Coordinator

A day in the life of a Social Media Coordinator is never boring. In your role as a Social Media Coordinator, your day-to-day activities revolve around curating captivating content, scheduling posts on various platforms, engaging with your audience through responses and messages, analyzing performance data to fine-tune your strategies, and collaborating with different teams to ensure your campaigns align with larger marketing goals. Alongside these tasks, you'll also find yourself researching industry trends, brainstorming innovative concepts, and managing influencer partnerships to elevate your brand's digital footprint.

- *This section is very similar to the job summary at the beginning. It's probably not necessary to have both, and it feels like an afterthought here at the end.*
- *More jargon here: "managing influencer partnerships to elevate your brand's digital footprint". A simplified version: "partnering with customers who promote our store online."*
- *Language error in the first line...don't ignore the little things!*
- *And...we're STILL talking about all the things the applicant needs to know and do?*

### Schedule

- Full-time (40 working hrs/week)
- In-office role

### Compensation

- \$48,000 – 52,000 per year, wage commensurate with experience.

### Benefits

- Dental care
  - Disability insurance
  - Extended health care
  - Life insurance
  - Paid time off
  - Vision care
  - Staff discounts
- 
- *Is the applicant still reading? This is some of the "meat and potatoes" job info that applicants care about and it should appear sooner in the ad.*
  - *We're finally at the end - at a whopping 897 words, this posting reads like an HR student paper. Lots of great content here - but a quarter of it would be enough. Most newcomers (and locals) would probably be gone by now.*

# Rural Employers' Awareness on Diversity and Inclusion (READI)

