



# Creating a Culturally Competent Workplace: A Guide to Hiring Newcomer Canadians

Including a Resource Section to Support International Business



# Creating a Culturally Competent Workplace:

## A Guide to Hiring Newcomer Canadians

Including a Resource Section to Support International Business

Introduction . . . . .	4
Canada is a Multicultural Democracy . . . . .	5
General Profile of Newcomer Canadians . . . . .	7
A Wealth of Opportunity . . . . .	9
Reactions to Cultural Difference. . . . .	10
Cultural Competence: A Welcoming and Inclusive Foundation . . . . .	11
<i>Building a diverse leadership team . . . . .</i>	12
Tips for Hiring Newcomer Canadians . . . . .	15
Tips for Communicating with People Learning to Speak English. . . . .	16
Cultural Support Resources . . . . .	17
<i>South Okanagan Immigrant and Community Services. . . . .</i>	17
<i>Business etiquette and religious diversity . . . . .</i>	17
<i>Country and culture . . . . .</i>	17
<i>Building diverse workplaces. . . . .</i>	19
<i>Supports for the hiring process . . . . .</i>	19
<i>Credential evaluation services . . . . .</i>	22

This document was produced and printed in February, 2014 in partnership with:



# Introduction

This guide is designed to support businesses in hiring newcomer Canadians. It was prepared by South Okanagan Immigrant and Community Services (SOICS), a Non-profit Society, as part of their mandate to assist immigrants in settling in our community. With offices in Penticton and Oliver, SOICS offers a range of services, outlined in this guide, to further assist you.

This guide provides information you need as a business manager to help you in creating a business case for hiring and retaining talented, and most often, highly educated newcomer Canadians.

## Summary overview

As a multicultural democracy, Canada welcomes skilled immigrants. Canada has a history of immigration from the first Europeans who settled here to more recent immigrants from Asia and Africa. Canada's multicultural policy not only supports citizens in keeping their identities and in taking pride in their ancestries, but also encourages immigrants to integrate into their new Canadian community.

In order for immigrants to successfully integrate as newcomer Canadians they need to feel welcomed and included. The more recent highly educated newcomer Canadians arrive here ready to work and they bring benefits to local businesses such as increasing market reach and innovation.

Businesses that value diversity and are seen as welcoming and inclusive are the most attractive employers, especially to newcomer Canadians. Much of this guide is dedicated to supporting business inclusivity through culturally competent policies and workforces. The information is best applied in unison with hiring newcomer Canadians, as these new Canadians can provide businesses and their staff with the concrete experience necessary to build cultural competence.

Cultural competence may not come naturally for most of us born and raised in one country. Research shows we react to cultural differences with predictable behaviors. As we develop knowledge, awareness and skills, our reactions change. Fundamental to achieving cultural integration is an understanding of our own culture, our own values, and our own beliefs.

This guide provides tools and ideas for assessing your organization's current state of inclusion as well as basic tips for hiring and retaining newcomer Canadians. We encourage you to further your cultural knowledge, awareness and skills by utilizing the Resources Section. Here you will find additional supports to help you build a welcoming and inclusive business culture. You will find an abundance of information including business etiquette, religious diversity and statistics of other countries and cultures. For hiring newcomer Canadians into your workforce, resources are provided for recruiting and evaluating credentials. Lastly, South Okanagan Immigrant and Community Services (SOICS) is the local resource for both immigrants and businesses looking to hire newcomer Canadians.

### Purpose of the guide

- To further the understanding and benefits to businesses in hiring newcomer Canadians
- To provide basic tools and tips for your business to get started
- To help build welcoming and inclusive businesses to support newcomer Canadians
- To provide resources for hiring newcomer Canadians
- To identify sources of cultural information for supporting international business

# Canada is a Multicultural Democracy



- Canada is 8th on a list of countries with full democracies characterized as having:
- free, fair and legitimate government elections
  - high levels of voluntary participation by citizens
  - protection of human rights
  - respect for rights of others
  - laws that apply to everyone
  - freedom of religion and expression

Canada was the first country in the world to adopt a Multiculturalism Policy. In 1971, this official policy affirmed the value and dignity of all citizens regardless

of ethnic origin, language, or religion. Multiculturalism is fundamental to our belief that all citizens are equal. Multiculturalism ensures that all citizens can keep their identities, take pride in their ancestry, and have a sense of belonging.

Diversity is a national asset. Through multiculturalism, Canada recognizes the potential of all Canadians, encouraging them to integrate into their society and take an active part in its social, cultural, economic, and political affairs.

## The top 10 countries of origin for immigrants to Canada

Prior to 1981	Between 2001 and 2006	2011
United Kingdom	China - 155,105	Young, suburban and mostly Asian: Canada's immigrant population surges although Africans are arriving in growing numbers.
Italy	India - 129,140	
U.S.	Philippines - 77,880	National Household Survey, which Statistics Canada designed, shows that Canada is now home to 6.8 million foreign-born residents — or 20.6 per cent of the population, compared with 19.8 per cent in 2006, and the highest in the G8 group of rich countries.
Germany	Pakistan - 57,630	
Portugal	United States - 38,770	
Netherlands	South Korea - 35,450	
India	Romania - 28,080	One in five people living in Canada is a visible minority. And in nine different municipalities, those visible minorities are actually the majority.
Poland	Iran - 27,600	
China	United Kingdom - 25,655	
Countries of the former Yugoslavia	Colombia - 25,310	



# General Profile of Newcomer Canadians

## Language diversity beyond English and French

New languages are changing Canada's cultural landscape reflecting immigration patterns and the globalized world that we live in. Immigration patterns evolving over the past two or three decades are shifting away from European immigrants and toward Asian and Latin American immigrants.

Language diversity is an asset to our country. Statistics reveal that nine in 10 Canadians who speak an immigrant language currently live in our country's six largest cities. These patterns are beginning to emerge in the South Okanagan.

### New Canadians:

- Replace and grow population and decrease the average age of the population
- Provide skilled workers and replace retiring skilled workers needed for Healthcare and other industries
- Are new youth and young families who bring children to fill our schools
- Can take over an existing business, buy and run farms, and bring in new business
- Provide a balance when the education system does not produce enough graduates in key skilled areas
- Balance the effect of Canadian born skilled workers recruited by other countries
- Provide needed workers for agriculture, service industries, and retail sectors
- Contribute to building a strong democracy and healthy communities through volunteering
- Citizens speaking many languages and understanding many cultures enable Canada to participate globally

The Canadian-born workforce is shrinking and the demand for labour is growing. Skilled immigrants fill that need and help Canadian companies do business with the world. They boost innovation and reflect the markets in which Canadian organizations operate. For every three employees who retire, only one is available to replace them and with the lack of skilled labour for certain trades, there is a need to increase the employee base.

## What is a welcoming and inclusive community?

WelcomeBC defines a welcoming and inclusive community as one that promotes the full participation of all residents in the social, cultural and economic life of the region without discrimination. A welcoming community is

- a) helpful to newcomers,
- b) open to new ideas and customs, and
- c) recognizes the contributions newcomers make.



One quarter of the Canadian population are immigrants between the ages of 25-64. One third of immigrants have been in Canada for less than 5 years. Most of these newcomer Canadians (75%) have a postsecondary education where more than half completed their highest education outside of Canada. Internationally educated immigrants in the core working-age are highly-educated. In fact, as shown by the 2006 Census, about 70% of internationally educated immigrants report completing their education at the university level.

Internationally-educated immigrants often have to further their education upon their arrival in the country. One in five newcomer Canadians attend school:

- 20% attended schools for business, management, marketing, and related support services
- 10% to 13% attended instructional programs for health professions and clinical sciences
- 16% attended engineering programs

Unlike immigrants who arrived a century ago in search of good farmland, today's immigrants are mostly city dwellers. In fact, they are much more likely to live in a metropolitan area than the Canadian-born population. Six of the top ten source countries for immigrants were in Asia (61%). Although the number of immigrants from Europe declined over the years, at 21% they still make up the second-largest group of immigrants to Canada, after Asia. (Statistics Canada 2006, 2007)

### Challenges for newcomer Canadians

The main challenges for newcomer Canadians include:

- learning English or French
- a lack of Canadian work experience
- a lack of acceptance or recognition of their foreign work experience or qualifications

It should be noted that while learning English or French is a challenge for some newcomers, more than 80% of internationally educated immigrants between the age of 25 and 64 can converse in English.

# A Wealth of Opportunity

## Citizenship

To be eligible for Canadian citizenship, immigrants must meet several requirements, including

- at least three years of residency in Canada (in the last four years at time of filing a request for citizenship) and,
- knowledge of an official language.

Depending on their age, they may also be required to take a citizenship test which evaluates the immigrant's knowledge of Canada and his or her language abilities (Citizenship and Immigration Canada 2010). 64% of internationally-educated immigrants aged 25 to 64 held Canadian citizenship. Not surprisingly, those who had been in Canada for the longest period of time are most likely to hold Canadian citizenship, since they had had more time to fulfill the requirements for application.

## Newcomer Canadian experiences

### Changing the Canvas

<http://www.changingthecanvas.org>

This website, managed by Canadian Labour Congress, highlights the experiences of immigrants of color in the workforce. These stories remind us that real people live behind the statistics about racism, barriers to employment, chronic poverty, and failures with how Canada recognizes foreign credentials or prior learning assessments. CHANGING THE CANVAS intends

to stimulate debate on some ongoing critical questions such as What challenges face immigrant workers of color in Canada?, What discriminatory attitudes and practices persist in Canadian workplaces, and how?, and What can people do to support the transformation of Canadian workplaces into places of opportunity for immigrant workers of color?



Many companies have not yet tapped into the vast potential that lies in hiring immigrants, often because some aspects of this process are commonly viewed as challenges. In reality, many of these challenges can bring a wealth of opportunities to your organization.

## Benefits of hiring newcomer Canadians

Hiring newcomer Canadians makes good business sense that translates into

- greater market reach
- better customer service as workforce mirrors the diversity and culture of clients
- effective communication in more than one language as newcomer Canadians can speak a clients language both literally and figuratively
- stronger ability to adapt to changing environments and circumstances
- Increased profitability and quicker return on investment, internationally trained people often bring more comprehensive training
- competitive edge by using their knowledge and experience to serve diverse markets; skilled immigrants exposed to best practices in other organizations bring competitive advantages with them
- strategic future positioning through ready international expertise that brings a global perspective
- greater innovation through diversity of thought. If you give a problem to a diverse group, the problem is solved faster and with greater innovation

## Meet Amunet, a global manager

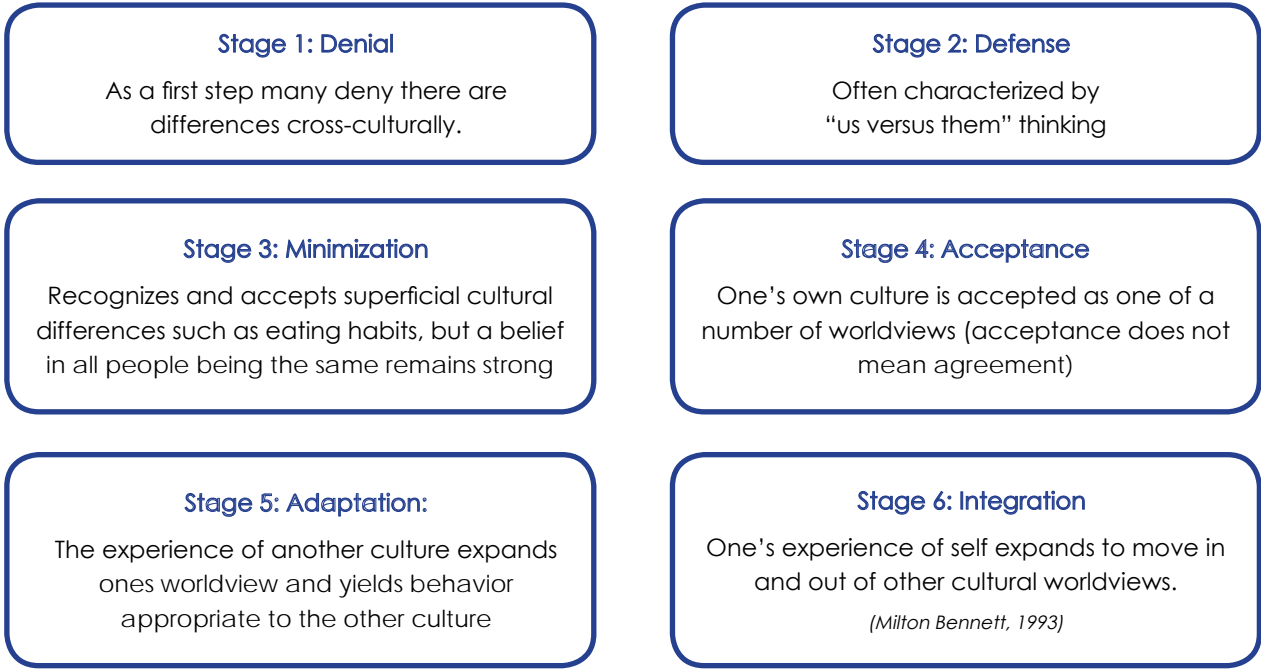


Amunet travels outside her home country for work and is able to put aside national allegiances. She can be in different national cultures, but not "of" them because she has an overriding commitment to the single, unified global mission and culture of the global organization. Like other global managers who can be from any country, she speaks more than one language fluently and has lived and worked in more than one country. She has passports from more than one country, and is a child of parents who were born in different nations. Amunet has a broad view of the company and its operations along with a deep understanding of the business, and functional tasks. Amunet continually works to increase her cultural sensitivity, and given her background finds this easier than most. As someone who has lived and worked in other countries and lives in a culturally diverse community within her own country, she may have an advantage over those who have no experience of cultural diversity.

# Reactions to Cultural Difference

Research shows that as our understanding of cultural differences becomes more sophisticated, we proceed through six predictable stages of behavior and attitudes. Recognizing the current stage of behavior helps determine training needed to build cultural competencies for the next stage.

In the first three stages our own culture is experienced as central to our reality:



By definition, creating cultural competence means not only becoming culturally fluent in other cultures but also having a solid understanding of your own culture.

## Assessing your business's attention to inclusiveness

- ☐ We network with settlement and multicultural organizations
- ☐ Our mission statement reflects our commitment to diversity and inclusion
- ☐ Our local demographic information is up-to-date
- ☐ Staff has the training and support they need to work in a culturally diverse environment
- ☐ We have written policies and procedures that reflect our commitment to diversity and inclusion
- ☐ We have recently completed a diversity self-assessment and we have identified areas for improvement
- ☐ Our procedures and forms are as accessible as possible

# Cultural Competence: A Welcoming and Inclusive Foundation

Cultural competence is defined as a set of congruent behaviours, attitudes, and policies that come together in a system, agency, or among professionals to work effectively with diversity. Developing cultural competence is one of the ways an organization can work towards increased diversity and inclusiveness. Cultural competence acknowledges and incorporates, at all levels, the importance of the following principles:

- increasing inclusiveness, accessibility and equity
- fostering human resources that are reflective of and responsive to a diversity of communities
- creating a climate where discrimination and oppressive attitudes and behaviours are not tolerated
- valuing cultural differences
- promoting human rights and the elimination of systemic biases and barriers
- practicing self-awareness and self-reflection
- demonstrating personal responsibility and accountability

Cultural competence is a developmental process that evolves over a period of time. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. Explicit processes that facilitate and support common understanding, compliance, and implementation are important to articulate and reinforce on an ongoing basis.

## Culturally competent organizations value diversity



A culturally competent organization holds cultural diversity in high regard. It does so by continually assessing structures, policies and procedures as to their ability to be culturally inclusive, and engages culturally diverse people in all aspects of the organization. Cultural competence is never fully realized; it is a life long process similar to learning. However, Cultural competence (diversity) policies provide the direction towards creating a culturally competent organization.

## Organizations remove systemic barriers

Institutional policies, procedures and practices that result in the systemic exclusion or the promotion of groups of individuals are systemic barriers. Systemic discrimination regularly relates to an entrenched recurring practice rather than to an isolated act of discrimination, resulting in barriers to equality of opportunity for members of marginalized groups.



## Stages of development for cultural competence

1. **The Valuing of cultural diversity.** This stage involves integrating respect for diversity into programs, policies and services and also recognizing that members of certain cultural groups may have cultural as well as individual needs.
2. **Conducting a cultural self-assessment.** Organizations develop an awareness of their own cultures and communities, assumptions, and biases and identify actions to reduce barriers.
3. **Be conscious of the behaviors and dynamics when cultures interact.** The dynamics of cultural differences are proactively managed, improving the interactions between different cultures.
4. **Create institutionalized cultural knowledge.** As cultural diversity is encountered, the understandings gained need to be integrated into service delivery and practices.
5. **Adapt to different cultural contexts.** Cultural knowledge is embedded throughout the organization and is adapted to fit the diversity of the community engaged.

## Building a diverse leadership team

First and foremost a diverse leadership makes good business sense. Establishing leadership requires demonstrating inclusiveness, both in actions and in words. For example, ask yourself if the current leadership team reflects the cultural diversity of the community? Businesses benefit from having leadership that reflect the communities they serve.

### Advantages of a diverse leadership team:



- Diverse perspectives in decision-making lead to better decisions
- Legitimizing the mandate of the organization
- Building social capital and cohesion among diverse populations
- Becoming more responsive to the community and clients
- Reaching out to your markets more effectively

### Questions to ask to ensure diverse leadership:

1. Does your organization have a recruitment strategy that provides outreach to, and seeks participation of, culturally diverse leaders; Are new leaders screened on the basis of their attitude, knowledge, and skills related to cultural diversity?
2. Are new leaders provided an orientation on the mission statement, diversity policies and leader functions/ responsibilities that address cultural diversity? Are there leader development opportunities that address the cultural diversity in the community?
3. Does the leadership team evaluate its success and performance in relation to its culturally diverse mission and policies?

An important step for leaders to ensure the diversity and inclusiveness of their organization is to officially adopt a diversity policy.

## Diversity policy example



ABC Business affirms its commitment to building an equitable and inclusive organization. This means that in all aspects of its operations and at all levels of the organization, ABC Business works to ensure that there is no discrimination on the basis of, but not limited to, ethnicity, language, race, age, ability, sex, sexual or gender identity, sexual orientation, family status, income, immigrant or refugee status, nationality, place of birth, generational status, political, or religious affiliation.

ABC Business further recognizes that the increasing diversity among residents has added cultural, social and economic benefits to our community. It is also sensitive to the fact that oppressed groups experience marginalization and encounter barriers to full access and participation in the community. ABC Business seeks to increase access and participation, especially for those who are marginalized, disadvantaged or oppressed.

ABC Business shall make every effort to see that governance structure, policies and systems reflect the diversity of the community in which it operates.

### To this end, ABC Business strives to ensure that:

1. Discriminatory or oppressive behaviors are not tolerated;
2. Individuals who engage with ABC Business for services are valued clients who have opportunities to provide feedback to improve services;
3. Services are developed and delivered with sensitivity to marginalized and diverse client groups;
4. Programs are delivered in such a way so that positive relations and attitudinal change towards marginalized groups are promoted;
5. Services are provided with sensitivity to the influence of power and privilege in all relationships, including service relationships, and are delivered in keeping with anti-oppression principles; and
6. Communication materials present a positive and balanced portrayal of people's diverse experiences.

This policy is intended to act as a positive force for equity and the elimination of oppression.

*Note 1: ABC Business recognizes that barriers to employment and services may exist due to immigration or refugee status based on legislation and/or contractual funding obligations.*

*Note 2: Generational status is intended to protect individuals with Canadian citizenship who are first, second or third generation immigrants from discrimination.*

## Culturally competent professionals are self-reflective and self-aware



Self-reflection and self-awareness provide the basis for cultural competence. Self-reflection is the active and conscious process of inquiry into one's thoughts, feelings and actions, leading to increased self-awareness. This can happen through consideration of feedback from others, meditation, journal writing, dialogue and many creative endeavors. Self-awareness includes recognition of personality, strengths and weaknesses, likes and dislikes and how lived experience to date has influenced those things.

# Tips for Hiring Newcomer Canadians

## Three types of cultural competencies



### Knowledge competencies

Effective intercultural interactions require specific knowledge of the culture. Knowledge competencies answer the question, “What do I need to know about the new culture?” Some of these include everyday life information such as the educational system, business and social protocol and etiquette. Knowledge competencies lead to greater awareness and understanding of why things are done differently in the new culture. Learning about the forces that shape culture such as history, climate, geography, and religion can give insight into why people think and behave the way they do in everyday business behaviors.

### Awareness competencies

Awareness competencies are concerned with an individual's understanding of their personal and cultural makeup, and how it influences their interaction with people from different cultures. Examples of specific learning outcomes include recognizing ethnocentrism, developing cultural sensitivity, and learning about the effects of culture shock. Awareness competencies answer the question, “What do I know about myself that enables me to adapt to the new culture?”

### Skill competencies

Skill competencies are those that require practice and application to master. Examples include the ability to resolve conflict, communicate effectively in a culture that uses an opposite style of communication from your own, how to give and receive feedback with subordinates in the new culture, and relationship-building skills.

**An effective training program provides not only knowledge-based information, but equally raises awareness and develops skills. Participants end up learning more about themselves and how their cognitive instruments — such as personality factors, emotions, and reasoning — influence their cultural adaptation.**

## Types of cultural training

Six types of cultural training include:

1. Environmental briefings typically provide descriptions of a nation, including information about climate, topography, infrastructure, population and housing.
2. Cultural orientations typically provide information about cultural institutions, habits or values of the nation — typically these orientations are to the dominant culture.
3. Cultural assimilators are used to expose participants to likely intercultural encounters.
4. Language training.
5. Sensitivity training helps the individual recognize how values affect behaviors.
6. Field experience is gained when the individual lives in the assigned country and experiences some of the challenges that lie ahead. (Rosalie Tung, 1982)

## Getting started:

- Understand what it means to have a diverse culture
- Be passionate about why you want to hire immigrants
- Assess the level/stage of cultural competence your organization/managers are currently at
- Help managers prepare for the arrival of a new employee, build competencies based on the stage your organization is in

## Increase your attractiveness as an employer

- Demonstrate your commitment to equal opportunity to all and cultural diversity
- Encourage employees to bring all their diversity to work
- Demonstrate that your recruiting and selection process is inclusive and broad
- Tap into the widest range of talent
- Ensure newcomer Canadians feel welcome

## Recruiting newcomer Canadians:

- Go to where the talent is
- Seek diverse employees
- Cast a broad and generic posting
- Offer highly skilled new Canadians a chance to get experience through an internship
- Host a Career Fair
- Ensure recruiters and hiring managers understand the skills immigrants bring
- Be very job specific, define what you are looking for, much doesn't require Canadian experience
- Barrier free way to shortlist candidates, ensure practices in place are looking to find the best talent no matter where they come from
- Understand that some other countries have higher standards of education

## Support newcomer Canadians in their new role

- Understand it isn't just about fitting in; it's helping newcomers to help themselves
- Connect with community networks and clubs focused on different ethnic groups to help them plug into the community
- Ensure your website has a page dedicated to living and working in your community
- Provide access to a welcome video that shows ways to connect and network with people
- Go beyond hiring just at a front level, have immigrant talent at all levels throughout the company
- Look for ways to reward innovation
- Look for leadership interest
- Provide development and promotion opportunities to maximize the skills and experience of immigrant talent and ultimately increase your company's growth and innovation



# Tips to Communicating with People Learning English

## When you are speaking

- Speak clearly and more slowly
- Repeat important ideas using different words to explain the same concept
- Use simple sentences
- Use active verbs and avoid passive verbs
- Avoid using jargon and slang

## Be aware of non-verbal tools

- Use as many visual restatements as possible, such as pictures, graphs, tables and slides
- Use appropriate facial and hand gestures to emphasize the meaning of words
- Demonstrate or act out what you want to say whenever possible
- Leave a slightly longer gap between sentences
- Provide written summaries of your verbal presentation (orientations and trainings)

## Take care to make accurate interpretations

- Do not equate poor grammar and mispronunciation with lack of intelligence; it is usually a sign of non-native language use
- If you are not sure, assume difference, not similarity then explore and clarify
- When the other person is silent, wait. Do not jump in to fill in the silence. The other person may just be thinking more slowly in their non-native language or translating

## Comprehension

- Do not just assume they understand; assume they do not understand
- Paraphrase what you have heard and confirm understanding
- Have colleagues paraphrase their understanding of what you have said. Do not simply ask if they understand. Let them explain what they understood

## Designing, training, and orientation

- Take more frequent breaks. Second language comprehension is exhausting
- It takes more time so plan for it
- Divide the material you are presenting into smaller chunks

## Create a welcoming environment

- Verbally and non-verbally encourage speaking by participants
- Do not embarrass a novice speaker
- Encourage marginal and passive speakers to contribute by considering alternative meeting formats

# Cultural Support Resources

## South Okanagan Immigrant and Community Services

<http://www.soics.ca/resources/for-employers/>

SOICS provides resources to help employers interested in hiring immigrant workers. Resources include: Attracting & Hiring Immigrants, Integration & Retention, Employer Toolkit, and Learn about Diversity. Employers are invited to contact SOICS to find out more about our services for maximizing the talents of immigrant workers.

## Business etiquette and religious diversity

### Executive Planet

[www.executiveplanet.com](http://www.executiveplanet.com)

Executive Planet™ provides valuable tips on business etiquette, customs and protocol for doing business worldwide.

### Travel Etiquette

<http://www.traveletiquette.co.uk>

Travel Etiquette offers information on etiquette and explains local culture and traditions for countries worldwide. They have a searchable website for countries of interest.

### Tanenbaum

<https://www.tanenbaum.org>

Tanenbaum is nonprofit that promotes mutual respect with practical programs to bridge religious difference and combat prejudice in schools, workplaces, and health care settings. They design training and educational resources to change the way people treat one another. Their Religious Diversity Checklist is a great place to start if you're just beginning to address religious diversity. Use this checklist to figure out where you stand on policies, holidays, time off, dress, and food. They also provide Etiquette Guides to increase your comfort level when addressing religious leaders or entering sacred spaces.

## Country and culture



### Centre for Intercultural Learning

[www.intercultures.gc.ca](http://www.intercultures.gc.ca)

This website provided by Foreign Affairs and International Trade Canada, includes a searchable database for different countries. Each country in the database includes facts such as: country overview, history, geography, culture, politics, and economy. Specific cultural information is provided for each country in areas such as: conversations, communication styles, display of emotion, dress, decision-making, relationship building, and shared historical events with Canada.

# Cultural Support Resources con't

## Cultural Savvy

<http://www.culturalsavvy.com/>

Based out of San Francisco, Cultural Savvy provides consulting, coaching and training services to help your company become culturally savvy. Their website includes articles, tips and other resources for understanding the cultures of different countries.



## Dean Foster Associates

<http://www.deanfosterassociates.com/learn-about-cultures/quiz/>

Dean Foster Associates offers free quizzes on interacting with different cultures. They provide Hot Topics and Articles on various subjects such as working with cultures of similarity; managing the hidden differences between countries, and Western Workers, Eastern Ethos: The Ying and Yang of Managing in Asia. They also have a public blog and provide other tools and services for fees.

## The Sikh Next Door

<http://www.sikhnextdoor.org>

Specific questions are answered about Sikhism, and the Punjabi culture including a general historical overview of Sikhism.

## The World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The World Factbook is a publication of the CIA that provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. Their reference tab includes: maps of the major world regions, as well as flags of the world, and a standard time zones of the world map.

## British Broadcast Corporation

[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

The BBC provides a searchable country database with full profiles. It includes instant guides to the history, politics and economy and institutions of various countries.

## CountryWatch

<http://www.countrywatch.com/>

CountryWatch provides critical country-specific intelligence and data.

## Kwintessential

<http://www.kwintessential.co.uk/resources/country-profiles.html>

Kwintessential provides country profiles, guides to cultures, customs and etiquette, which help us to understand other cultures.

## Building diverse workplaces

### Get In the Know.

<http://www.getintheknow.ca/employer-tools>

Get in the Know is a Surrey based project managed by DIVERSEcity Community Resources Society and coordinated by PEERS Employment and Education Resources. Creating and maintaining a culturally diverse workforce is made easier with useful tips, strategies and research for employers and new immigrants. The tools and resources provide step-by-step guides to cultivating inclusive work environments. You can access up-to-date statistics, innovative workplace practices, engaging online videos and much more. They have posted two matrices on recruiting and hiring, and preparing the workplace. Click on any cell within the matrices and you will find a range of resources on that topic.

### Shepell.fgi

<http://www.shepellfgi.com>

Shepell.fgi Intercultural Solutions, with offices in Vancouver, offer a comprehensive suite of services designed to support domestic workforces, global managers and short-term business travelers. They offer solutions as stand-alone services, or uniquely bundled, to meet the needs of your organization. Their tools include: Online Assessment Tools, a Cross-Cultural Adaptability Inventory, an Intercultural Development Inventory, an International Relocation Center, and Online Country Specific Information (covering 170 destinations worldwide). Their group learning sessions illustrate the impact of culture on communication and business practices and provide tools for increased effectiveness and productivity.

### Royal Bank of Canada

<http://www.rbc.com/diversity/tools-resources.html>

The Royal Bank of Canada has a Diversity Behaviors Toolkit designed to help understand the benefits of diversity and break through the personal structural barriers that can stand in the way. Here's an excerpt from the booklet: What can each one of us do to be more inclusive of one another where we work and live? The Toolkit helps us understand and value diversity, recognize our own biases, see differences in people as valuable assets, and encourage open dialogue. The toolkit also helps demonstrate cultural sensitivity by knowing there is more than one right way to do things, by being aware of cultural and other differences, and through acting without bias. It encourages us to work for change, to challenge the "way we've always done it", and speak up about inappropriate comments or behavior.

## Supports for the hiring process

### Hiring and Retaining Skilled Immigrants: A Cultural Competence Toolkit

<http://www.bchrma.org/wp-content/uploads/2012/08/itiguide.pdf>

This guide is primarily intended for: Human Resource Practitioners, Hiring Managers, Recruiters and Line Managers. It is also useful for senior executives to help them better understand the advantages of a culturally diverse workforce. It is useful for new Canadians looking to understand the hiring process and the employer perspective; and for employees working in culturally diverse workplaces. The toolkit is filled with suggestions and resources to assist in the process of hiring and retaining skilled immigrants. Along with tips and tools, it provides references at each step to assist the recruiter. Ultimately, this guide encourages recruiters to reflect upon cultural biases, and lays the groundwork for ensuring skilled immigrants and employers realize their shared professional potential despite their differing backgrounds.

# Cultural Support Resources con't

## Workforce Planning Board

<http://www.wpboard.ca/employer-resources/hiring-newcomers>

The Workforce Planning Board is an NGO located in Ontario that hosts a website with a Chinese Cultural Guide for Employers, and A Guide to Hiring Newcomer Canadians, and it includes a South Asian Community profile.

## Immigrant Employment Council of BC

<http://www.iecbc.ca/employer-resources>

The tools and resources in the resource library are designed for employers, business owners, managers and HR professionals to help attract, hire, and retain new immigrant talent. The library includes tools, tips and information to help connect employers with skilled new immigrants who are already in Canada and eligible to work.

## WelcomeBC

<http://www.welcomebc.ca/home.aspx>

Since its inception, WelcomeBC has continued to enhance its programs and launch new services and initiatives to help newcomers to settle into B.C. They provide services for newcomers, such as information about English language courses, employment, health, and education. WelcomeBC helps B.C. meet a critical labour market need by bringing immigrants and employers together. WelcomeBC also works with employer associations and regulatory bodies to streamline the qualification assessment and recognition practices; and they work with employer associations to make them aware of the barriers immigrants can face. WelcomeBC provides employers with tools and resources to help them attract, hire and keep immigrants.

## WorkBC

<http://www.workbc.ca/Employers/Find-the-right-talents/Recruitment-and-Retention/Temporary-Foreign-Worker-Program.aspx>

WorkBC is the provincial government's access point to the world of work in British Columbia. It was created with one key goal – to help all British Columbians to successfully navigate B.C.'s labour market. WorkBC helps people find jobs, explore career options and improve their skills. They also help employers fill jobs, find the right talent and grow their businesses. The WorkBC website provides a resource toolkit titled Diversity at Work-Recruiting and Retaining Immigrants. They also provide information on hiring temporary foreign workers.



## Hireimmigrants.ca

<http://www.hireimmigrants.ca>

The website [hireimmigrants.ca](http://www.hireimmigrants.ca) provides businesses with the tools and resources they need to better recruit, retain, and promote skilled immigrants. The site profiles good examples and innovative practices of employers across the country. The purpose of this site is to assist businesses — the hiring decision makers and business leaders, who drive Canada's economy — to source, select, develop and welcome skilled immigrants as creative contributors to the workforce. With tools such as the Roadmap, they've laid out the steps any business needs, small or large, to tap into the incredibly valuable talent available to them.

## The Centre for Organizational and Cultural Competence

<http://www.culturetraining.ca>

Based out of Winnipeg, The Center for Organizational Cultural Competence offers for free, interesting facts about different cultures, by clicking on a map of countries. They offer a range of cultural training products, diversity toolkits and workshops to foster cross-cultural communications, respect, civility, leadership, and inclusiveness.

## Career Edge Organization

<https://www.careeredge.ca>

A self-sustaining social enterprise, Career Edge connects highly motivated, well-qualified interns with organizations. Their business is finding great talent cost-efficient and virtually risk free, while giving the edge to those striving to launch their careers.

## Skills International

<https://skillsinternational.ca>

Skills International is an Ontario based not for profit project focused on highlighting and connecting qualified and work ready internationally educated professionals (IEPs) with employers by using the latest technology to deliver an end-to-end integrated solution. SkillsInternational.ca features pre-screened, internationally educated professionals who have the skills you need. This online tool is cost effective, efficient and is the first of its kind in Canada. Employers are able to post positions on the website and have the system automatically match and rank the available candidates that best fit the position. Candidates found on this site have worked with a qualified employment advisor on employment preparation and are ready to work in Canada.

## MOSAIC

[www.mosaicbc.com/](http://www.mosaicbc.com/)

Located in Vancouver MOSAIC Employment Programs offers a free service to help with staffing needs. Their services include free postings your current job openings, pre-screened applicants, multiple language capabilities, direct referral of qualified candidates, practicum placements and wage subsidy for 4 weeks through Job Options. Their candidates include skilled immigrant job seekers who possess a wide range of professional backgrounds and languages.

## Canadian Information Centre on International Credentials

<http://www.cicic.ca>

The Canadian Information Centre for International Credentials (CICIC) provides information and referral services to individuals and organizations on the recognition of academic and occupational credentials for working and studying in Canada and abroad. Please note they do not assess credentials. They advise individuals, in Canada's official languages (English and French), on the process for having their academic credentials assessed and recognized in Canada, and they refer them to appropriate institutions and organizations for specific assistance.

## SEED

<http://www.embracingdiversity.ca/>

Located in Richmond, SEED offers support services to employers on activities related to recruitment planning, training and workforce maintenance.



# Cultural Support Resources con't

## Employment and Social Development Canada

[http://www.rhdcc-hrsdc.gc.ca/eng/jobs/foreign\\_workers/index.shtml](http://www.rhdcc-hrsdc.gc.ca/eng/jobs/foreign_workers/index.shtml)

This site describes the Temporary Foreign Worker Program including compliance rules for employers. The site offers on-line registration, for employers seeking to hire, or for employers looking for a labour market opinion.

## go2

<https://www.go2hr.ca/article-category/immigrants-and-foreign-workers>

Since 1979, go2 has served BC's tourism and hospitality industry with programs and services that support its growth and success. Formerly known as the Hospitality Industry Education Advisory Committee (HIEAC), the organization was re-branded as go2 in 2003, in conjunction with an expanded mandate to coordinate the BC Tourism HR Action Plan. They offer information to the sector on Immigrants and Foreign Workers.

## Transculture Training International Consulting

<http://www.transculturetraining.com>

TTI Transculture™ Training International Consulting is a global intercultural skills training and talent development organization specializing in providing personalized and practical, global, country and region-specific "know-how-to-work-and-do-business".

## Credential evaluation services



### Assessing Academic Credentials (Immigrant Employment Council of BC)

You may not have to get a formal assessment of academic credential equivalency depending on the role. In many cases what you're really looking for is evidence that the candidate has the skills, knowledge, and qualities you need. As a first step, determine if an academic credential is necessary to the performance of the role (e.g., diploma, degree, etc.) and if it's not, look for past accomplishments that indicate knowledge and application of the skills that you're looking for.

When an academic credential is a pre-requisite for the role (e.g., a Masters Degree in a specific discipline is a minimum requirement for entry), you should not take on the role of evaluating how equivalent the candidate's education is yourself. An official assessment is the only way that you can objectively assess the equivalence of academic credentials gained outside of Canada.

There are several organizations that assess international credited education programming to provide comparative levels in Canadian terms.

## British Columbia Institute of Technology

<http://www.bcit.ca/ices>

BCIT's International Credential Evaluation Service evaluates formal for-credit educational programs of study for people who have studied in other provinces or countries and they determine comparable levels in British Columbian and Canadian terms. The results of an ICES assessment are provided in evaluation reports that are objective, consistent, and reliable.

## World Educational Services

<http://www.wes.org/ca/employers>

WES is a Non-profit that provides credential evaluation reports to strengthen your international hiring practices. They provide the Canadian equivalency for each of an individual's academic degrees and transcripts. They also offer a simple and inexpensive preliminary online screening tool. Access this site to learn more about how international degrees compare to Canadian qualifications, how credential assessments can help you screen applicants from overseas appropriately, and how to retain top talent.

## International Credential Assessment Service

<http://www.icascanada.ca/home.aspx>

ICAS is a Canadian company committed to helping individuals achieve their personal and career goals by providing assessments of education completed outside Canada. ICAS Assessment Reports and related services also help employers, immigration authorities, education institutions and community agencies to understand international education.

## Sources of Information

- Bartlett and Ghoshal, 1992, What is a Global Manager?
- Bennet, Milton, 1993, The Developmental Model of Intercultural Sensitivity
- Citizen and Immigration Canada, Canadian Multiculturalism: An Inclusive Citizenship
- CBC News, Immigration Background Patterns, 2013
- Cross et. 1989, cited in NCCC2006-Definition of Cultural Competence
- Family Service Toronto – Equity and Inclusion Policy, February 2009
- National Centre for Cultural Competence, 2006
- Ohmae, Kenichi, 1990, The Borderless World,
- Post Media News, Mark Kennedy, Oct. 25, 2012, Census: Canada's language landscape altering with increasing immigrants
- Reich, Robert, B. 1991, The Work of Nations: Preparing Ourselves for 21st Century Capitalism
- Statistics Canada, [http:// www.statcan.gc.ca](http://www.statcan.gc.ca)
- South Okanagan Immigrant and Community Services: [www.soics.ca](http://www.soics.ca)
- Tung, Rosalie, 1982, <http://www.sfu.ca/~tung/Publications/Books.htm>
- WelcomeBC, <http://www.welcomebc.ca/home.aspx>
- What is Democracy? <http://www.stanford.edu>

## CELEBRATING DIVERSITY



**Penticton**  
250.492.6299  
508 Main St.  
admin@soics.ca

**Oliver**  
250.498.4900  
6239 Main St.  
oliver@soics.ca



**SOUTH OKANAGAN IMMIGRANT  
& COMMUNITY SERVICES**

### **English Language (ELSA) & Computer Training**

- English language classes for adult immigrants
- Computer literacy classes aimed at beginner and intermediate computer users

### **Employment & Labour Market Services**

- Career coaching and exploration
- Resume creation, employer networking and job search assistance

### **Skills Connect for Immigrants**

- Funding for industry-specific skills training
- Targeted career counseling & planning

### **Settlement Workers in Schools (SWIS) - SD#53**

- School-based settlement services to help newcomer families adjust to Canadian schools
- Orientation with school staff regarding settlement needs of immigrant families

### **Youth Mentoring (Buddy Program) - SD#67**

- Matches Canadian and foreign-born children in school to promote cultural awareness

### **Settlement & Integration Services**

- Information on Canadian systems, services, life and culture
- Assistance with completion of applications, letters and government forms

### **Life Skills & Educational Workshops**

- Workshops focused on topics such as health, employment, personal finances, government services, post-secondary education and more

### **Volunteer & Community Bridging**

- Matches newcomer adults with volunteers to ease their transition into Canadian culture
- Encourages newcomers to become involved in their community

### **Other Services**

- Interpretation in several languages
- Welcoming and Inclusive Communities
- Licensed daycare for workshops and classes

***All services are free for eligible immigrants***

[www.soics.ca](http://www.soics.ca)

**Canada**

