



Integrating Talent Video

Facilitator's Guide

Intended for an Employer Audience

Developed by:

Funded by:

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TRIEC

Toronto Region Immigrant
Employment Council



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



Ontario receives support for
some skills training programs
from the Government of Canada

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This guide was written by *Full Circle Consulting Inc.* and *e-NOVA Consulting*.

About TRIEC

TRIEC creates and champions solutions to better integrate skilled immigrants in the Greater Toronto Region labour market. The *Integrating Talent* video is among the resources TRIEC offers, which support employers as they adjust to the impact of changing demographics on the Canadian labour force and work towards inclusive talent management practices to successfully integrate and grow skilled immigrant employees in their workplace.

Introduction

The Integrating Talent video and facilitation guide are designed for HR professionals, trainers, diversity consultants and immigrant-serving agencies who work with employers – all of whom play a role in increasing the awareness of HR professionals, hiring managers and co-workers about issues related to integrating and developing skilled immigrant talent within the Canadian workforce.

This facilitation guide can be used to initiate discussion around the topics covered in the video. It provides an overview of each video chapter, identifies high-level learning objectives, and offers suggestions on how to use the video as a learning tool.

The video and guide are divided into five chapters, which explore the following themes:

Chapter 1: New Skilled Immigrant Employee Orientation, Coaching and Support

Chapter 2: Cross-Cultural Teamwork

Chapter 3: Manager-Employee and Peer-to-Peer Relations

Chapter 4: Performance Review: Rewards and Recognition

Chapter 5: Retaining Skilled Immigrant Talent

The guide is further sub-divided into scenes to help you plan and customize facilitation. For each chapter and scene the following information is provided:

- Title, timestamp and duration
- A description of what happens
- Key learning points
- Background information for trainers
- Discussion questions
- Brief summary
- Additional resources for the topic(s) covered

Finding Talent

Finding Talent is a training video developed by TRIEC, which uses a storytelling approach to present the business case and techniques for companies to leverage the talents of skilled immigrants.

By following the journey of Tarek Khan, a skilled immigrant seeking employment at MetroCan, **Finding Talent** presents hiring challenges that Canadian employers may face and the cultural issues they must address when trying to attract and recruit skilled immigrants.

Integrating Talent

The sequel to Finding Talent, **Integrating Talent** follows Tarek for the first 120 days of his employment at MetroCan, from his first day through his first performance review and up to the completion of his first project.

Integrating Talent highlights key challenges and issues related to the integration process. The video addresses opportunities to integrate skilled immigrant employees through effective orientation and onboarding, performance management, team building and recognition practices.

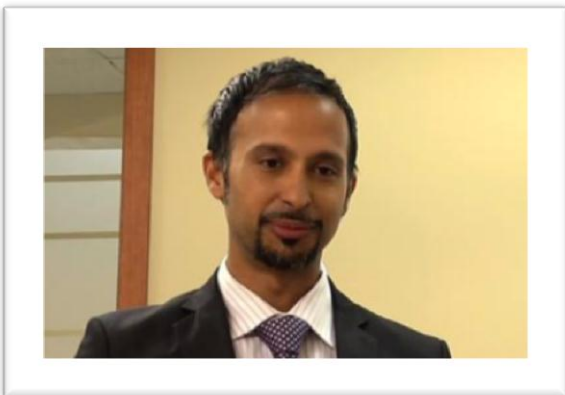
How to Use the Video and Facilitation Guide

The Integrating Talent video and facilitation guide can be used during team discussions or within a broader, facilitated workshop.

Each audience will be different and the trainer may pick and choose the discussion questions and specific learning objectives to focus on. The trainer may also choose to document additional learning objectives, questions and insights for use with future groups. We recommend that the trainer take the following steps in preparing to facilitate discussion of the material presented:

- Read through the remainder of this manual, especially the discussion questions for each scene.
- Refer to the References and Resources section of this guide.
- Have participants watch the video as a group, so they can learn from each other's reactions and experiences. An individual viewer will still benefit from watching the video but will likely learn more when accompanied by his or her peers.
- Watch the video in sequence based on the designated scenes and allow ample time for group discussion. The video is divided into scenes of varying lengths and some may be viewed together before pausing.
- Consider screening the video over several sessions to accommodate busy schedules and to allow for more reflection – for example, over a few “lunch-and-learn” sessions.

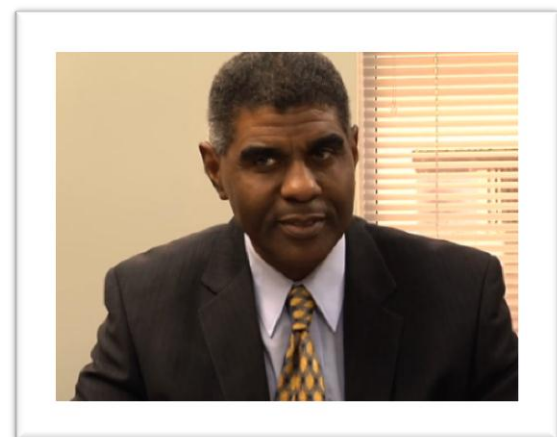
Cast of Characters, in order of appearance



Tarek Khan is a talented project manager who has extensive experience working with multinational corporations abroad. In **Finding Talent**, Tarek faced numerous challenges during his job search because of his lack of Canadian experience. Since then, he has landed a job as a project manager at MetroCan. Tarek draws heavily on his experiences and his knowledge to navigate his new workplace. He quickly encounters numerous situations in his new environment which challenge his previously formed assumptions of how things “should” work.



Dana Bowen is a bright HR professional with a small but growing high tech company. Her enthusiasm for her profession comes across in her dealings with co-workers and senior management. Dana understands the importance of strategic thinking in making business decisions and remains focused on talent management practices that are not based on old paradigms and assumptions. She is forward-thinking in a corporate culture that hasn't yet caught up with the new realities of changing demographics.



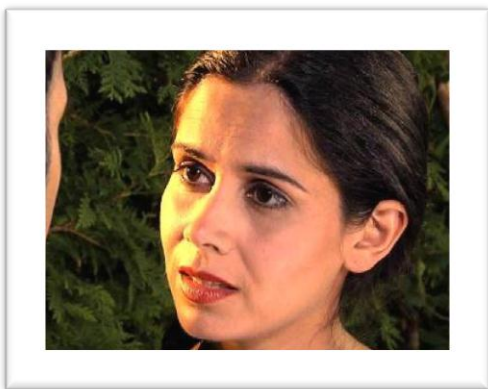
Henry Sutherland is a smart hiring manager who is a leader at MetroCan. He does not lose sight of the bottom line when making decisions. Despite his strong business acumen and extensive leadership experience, Henry has not had much experience working with skilled immigrant employees. Because Henry prefers to focus on company goals and uses a direct management style, he assumes everyone else shares his preferences. Henry is slowly realizing that he has a lot to learn and looks to Dana for guidance.



Greg Polson is a Programmer and member of the MetroCan project team. Tarek looks forward to spending time with Greg, who also happens to be his orientation buddy, so he can establish his bearings in the organization. On the other hand, Greg is uncomfortable about being assigned as a buddy to Tarek and feels that he doesn't know enough about "immigrant stuff" to be able to help Tarek navigate through the company and connect with his peers.



Janet Muldoon is a key member of Tarek's project team and is responsible for managing the project's finances and budget. Tarek is challenged by what he perceives to be Janet's lack of cooperation, which could seriously impact the timeliness of project deliverables.



Malika Khan is Tarek's wife who recognizes the immense differences between Canadian culture and that of their home country. She encourages Tarek as he struggles to adapt to the new Canadian workplace. Malika seeks to improve her language skills by taking a Business English class and befriends other skilled immigrants who are culturally different from her because she knows there is strength in sharing ideas and knowledge.

CHAPTER 1: New Skilled Immigrant Employee Orientation, Coaching and Support

7 minutes and 19 seconds (0:00 – 7:19)

Tarek has accepted MetroCan's offer of employment for the position of project manager. Given his extensive technical skills and experience, Dana and Henry are convinced there will be few challenges with meeting the projects' targets and anticipate he will hit the ground running. This chapter presents scenes which capture the typical interactions that occur during a new employee's first day at work. Each scene highlights common new employee orientation practices and some of the challenges related to the process within a culturally diverse workplace.

Scene 1: The Orientation Tour

Scene Description

Tarek arrives for the first day of work with a mixture of excitement, nerves and enthusiasm. He is warmly welcomed by Dana who provides him with an overview of MetroCan through a presentation on the company's mission, vision and values as well as a tour of the workplace and an orientation binder for his reference.

Discussion Notes for Trainer

As organizations become increasingly multicultural, talent management strategies must also become more inclusive and consider the needs, values and motivators of diverse cultures. Successful new employee orientation forms the foundation on which an employees' relationship with an organization is built. This scene presents common workplace orientation practices which may already be familiar to the audience. Use the following discussion questions to identify opportunities to enhance existing practices to accommodate the unique needs of new skilled immigrant employees.

Key Learning Points

- Learn about cross-cultural competencies that help to bridge cultural differences.
- Identify ways to incorporate cultural competency strategies into the orientation of new skilled immigrant employees.

Discussion Questions

Culture

- How are the changing demographics of Canadian society reflected in your organization?
- How do you see your organization benefitting from a multicultural team?
- What cultural differences between Dana and Tarek did you observe in their interactions?
- Which of these cultural characteristics have you encountered in your own organization?
- Identify some of the challenges for Tarek in this scene, which may be a result of cultural differences. How did Dana help to mitigate these cross-cultural challenges? What other actions would you recommend?

Workplace Orientation

- What are the current orientation practices within your organization?
- What additional information do new skilled immigrant employees need to succeed in the Canadian workplace?
- What are the most effective means to transfer this knowledge in your organization?
- Identify some of the challenges for Tarek in this scene. Which of these represent opportunities for improvement of orientation practices within your own organization?
- What are some ways in which managers in your organization can proactively build relationships with new skilled immigrant employees?
- How would your organization, team and employees (including skilled immigrants) benefit from an effective new employee orientation program?

In Summary

Forward-thinking HR professionals and managers use an inclusive approach when orienting new skilled immigrant employees to the workplace. During the orientation period and beyond, providing employees with resources to develop understanding of how culture affects the quality of individual and team interactions can contribute to high-functioning, multicultural teams.

Scene 2: The First Team Meeting

Scene Description

Henry holds a meeting to introduce Tarek to the rest of the project team. Henry is anxious about Tarek's ability to work well with his team members in order to meet the tight project deadlines. The introductions do not bring out the reactions that Henry had hoped for. Based on the initial exchange between Tarek and Janet, Henry is concerned that any future interactions between the two may have an impact on the success of the project and he approaches Dana to express his concern. They both decide on assigning Greg as Tarek's "buddy" so that he can mentor Tarek and help him navigate through MetroCan.

Discussion Notes for Trainer

- Effective communication is the biggest challenge for multicultural teams because communication styles differ across cultures. For team members to work through these differences they first have to understand that people communicate differently. Understanding that there are different communication styles that vary across cultures and how that can impact team dynamics and the perceptions of individual members is the first step in creating effective teams. Team leaders need to be trained to recognize such dynamics and create an environment that brings out the best performance from all individuals.

Key Learning Points

- Recognize how an individual's cultural orientation may influence his behaviours during introductions and similar interactions.
- Recognize some of the communication barriers due to cultural differences, which a new immigrant employee may encounter in the workplace.
- Identify opportunities and strategies to bridge differences in communication styles during team meetings and one-on-one interactions.

- Initial kickoff meetings, when conducted well, help to introduce new members to an existing team. Ideally, these meetings provide team members with an opportunity to start off smoothly. At this time, most teams discuss what will make the project successful. They focus on roles, responsibilities and project details. However, effective teams also discuss how often they will communicate as well as their communication preferences (e.g. e-mail vs. phone), flexibility needs and working styles.
- A face-to-face kick-off meeting puts "a face to a name" for each team member. It makes a big difference in understanding and appreciating each other as people and colleagues, provides a venue for the team to "break the ice" and opens the door for each team member to participate in the onboarding process.

Discussion Questions

- In what ways did Tarek's behaviour differ from that of the other team members?
- What differences in behaviour would you attribute to each individual's culture? To the organization's culture?
- Identify misinterpretations of behaviours that you noticed during this scene. Compare what you noticed with what other people point out. Why are some behaviours more noticeable than others?
- Which of these manifestations of culture have you encountered in your own organization?
- Identify some of the challenges for each of the characters in this scene. What strategies would you recommend to Henry? To Dana? To Tarek? To the other team members?
- Which of these challenges are relevant to you in your role and/or workplace?
- What is the impact of not addressing these challenges?
- How can these challenges be addressed on organizational, team and individual levels?

In Summary

Cultural norms play a huge role in the mechanics of the interpersonal relationships that develop at work. When you grow up in a culture, you take for granted the norms, values and behaviours that typify that culture. This enables groups of people who belong to the same culture to function in the same way, based on unspoken rules and expectations of one another. When co-workers do not share this basic internal "cultural software", they need to become conscious of how their own cultural software differs from that of their colleagues, and what kinds of adjustments each member of a team may need to make in order for the team to function effectively.

Chapter 1 Resources

Please refer to Appendix 1 through 6 in the References and Resources section of this guide.

CHAPTER 2: Cross-Cultural Teamwork

11 minutes and 18 seconds (7:20 – 18:31)

Tarek's initial attempts to connect with people on the team bring mixed results. In this chapter Tarek is able to catch on quickly to the more straightforward and easy-to-communicate elements of MetroCan's workplace culture – like the business casual dress code. However, Tarek soon begins to encounter the unspoken norms, rules and expectations which could potentially trip up his performance – and the team's.

Scene 1: A Bright New Day

Scene Description

Tarek and Malika's breakfast conversation highlights the excitement and enthusiasm which every new employee brings to the workplace. This scene illustrates how team members can benefit from the enthusiasm and ideas that a new team member can bring to the team, regardless of their cultural background.

Discussion Notes for Trainer

- Despite the layers of complexity inherent in multicultural teams, such groups offer numerous and distinct advantages, including:
 - Better business solutions resulting from diversity of thought and ideas.
 - An organizational culture and environment enriched by the philosophy and uniqueness of other cultures.
 - A work environment that promotes continuous improvement and the development of improved products and services, contributed to by openness to learning different methodologies.
 - Corporate executives who value diversity, understand its benefits and see how it positively impacts the employees and the organization as a whole, leading to the development of innovative products and services.

Key Learning Points

- Recognize how cultural dimensions shape norms of corporate culture.
- Explore the expectations that new skilled immigrant employees bring to the Canadian workplace.
- Discuss how the infusion of new ideas, different expectations and culturally different behaviours could create potential pitfalls in the team's performance.

Discussion Questions

- What traits, skills and experience can Tarek potentially bring to the team?
- Think of the individuals who are part of the MetroCan team. Identify how each person in the group can potentially be influenced either positively or negatively by the new team member.
- What potential benefits can the team reap from bringing Tarek's skills and experience into the group?
- What underlying issues have the potential to negatively impact the team's future performance if not addressed?
- What approaches would you recommend to address these issues?

Scene 2: Workplace Communication – The Effect of Business Jargon, Acronyms and Idioms

Scene Description

Communication is a key tool to facilitate the integration of new immigrant employees. Some technical and business jargon, acronyms and idioms which the team members take for granted are new to Tarek. His first meeting with Henry to discuss objectives and expectations identifies opportunities to improve communication, particularly during the new employee onboarding period.

Discussion Notes for Trainer

- Jargon exists in every workplace, and when used appropriately can be a quick way to communicate within a group of people who share a common definition and contextual interpretation of the terminology. When people become accustomed to using acronyms, idioms and jargon that are specific to their profession or work environment, they may not always realize that other people may not understand. As a result, newcomers may feel that the use of jargon is deliberate and the intent is to exclude them.
- The following strategies help ensure jargon-free communication particularly with new employees:
 1. Be aware of words or phrases that you often have to explain to people outside your work community and try to avoid them.
 2. Develop a central reference point or document which employees can refer to for definitions of workplace jargon and acronyms.
 3. Ask new employees to review this list during orientation and ask for clarity if they hear or come across acronyms, jargon or phrases they're not familiar with or do not understand.

Key Learning Points

- Recognize differences in each team member's communication style.
- Identify communication challenges (e.g. jargon, acronyms, idioms) specific to new skilled immigrant employees that may affect their understanding of performance objectives and expectations by their managers.
- Identify and use communication tools and strategies to help new skilled immigrant employees understand the workplace objectives and expectations (i.e. glossary of acronyms, using easily understood qualitative and quantitative measures of performance to define and communicate expectations, templates, quick reference guides, checklists).

Discussion Questions

- During this conversation, Henry provided an outline of Tarek's personal business objectives. What recommendations would you offer Henry to facilitate clarity and to leverage Tarek's potential contributions?
- In response to Henry's expressed concern about getting the product to market in less than 100 days, Tarek said, "It's no problem sir. Back home we used to launch in less than half that time." How might Henry use this conversation as an opportunity to leverage Tarek's skills and experience?
- What approaches have you found helpful to support new skilled immigrant employee integration in your organization?

- How might you improve on your approach to communicating objectives to new employees? (i.e. clarity of what and how performance will be measured, process and timing, roles and accountabilities).
- Please provide examples of what you or other leaders in your organization would find challenging when communicating performance objectives to new employees in your organization.
- What other approaches could help new skilled immigrant employees successfully navigate the initial orientation period in your organization?

Scene 3: Communicating Performance Objectives

Scene Description

Tarek gathers up the courage to ask Henry for additional information about MetroCan's strategic objectives, which he feels he needs to clarify his understanding of his performance objectives. Although Henry's initial response is less than forthcoming, Tarek encounters numerous opportunities to learn about the "new" culture of his workplace.

Discussion Notes for Trainer

- Performance planning involves defining what is expected of people with regard to their job duties and objectives, and the competencies required to accomplish these goals. An effective performance development model helps employees see how their contributions fit with the overall direction of the organization for which they work.
- In order to succeed, the organization's strategy must be clearly understood by all contributors at all levels. Otherwise, they won't know where the organization is going or how their contribution will help achieve the strategic goals. Developing and communicating the strategic plan across the organization is essential to ensure each person understands how they individually and collectively contribute to the organization.

Key Learning Points

- In some cultures, an understanding of the company's strategic direction as well as knowledge of the company's goals and objectives is important for employees to understand how they fit in to the big picture.
- Recognize how cultural differences shape and influence individual behaviours, and how these behaviours are interpreted in cross-cultural interactions (i.e. formal and informal roles and relationships within teams; expectations and norms, the unspoken rules, asking for clarification and expressing needs.)

Discussion Questions

- What benefits do you see in ensuring Tarek understands MetroCan's strategic initiatives?
- What specific elements of the strategic initiatives would be relevant to Tarek?
- What information would you provide Tarek with to help him understand the organization's strategic initiatives?
- What resources would you point him to if he were an employee in your organization?
- How might Henry develop a better understanding of what Tarek might require to accomplish his performance objectives?

- How do you currently communicate performance objectives to new employees in your organization?
- What did Tarek end up focusing on during the meeting?
- Of the team's behaviours during the meeting, what would you expect to be the norm in a formal culture vs. the more informal Canadian culture? What behaviours would be the norm in a hierarchical culture? Which of these would fit in your organization's norms?

Scenes 4-7: Getting to Know You

Scene Description

These four scenes highlight instances when cultural differences have the potential to escalate and derail interpersonal relationships among key team members. The non-verbal cues which comprise the majority of meaning in most interpersonal interactions serve to further complicate Tarek's challenges with the unspoken rules and norms of his new environment. In these short scenes, what is left unsaid speaks volumes about the differences within the group.

- **Scene 4 Small Talk and Conversational Taboos**
Tarek eagerly anticipates the opportunity to develop a bond with his orientation buddy and invites Greg to join him for lunch. He is baffled by Greg's reluctance to speak on a personal level and learns the hard way about some of the unspoken rules of Canadian culture and the taboos around certain topics.
- **Scene 5: Tarek Submits a Budget Request**
Tarek submits a budget request to Janet for a senior programmer.
- **Scene 6: No Means No**
Tarek encounters more of the unspoken rules when Greg declines his invitation to join him for lunch.
- **Scene 7: Encountering Different Religions**
Janet walks in on Tarek as he performs his prayers in the spare office.

Discussion Notes for Trainer

Orientation and Cross-cultural Communication

- Newcomers to Canada may not yet have developed an understanding of the business culture and norms of the Canadian workplace – and their colleagues may not even be aware of the unspoken norms they take for granted. The first step in helping employees learn about corporate norms is to explain expected behaviours. New skilled immigrant employees could

Key Learning Points

Cross-cultural Communication

- Recognize how cultural differences shape what people say and do during one-on-one interactions.
- Understand communication barriers which may be encountered as part of cross-cultural communication.
- Discuss strategies to avoid potential conflict which might arise from cross-cultural miscommunication.

Religious Differences

- Recognize cultural differences related to religion and faith, which may be encountered in a multicultural workplace.
- Discuss responsibilities and expectations related to religious accommodation in the workplace.
- Identify opportunities to promote awareness and understanding of cultural differences, particularly as it relates to religion and faith.

greatly benefit from receiving guidance and clarification on the most common areas of confusion.

- An orientation on cultural values and behaviours usually begins with a conversation on the topic of cultural relativity. Such a discussion may begin with a discussion of the norms of the national culture, and follow through to regional culture and on to specific corporate culture. For example, while Canadian culture differs from Indian culture in many ways, Toronto culture also differs from small town Ontario culture, and corporate cultures vary from company to company. These elements of culture, whether they exist on a national, regional or organizational level, significantly shape the norms within which the new employee is expected to work.
- National and regional cultures differ in their expectations and definitions of acceptable behaviour or norms in social situations and how these translate into the workplace. Among the most common areas where norms may differ are:
 - Work attire
 - Time orientation
 - Customary greetings
 - Small talk and taboos about culturally inappropriate topics of discussion
 - Types of questions and to whom they should be directed
 - How to participate in meetings and present suggestions
 - How to ask for clarification
 - How to express concerns
 - When and how corrective feedback is provided
 - Mealtimes and breaks at work; eating together or alone
- Developing cultural competence begins with the awareness that people in other cultures hold values that may be different from our own. This awareness is critical for the new employee and orientation buddy as it enables them to suspend their judgment of one another, collect information based on facts and better understand the contextual meaning of behaviours during cross-cultural encounters.

Religious Accommodation

- In Canada, the Charter of Rights and Freedoms protects freedom of religion and expression. The protection and accommodation of religion within the workplace is addressed in the various human rights codes across Canada. The Ontario Human Rights Code prohibits discrimination on the basis of “creed”. Creed means religion and includes non-deistic bodies of faith, such as the spiritual faiths of aboriginal cultures as well as genuine newer religions. The protection of creed also extends to personal religious beliefs, practices or observances. This applies even if the practices are not essential elements of the religion, provided they are sincerely held by the person.
- Building trust and mutual respect is an important aspect of faith accommodation. It is the role of all employees to ensure fairness and respect for diverse religious beliefs and practices. Some employees may complain that accommodating the religious beliefs of others is unfair or unnecessary. Take advantage of such occasions to share information with co-workers, explaining the company’s policy towards accommodation and perhaps asking employees who are being accommodated to share information about certain aspects of their religion or beliefs. Provide employees the opportunity to ask questions so they can be better informed.

Discussion Questions

Cross-cultural Communication

- In scenes 4 and 6, it is evident that Tarek and Greg had different expectations with regards to their pairing as part of Tarek's orientation program. What were some examples of fundamental differences in their expectations of each other?
- What did Tarek expect of Greg, as his orientation buddy? How did this differ from what Greg expected his role to be?
- If you were to assign an employee to be an orientation buddy in your organization, what would the expectations of the role be?
- How would you go about preparing the orientation buddy for the assignment?
- What activities and resources are currently in place for new employees in your organization?
- The perception that the orientation process creates more work for the team is a common challenge raised by organizations. What strategy would work for your organization to enable accommodation of the needs of your organizational culture, new immigrant employees and the existing employees who would be asked to fill the orientation buddy role?
- How might you use The Cultural Web worksheet (Appendix 11) and other resources provided in the References and Resources section to:
 - Prepare the new skilled immigrant employee and other new employees.
 - Select and prepare the orientation buddy.
 - Promote teamwork through positive interactions among employees.

Religious Accommodation

- Dana speaks about the importance of providing Tarek with a space where he can pray, and the value of this kind of religious accommodation in engaging employees and promoting MetroCan as an employer of choice. What other compelling reasons for religious accommodation can you think of?
- In the prayer room scene, what would you have done, if you were in Janet's place? What would you have done if you were in Tarek's position?
- What religious observances and/or practices are you aware of in your workplace? What are some strategies you can use to promote awareness and understanding of other religions in your workplace?
- Discuss proactive strategies that Dana and Henry could initiate at MetroCan to foster an inclusive culture?

Scene 8: Conflict Simmers

Scene Description

The tension between Janet and Tarek continues to build as he follows-up on his budget request.

Discussion Notes for Trainer

1. Culture influences the effectiveness of the communication process. There are cultural differences in how verbal and non-verbal elements of a message are formed, delivered and received. When people of different cultural backgrounds communicate with one another, misunderstandings can often occur.
2. Learning the words, definitions and grammar of a new language is the first step in an individual's ability to communicate successfully in the new language. The second and more challenging aspect is to read between the lines, understand the nuances, and use and interpret non-verbal signals effectively.
3. Although communication barriers are present in homogenous cultures, they become more noticeable during interactions between individuals from different cultures. Some of these potential communication barriers include perceptual screens, language and jargon, and status differences and gender, and are present at both the organizational and interpersonal levels of communication. The differences are explained further in Appendix 10: Barriers to Cross-Cultural Communication, found in the References and Resources section of this guide.

Key Learning Points

- Effective communication is instrumental for organizations to achieve targets and continuously improve performance. Many organizational and team performance issues stem from miscommunication at the interpersonal level.
- Through effective interpersonal communication, leaders and employees are able to build rapport, find common interests, exchange information, persuade and influence, and achieve results. Ineffective communication leads to confusion, anxiety, frustration and misjudgments of others.

Discussion Questions

- Looking back at the interaction between Tarek and Janet, what immediate impressions did you form of Tarek's actions? What impressions did you form of Janet's response?
- Compare your impressions with your peers to see if there are any similarities or differences in your judgment of Tarek's approach and Janet's response.
- What changes (if any) would you suggest to Tarek's approach that would work within your organization's cultural context?
- What changes (if any) would you suggest to Janet's response that would work within your organization's cultural context?
- What results would you expect to see if Tarek and Janet broadened their awareness of the different cultural contexts that influence their interactions?
- What other strategies would you recommend to help clear the tension between them?
- Dana refers to the various policies currently in place at MetroCan, which are intended to promote inclusiveness.
 - What strategies would help translate these policies into specific actions for managers and employees in the organization?

- What recommendations would you have for Henry, or hiring managers in other organizations, to avert potential challenges or issues and help manage the relationship between Tarek and his co-workers?

In Summary

Cross cultural communication is critical across all levels of an organization and is a shared responsibility for managers and employees alike. Understanding, embracing and addressing cultural differences through effective communication maximizes each individual's ability to build rapport, find common interests, exchange information, persuade and influence others, and achieve results.

Scenes 9 - 10: Team building

Scene Description

These scenes present two examples of team building activities at MetroCan. Viewed from each team member's perspective, differences in each character's attitudes and motivators are evident.

- **Scene 9: Team Picture**
Dana is concerned by Tarek's serious facial expression in the team picture, and is surprised by the explanation he provides.
- **Scene 10: Team building**
A team potluck is something everyone looks forward to – or is it?

Key Learning Points

- Understand how cultural differences can have implications on the development of a cohesive team.
- Recognize how differences between individualist vs. collectivist and formal vs. informal cultural orientations may influence attitudes to team building and its impact on teamwork.

Discussion Notes for Trainer

- Being a “good team player” is universally valued in workplaces worldwide. However, people who come from different cultural backgrounds often vary on the interpretations and expectations of behaviours which define a “good team player”. Differences in the key cultural values of individualism vs. collectivism and risk-tolerant vs. risk-averse orientation have the greatest influence in shaping preferences and attitudes toward teamwork and team building.
- The culturally competent individual is able to recognize different cultural values and understands how these are linked to individual preferences and attitudes toward team building and team work. This understanding enables the development and implementation of team building approaches which appeal to and engage a diverse group.

Discussion Questions

- The MetroCan team presents a variety of attitudes to team building. How would you describe each character's attitude towards team building?
- Which of these are most like your own? Least like your own?
- Keeping your own team building preferences in mind, come up with a list of team building activities that you would enjoy.

- Select a video character whose team building attitudes are least like yours. How would you go about identifying a team building activity that they would enjoy?
- Identify how some of the behaviours in this scene could be misinterpreted by someone who has a different cultural orientation. Compare what you noticed with what other people point out. Why were some behaviours more noticeable than others?
- Which of MetroCan's team building norms and activities reflect some of your own organizations' practices?

In Summary

Effective team building goes beyond rituals and ceremonies. To fully develop a diverse team, it is important to introduce team processes and norms, set clear goals, define roles, and tailor rewards and recognition in a manner that considers cultural differences. In order for multicultural teams to work well together, all team members need to feel they are part of the same team and working toward the same goals.

Chapter 2 Resources

- Best practices from TRIEC Immigrant Success (IS) awardees. Visit the TRIEC Immigrant Success Awards site to learn how other organizations are leveraging skilled immigrant talent and successfully integrating immigrants in the workplace and read about the individuals who demonstrate inclusive leadership in their organizations: <http://www.isawards.ca>
- What Makes Teams Work? <http://www.fastcompany.com/magazine/40/one.html>
- Please refer to Appendix 7 through 9 of the References and Resources section of this guide.

CHAPTER 3: Manager-Employee and Peer-to-Peer Relations

8 minutes and 1 second (18:32 – 26:38)

This chapter presents examples of cross-cultural communication challenges faced by Tarek as he endeavors to work with the team to meet the project's deadline. Each scene provides a springboard to explore how cultural differences and communication barriers can impact team dynamics and individual performance. Cross-cultural communication barriers presented in this chapter illustrate instances when cultural factors impact clarity of communication.

Scene 1: The Importance of Eye Contact

Scene Description

As Tarek, Greg and Janet meet to discuss project deliverables it becomes increasingly evident that interpersonal conflict lingers between Janet and Tarek. During the conversation, Tarek again brings up the need for a senior programmer and technical writer. Janet's indirect response to his query leaves him baffled.

Discussion Notes for Trainer

- Effective communication is a challenge for cross-cultural teams because communication styles differ across cultures. For team members to work through these differences, they need to understand and recognize the communication barriers that exist in cross-cultural interactions and look at ways to remedy the conflicts that occur as a result of cultural misunderstandings.
- Cultural differences in communication styles, language, hierarchy/authority and decision-making are often a contributing factor in interpersonal conflict. These differences can potentially distort the verbal and non-verbal elements of a message and the interpretation of those messages.

Discussion Questions

- What factors are contributing to the conflict between Tarek and Janet?
- To what extent are Tarek and Janet each responsible for the failed communication?
- What actions and approaches would you recommend to each of them in order to resolve the misunderstanding?
- How would this type of conflict affect you if you were part of the MetroCan team?
- To what extent are these issues a result of Tarek and Janet's cultural differences? Why?
- As a manager, how would you facilitate cross-cultural communication in this team? As a peer?

Key Learning Points

- Recognize how cultural misunderstandings can lead to interpersonal conflict.
- Understand how differences in communication styles can influence each individual's approach to resolving conflict.

Scenes 2 - 6: Decoding Unwritten Rules

These scenes present issues that are emerging in the one-on-one interactions between Tarek, Henry, Greg and Janet. Specific challenges related to the cultural differences in communication styles and decision-making approaches are encountered as the team struggles with issues that threaten their project deliverables.

Tarek is further baffled by the unwritten rules and protocols at MetroCan. Although Dana recognizes the cultural differences which are at play, Tarek and Henry's expectations of each other and how those expectations are communicated remain disconnected.

- **Scene 2: Team Decision Making**
The team (Henry, Greg, Janet and Tarek) meet to discuss the game plan.
- **Scene 3: The Status Update**
Tarek receives a call from Henry, who is asking for a status update.
- **Scene 4: The Gatekeeper**
Tarek encounters Stephanie (Henry's assistant), and is not prepared for the gatekeeper's rules.
- **Scene 5: The Unspoken Rules**
Stephanie provides Tarek with information, to help him understand the unspoken rules of booking time with Henry.
- **Scene 6: Tell Me What I Need to Know**
Henry asks for a status update and is frustrated by Tarek's detailed recount of events. Tarek is frustrated by what he feels is the lack of concrete direction from Henry.

Key Learning Points

- Understand how cultural differences shape communication styles and preferences and influence behaviours within an organization.
- Recognize the culturally different behaviours that manifest in manager-employee interactions.
- Identify opportunities to accommodate cultural differences in decision making and conflict resolution approaches.

Discussion Notes for Trainer

- The differences between informal and formal communication styles are most evident in multicultural teams. Formal communicators are perceived to be very polite as they observe the courtesies that informal communicators disregard.
 - Most North Americans communicate informally and prefer to speak as equals and avoid the use of titles. They may even interrupt or speak over each other during meetings.
 - Formal communicators wait for their turn to speak. Often, they wait to hear what their manager has to say before expressing an opinion. When viewed from the Canadian perspective, they may be misperceived as not having much to say. Formal communicators tend to come from more hierarchical cultures such as Asian and Latin American countries and will defer to people with higher titles.
- New employees may be challenged with decision making if they are unclear about who has the authority to makes decisions and whether those decisions are made in isolation or with others. Three types of individual differences which influence decision making style are directly related to culture. These are: uncertainty tolerant vs. uncertainty averse; individualist vs. collectivist, and hierarchical vs. egalitarian.

- The extent to which the decision maker is willing to tolerate risk has a direct influence on the amount of information that will be necessary in order to arrive at a decision. Individuals who are uncertainty tolerant tend to be comfortable with making decisions based on a few key pieces of information. Risk-averse individuals on the other hand, will need to analyze extensive and detailed data before making a decision.
- Individuals with hierarchical orientation will not contradict what he or she may perceive to be a poor decision by the boss, because it would result in loss of face for the higher status individual. Employees in an egalitarian culture on the other hand will not hesitate to present alternative ideas and disagree with the boss, because of the belief that they are equally capable of ensuring success; individual loss of face is not a concern.
- A person with individualist orientation will be comfortable with making a decision regardless of impact on other areas/individuals. In contrast, a person with a collectivist orientation will consider broader impact of each available option prior to deciding.

Discussion Questions

Consider Tarek's interactions with his manager (Henry).

- How would you describe Henry's communication styles and preferences? Contrast these with Tarek's communication styles and preferences.
- What does Henry find challenging when communicating with Tarek? What does Tarek find challenging when communicating with Henry? Why are these challenges occurring?
- What recommendations would you have for Tarek and Henry to bridge the cultural differences in communication styles and preferences?
- How does the MetroCan team respond to Henry (i.e. the leader)? Do they tend to defer to authority figures like Henry as Tarek does for major decisions?

Now consider Tarek's interactions with his peers and subordinates.

- What was different about Tarek's communication style and approach when dealing with his peers (Greg and Janet) vs. with a subordinate (Stephanie)?
- What aspects of Tarek's approach are typical of a hierarchical or formal culture?
- What potential issues could arise from Tarek's approach if used in a cultural environment which differs from his own (i.e. less formal or less hierarchical)?
- How would you recommend Tarek adapt his approach to Stephanie in order to develop a positive working relationship? What adaptations to Tarek's approach with his peers (Greg and Janet) would you recommend?
- What actions would you recommend Tarek's co-workers take to help him understand and adapt to the culture at MetroCan?

Think about how mistakes are pointed out in your organization.

- How do people respond when the feedback is provided by the boss? What differences in feedback style would be seen if the feedback is provided by peers?

Think of how ideas are shared in your organization.

- Who initiates the exchange of ideas in your organizations?
- Are people across all levels comfortable with presenting suggestions?
- How would your organization benefit from an influx of new ideas and approaches?

Think about how decisions are made in your organization.

- Who is involved in decision making?
- What kind of information is sought?

- Who has the final say?
- What criteria are applied to arrive at a decision?

Identify opportunities and recommend strategies for your organization:

- Which unwritten rules and norms could pose challenges for skilled immigrant employees in your organization?
- Which of the behaviours observed in these scenes are present in your organization? Which behaviours are causes for concern?
- What are some strategies to address these concerns?

In Summary

Diverse teams have the potential to positively influence creativity and innovation because each member brings knowledge, skills and abilities to the group. However, effective team dynamics are necessary to realize this potential. When culturally different individuals work together, misinterpretation of words and behaviour can be expected. To mitigate cultural misunderstandings, culturally intelligent individuals are able to suspend judgment of culturally different behaviours, seek clarification and maintain an open flow of information in both directions.

Scene 7 - 8: Language and Communication

In this scene, tension escalates as Tarek becomes increasingly frustrated by his inability to connect with Henry and Janet despite his efforts. Miscommunication is starting to wear everyone down.

- **Scene 7: Details, Details, Details!**
Henry feels inundated by the amount of information Tarek provides, and his frustration boils over.
- **Scene 8: Pointing Out a Mistake**
Janet corrects a word used in Tarek's presentation; an unexpected reaction is elicited.

Key Learning Points

- Understand the extent to which communication barriers impact cross-cultural interactions.
- Understand the impact of cultural filters which affect clarity and the effectiveness of one-on-one communication.

Discussion Notes for Trainer

- It is important to recognize that a basic understanding of cultural diversity is the key to effective cross-cultural communication. Developing a deeper awareness and appreciation of cultural differences as they relate to communication may be instrumental in supporting individual and team performance.
- Language differences are often blamed as the primary cause of misunderstandings. Although obvious barriers related to vocabulary, grammar and pronunciation exist, these may not always be the cause of miscommunication. Communication proficiency is more than just learning new vocabulary and grammar – it also requires the ability to accurately formulate and decode messages. Communications among team members will be more effective if all parties work toward development of cultural competence, not just the new immigrant joining the team.

- Communication style refers to an individual's preferred manner of giving and receiving information in a specific situation. It considers the preferred way to:
 - Organize and present information
 - Encourage others and be encouraged
 - Agree or disagree with others
 - Build trust and relationships with others
 - Communicate politeness
 - Negotiate
 - Establish credibility
 - Resolve conflict
 - Make decisions and solve problems
 - Interrupt others and be interrupted
- Research has shown that in most situations a message that is being communicated is not just conveyed through words. The common understanding of the unspoken elements of the message – tone of voice, gestures and facial expressions – are equally important in ensuring messages are clearly sent and received.

Discussion Questions

- What contributed to messages being sent and received effectively and to the characters understanding each other? What contributed to misunderstandings?
- What cultural elements influenced each character's preferred communication style?
- What unspoken messages did Henry attempt to communicate to Tarek? What methods did you observe Henry use to transmit these messages?
- To what extent was each character able to communicate effectively?
- How might Henry adapt his communication style to accommodate Tarek's need for concrete direction? How might Tarek adapt his communication style to adapt to Henry?
- What misinterpretations presented in these two scenes have you experienced or observed in your workplace?
- Compare what you have observed with what other people point out. Why are certain behaviours more noticeable than others?
- Which observed behaviours have the potential to impact relationships and performance at any level?
- Within your organization, what resources and strategies are you aware of that would help a new immigrant employee develop a better understanding of the unspoken rules and expectations in your environment?

In Summary

The ability to recognize the impact of cultural differences on communication styles requires each team member to be willing to coach and be coached in order to communicate clearly and effectively while providing feedback in a respectful manner.

Culturally competent individuals are able to:

- Communicate despite accent and language barriers.
- Accurately interpret culturally different behaviors and communication styles.
- Fairly assess job applicants and employees based on their understanding of culturally different presentation styles, behaviours, and language facility.
- Promote harmony and comfort in the workplace by understanding the motivations and perspectives of others.

Scene 9 - 10: Religious Practices and Accommodation

The statement 'Integration is a two-way street' summarizes the heart of the issues in these two scenes. Dana is left speechless when she learns through Henry that Tarek was washing his feet in the men's washroom sink. A client walked in as Tarek was washing his feet and the client was clearly uncomfortable with what he saw. Henry is at the end of his rope and looks to Dana for a solution. He fears MetroCan could lose clients as a result of Tarek's behaviour. Dana tries to find a way to accommodate Tarek's religious needs without causing any undue hardship to MetroCan.

- **Scene 9: Feet off the Washroom Sink!**
Dana is left speechless when she learns through Henry that Tarek was washing his feet in the men's washroom sink.
- **Scene 10: Integration is a Two-Way Street**
Dana tries to find a way to accommodate Tarek's religious needs without causing any undue hardship to MetroCan. The ability to understand and accommodate needs and a willingness on both sides to adjust are key to successful integration.

Key Learning Points

- Understand the Canadian employer's duty to accommodate religious needs and observances.
- Understand how accommodation can help create a positive and inclusive workplace that embraces cultural and religious diversity.
- Explore situations that may cause undue hardship to employers and what is reasonable and unreasonable accommodation of religious needs and observances.

Discussion Notes for Trainer

- "Under the Ontario *Human Rights Code*, discrimination because of religion (creed) is against the law. Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their religion. " (Source: http://www.ohrc.on.ca/en/issues/religious_rights)
- "Religion includes the practices, beliefs and observances that are part of a faith or religion. It does not include personal moral, ethical or political views. Nor does it include religions that promote violence or hate towards others, or that violate criminal law. " (Source: http://www.ohrc.on.ca/en/issues/religious_rights)
- The objective of the Code is to help foster an environment of understanding and mutual respect for the dignity of each person so that they may feel like a valued part of society that is able to contribute. Employers need to understand their obligations under the Code.
- Employers and employees share mutual responsibilities to enable the implementation of inclusive and respectful practices including a religious accommodation policy and practices, to accommodate religious needs in the workplace.

Discussion Questions

- If you were like the client who walked in on Tarek as he was washing his feet in the washroom sink, what would your immediate reaction be? What immediate impressions would you form?
- How would your peers react if they encountered a similar situation in your workplace?
- How would issues like this one be handled by the leaders in your organization?

- Are those reactions reflective of your organization's policy with respect to accommodating religious differences?
- What specific responsibilities do you expect of Tarek, Henry and Dana to ensure reasonable accommodation?
- What should a religious accommodation policy entail – i.e. what are the first few steps that an organization must take to accommodate religious needs?

In Summary

The Canadian Human Rights Commission has outlined some of the rights and duties of both an employee requesting accommodation and the person or organization responsible for providing accommodation. The employer's duty to accommodate requires reasonable efforts short of undue hardship. This level of accommodation has been explained by the Commission as requiring reasonable steps to accommodate without undue interference in the operation of the employer's business and without undue financial burden to the employer. The term "undue" implies that some level of hardship or expense on the part of the employer will be required. What may be undue hardship for one employer may not be the case for another. The development of a religious accommodation policy is the first step in addressing religious needs. However, employee education is also necessary to ensure that religious differences are respected.

The following steps will guide employers in dealing with employee requests to accommodate religious observances in the workplace:

- Put it in writing.
- Reply to the request within a reasonable time.
- If required, request for further clarification or information from the employee regarding the religious observance or need.
- Assess the need for accommodation based on the religious observance needs of the employee – e.g. dress code, scheduling, religious leave.
- Consult with stakeholders and look out for promising practices in this area.

Resources for Chapter 3

Please refer to Appendix 10 through 12 of the References and Resources section of this guide.

CHAPTER 4: Performance Review: Rewards and Recognition

10 minutes and 1 second (26:39 – 36:45)

It is almost time for Tarek's three-month performance review, which marks the end of his probationary period at MetroCan. In preparation for the meeting, Dana guides Tarek on how to complete the performance review self-assessment. As well, Henry receives tips on how to provide feedback. This chapter presents situations which highlight the extent to which cultural differences influence the effectiveness of performance feedback in a diverse workplace.

Scenes 1 - 2: Preparing for the Performance Review

Dana provides guidance to Tarek and Henry as they both prepare for the three-month performance review meeting. Tarek is unclear about the yardstick that will be used to evaluate his performance. Henry is impressed by Tarek's technical strengths, but is concerned about Tarek's inability to get along with his team members and ensuring that the project deliverables are being completed on time. These scenes highlight the importance of clearly articulating performance objectives to ensure a shared understanding and ownership of what is expected and required.

- **Scene 1: Tarek Prepares His Self-Assessment**
Tarek is worried about not understanding how his performance will be measured, and approaches Dana for guidance.
- **Scene 2: Henry Considers His Feedback Approach**
Henry expresses his dissatisfaction with some aspects of Tarek's performance. Dana attempts to help by providing Henry with pointers on how to provide specific performance feedback.

Key Learning Points

- Recognize how clearly communicating specific performance objectives is essential to helping new immigrant employees reach their full potential.
- Recognize how individual communication styles related to cultural factors affect how each person (manager and new immigrant employee) participates in the performance management process.

Discussion Notes for Trainer

- When feedback is provided in a homogenous cultural context, misinterpretation is less likely to occur because each participant interprets messages using similar meanings and contexts. Feedback within a multicultural context is more likely to be subject to differing interpretations and assigned meanings.
- Cultural differences have the potential to result in misunderstandings and conflicts between the employee and manager. Two major issues which derail the relationship are: employees and managers not sharing a common understanding of performance expectations, and differences in how each gives and receives feedback. Both of these issues can undermine the effectiveness of the performance management process as well as the relationship. To successfully bridge cultural differences, managers and employees need to understand and recognize the communication barriers that exist in cross-cultural interactions.
- The values and behaviours associated with culture are deeply ingrained in each of us. When an immigrant arrives in a new country or joins a new organization, being told that "things are done differently here" is often not enough to overcome habitual behaviours. Managers and

new skilled immigrant employees need to work together to identify and communicate differences and both may need to make some adjustments.

Discussion Questions

Dana advises Tarek and Henry on how to prepare for the performance evaluation meeting.

- Which aspects of Dana's recommendations are among your current performance management practices?
- What other practices would you recommend to effectively manage individual performance?
- Which factors related to culture based communication styles may have contributed to the discord between Henry's message and Tarek's interpretation of it?
- If faced with a similar situation, what would you do differently as a manager? As an employee?

Scenes 3 - 4: The Big Day Arrives

It's time for Tarek's performance review, and Henry is confident that he is sufficiently prepared to deliver clear feedback. As he goes through the rationale behind his feedback approach, it is evident that this is an approach he has used before.

- **Scene 3: No Business Casual Today**
Tarek is excited about his performance review and has donned his suit and tie for the occasion.
- **Scene 4: What Did Henry Mean?**
Henry provides Tarek with performance feedback, applying his interpretation of Dana's suggestions. Henry is confident that his feedback delivery is clear, direct and easily understood.

Key Learning Points

- Recognize how cultural differences influence the way feedback is given, and an individual's interpretation and response to performance feedback.

Discussion Notes for Trainer

- New employees bring expectations of their workplace which are shaped by different cultures, experience, and personality. These elements influence the individuals' attitudes and behaviours regarding their performance evaluation, which may differ from what is expected in the new workplace culture.
- Managers in the multicultural workplace may benefit from being better able to understand and recognize the cultural value drivers of behaviour, primarily those related to collectivism/individualism, hierarchy and risk orientation.
- The factors related to culture can sometimes drive behaviours which could be misinterpreted as performance issues. Often these issues may be easily corrected by explicitly discussing any apparent conflict between the employee's approach and the values of the workplace.
- Tailoring one's approach to accommodate cultural differences when communicating performance expectations and providing feedback promotes understanding and buy-in. For example, a more indirect approach to feedback where negative feedback is framed as a suggestion is often misinterpreted by those who are used to direct correction.

Discussion Questions

- Which cultural values did you recognize in Tarek’s attitude towards his upcoming performance review?
- What was your interpretation of the feedback that Henry provided to Tarek? Was the message direct or confusing? Was it clear that Henry looked to Tarek to solve his issues with Janet?
- What similarities and/or differences did you notice between Henry’s approach to delivering feedback and yours?
- What would you advise to a leader like Henry in order to ensure that his message and performance review feedback is clearly understood?
- Based on your experience in receiving feedback or your experience in providing feedback to your direct reports, to what extent is Henry’s feedback style effective when communicating with new or culturally different employees?

Scene 5 - 7: What Lies Beneath the Surface

Dana realizes that Tarek has misunderstood the performance feedback and talks to Henry to confirm the intended message. Tarek is shocked when he learns through Dana that he missed the mark in understanding Henry’s feedback and blames his misunderstanding on Henry’s softness. Later, over dinner with friends who are also immigrants, Tarek refers to Canadian feedback as a “feedback sandwich”. Only one thing is clear to Tarek, Malika and their friends: Canadians are very difficult to understand.

- **Scene 5: Broken Telephone**
Tarek interprets Henry’s feedback to be positive, and relays this to Dana.
- **Scene 6: Things Are Not What They Seem**
Dana speaks with Tarek to set the record straight.
- **Scene 7: The Feedback Sandwich is NOT for Everyone**
Over dinner with friends who are also immigrants, Tarek refers to Canadian feedback as a “feedback sandwich”. Only one thing is clear to Tarek, Malika and their friends: Canadians are very difficult to understand. Leaders in the North American workplace are often encouraged to use the “feedback sandwich” technique when providing feedback to staff. This scene presents unexpected outcomes which result from using this communication technique in a cross-cultural setting.

Key Learning Points

- Identify the challenges associated with providing and receiving performance feedback, from the perspectives of the manager and skilled immigrant employee.
- Understand approaches to providing performance feedback to culturally different employees.

Discussion Notes for Trainer

- Employees who are unfamiliar to the typical Canadian style of providing feedback may incorrectly interpret the message being delivered and miss the gist of important corrective feedback.
- Everyone has the responsibility to participate positively and actively in the performance review process. When performance expectations are clearly communicated, it leads to successful manager-employee relationships, enabling the team to work toward achieving

their goals. Encouraging new skilled immigrant employees to participate in the performance appraisal process may not always produce the desired results if cultural differences are not considered. For example, a new employee may be uncomfortable with asking for help if he has a highly individualistic cultural orientation; providing feedback upwards or to a peer may not be comfortable for a hierarchy-oriented individual.

Discussion Questions

- What elements of culture impacted the communication between Tarek and Henry which led to misunderstandings between the two?
- What were some of Tarek's responsibilities in ensuring a successful performance evaluation process?
- What recommendations do you have for Henry to help him provide feedback while taking Tarek's cultural differences into account?
- Identify misinterpretations of behaviours that you noticed during this scene. Compare what you noticed with what other people point out. Why are some behaviours more noticeable than others?
- What similar challenges have you encountered or are aware of within your organization?
- How might you apply what you have learned from this discussion in your role?

In Summary

Not being able to articulate and clarify performance expectations can result in diminished employee confidence. Keep cultural differences in mind when communicating performance objectives and feedback to ensure clarity, minimize the risk of misinterpretation and ensure that the intended message has been heard.

Chapter 4 Resources

Please refer to Appendix 13 of the References and Resources section of this guide.

CHAPTER 5: Retaining Skilled Immigrant Talent

11 minutes and 6 second (36:46 – 47:50)

This chapter explores the importance of individual and organizational cultural competency in promoting inclusive talent management practices and facilitating an individuals' ability to "fit" in. As the MetroCan team moves toward achieving their goal, the impact of interpersonal conflict on co-workers and team performance is presented, with a focus on the value placed on soft skills. This chapter also offers examples of how cultural differences can be acknowledged and considered in an organizations' rewards and recognition practices, celebrations, and retention strategies.

Scenes 1 - 2

Tarek continues to experience difficulties working with Janet, who now completely ignores him and his budget requests. In these scenes, Tarek is increasingly disheartened by the challenges he has to deal with. He is slowly coming to the realization that there are changes that need to happen for the team to succeed and for him to fit in at MetroCan.

- **Scene 1: A Balance of Skills**
Greg and Tarek discuss how Janet's technical strengths make her valuable to the group, despite the conflicts she has had with team members.
- **Scene 2: Should I Stay or Should I Go?**
Malika's resolve weakens as the pressure on Tarek persists. She puts forth a startling suggestion, which Tarek is seriously considering.

Discussion Notes for Trainer

- An inclusive organizational culture makes it easier for individuals to fit in and become part of a highly-functioning team. An inclusive workplace enables an organization to embrace the diversity and richness of backgrounds and perspectives which skilled immigrant employees bring and to leverage their diverse talents to arrive at winning business solutions
- Culturally competent professionals in a multicultural environment are flexible, perceptive, open-minded and tolerant of ambiguity and differences. The willingness and ability to look at issues from the point of view of a newcomer or outsider promotes an individual's ability to effectively respond to issues arising from cultural differences.
- Globally, workers are expected to possess a mix of technical and soft skills in order to succeed. However, the perceived optimum mix between these two skill types differs significantly between cultures. Hierarchical cultures and/or organizations place a greater value on technical skills; egalitarian cultures place greater emphasis on soft skills. For example, in Russia the average relative weight ascribed to the two skill types might be 90% technical skills and 10% soft skills. By contrast, the typical Canadian workplace average would be around 60% technical skills and 40% soft skills (Schein, Edgar H. 1997).

Key Learning Points

- Understand the differences between North American and other culture's perceptions of the importance of hard skills and soft skills in the workplace.
- Recognize the importance of delivering meaningful rewards and recognition in a way which aligns with both corporate values and the cultural values of employees.
- Identify opportunities and resources to support the development of culturally competent talent management practices in the organization.

Discussion Questions

- Based on Greg's comment in reference to Janet, "Nobody at the company likes her. Too bad she's good at what she does," and Janet's behaviour toward Tarek, what impressions might you form about MetroCan's organizational culture?
- How much value is placed on soft skills as compared to technical skills at MetroCan?
- What cultural differences are contributing to the ongoing tension between Tarek and Janet?
- If you were a part of the MetroCan team, what would you find challenging about the relationship between Tarek and Janet? How would you address it?
- What approaches would you recommend to the various characters (Tarek, Janet, Henry, Dana and Greg), to help resolve the conflict?
- What would it take for you to consider leaving a situation like Tarek's?

Scenes 3 - 5: Celebrations, Rewards and Recognition

In these scenes, rewards and recognition go a long way toward engaging employees. The contrast between Tarek's quiet acknowledgement of the team's contributions as compared to Henry and Dana's champagne toast are both examples of how teams celebrate. In addition, viewers are given a glimpse into the various motivators, rewards and incentives to consider from different cultural perspectives.

- **Scene 3: Tarek's Potential Shines Through**
The project is almost complete and Tarek has managed to rally the team to achieve their objectives. Dana is excited to present a longer-term offer of employment and retention package to Tarek, whose response surprises both Dana and Henry.
- **Scene 4: Exploring Options**
Tarek and Malika discuss pursuing new opportunities. The reluctance to uproot once more is evident, but the promise of a better fit is enticing.
- **Scene 5: Celebrations, Rewards and Recognition**
Integration has been a difficult journey for the MetroCan team. However, their perseverance and willingness to adapt have paid off and the future is promising. Lessons learned from the process are valuable for Tarek, Dana and Henry. Will they be better prepared to welcome the next new immigrant team member?

Key Learning Points

- Skilled immigrant employees bring a wealth of global experience which organizations can leverage, should the employee decide to stay. Effective integration of skilled immigrants (and other employees) into the organization requires the development and implementation of strategies to provide employees with reason and motivation to remain.
- Having a multicultural workforce may also mean needing to respond to a broader range of diversity in terms of what motivates employees and what kinds of rewards are meaningful to them. This is essential to effectively engaging, motivating and retaining top performers.

Discussion Notes for Trainer

- Within diverse teams, it is important that managers develop a sound understanding and ability to differentiate the motivations of staff or partners. To do so, a manager must listen harder, ask more questions, observe body language more systematically, and seek more independent confirmation of conclusions than they would in a single-culture team.
- Organizational fit and quality of leadership are the top reasons why an employee would choose to leave an organization. People managers and their organizations invest time, effort and money in the hiring process, in order to assemble what they believe to be the best staff with exceptional skills and good fit with the company's unique culture. In today's competitive global labour market, top performers often have multiple offers to choose from before they settle on one career position.
- The costs of high staff turnover can be incredible. Some of the substantial costs that occur when a person leaves an organization include recruitment costs, training costs, lost productivity and lost sales.

Discussion Questions

- What made Tarek uncomfortable with Henry and Dana's recognition celebration? Why might he prefer a simpler, quiet celebration?
- What elements of an individual's culture would influence his/her preference for more personal or more public forms of recognition?
- How would you go about providing recognition for an individual whose preferences are similar to Tarek's? What about an individual whose preferences are similar to Henry?
- Which elements of Dana's proposed retention package would an individual with more hierarchical orientation find appealing?
- What elements of a retention package would not appeal to a risk-averse individual?
- Why would Tarek still consider leaving MetroCan, in spite of the retention package presented to him?
- What strategies and approaches would you recommend, to help engage Tarek and encourage him to stay?

In Summary

The Canadian economy's future competitiveness depends on developing a highly skilled workforce and a flexible labour market, with a recognition that immigrants make up an important part of the Canadian labour pool. As employers become increasingly adept at attracting and hiring new immigrants into their organizations, the need to develop and implement inclusive talent management strategies to retain and promote the new workforce becomes crucial.

Understanding the newcomer experience, the process of hiring immigrants, how to create an inclusive work culture and how to adapt work policies to accommodate immigrants is critical for employers to successfully attract, integrate and retain skilled immigrant talent. Effective integration of new skilled immigrants into the workplace requires both the organization and the new immigrant employee to develop cultural awareness and initiate change at the organizational and personal level.

- For the organization and its leaders, it is important to recognize the systemic barriers within the organization, develop the policies, programs and practices to eliminate these barriers, and implement strategies to promote an inclusive organizational culture.

- The new immigrant employee must develop an awareness of the workplace culture and understand expectations and business practices for his or her role. As well, it is necessary to recognize that strong technical skills must be balanced with strong interpersonal and cross-cultural communication skills to successfully integrate into the new organization.

Chapter 5 Resources

- Human Resources and Essential Skills Development Canada (HRSDC) Essential Skills
 - http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml
- HRSDC Working With Others Tip Sheet
 - http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/wwo_tip_sheet.pdf (dead link)
 - http://www.nald.ca/library/learning/hrsdcc/essential_skills/wwo_tip_sheet/wwo_tip_sheet.pdf (active link)
-
- HRSDC Problem Solved! Employers and Practitioners Guide
 - http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/problem_solved_employers.pdf
- What Do Employers Want? - Transferable or "Soft" Skills
 - <http://www.onip.ca/article/15/>
- Please refer to Appendix 14 in the References and Resources section of this guide.

Integrating Talent Video – Facilitation Guide

References and Resources

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Appendix 1: The Culturally Intelligent Professional¹ - Self Assessment

How do you rate yourself?	Needs Improvement	Strength	Significant Strength	Development Tactic
Open-mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility with attitudes and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to adapt your behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appreciation of differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comfort with uncertainty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to trust when dealing with the unfamiliar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Win-win attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Willingness to have your own views challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to make independent decisions when you are far from your usual resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Being invigorated by differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to see a familiar situation from unfamiliar vantage points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patience when you are not in control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to deal with the stress of new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sensitivity to nuances of differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Willingness to change yourself as you learn and grow (vs. changing others to fit you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self Reflection:

- How did you rate yourself on the above table?
- Would the people you interact with rate you similarly, or not?

¹ Adapted from Brooks Peterson. *Cultural Intelligence: A Guide to Working with People from Other Cultures*, Intercultural Press, 2004.

Appendix 2: The Culturally Competent Organization²

Cultural competence is defined as a set of values, behaviors, attitudes, and practices within a system, organization, program or among individuals, and which enables them to work effectively cross culturally. Further, it refers to the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of individuals receiving services, as well as staff who are providing such services. Striving to achieve cultural competence is a dynamic, ongoing, developmental process that requires a long-term commitment.

At the individual level, cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills.

At a systems, organizational or program level, cultural competence requires a comprehensive and coordinated plan that includes interventions on levels of:

1. policy making;
2. infra-structure building;
3. program administration and evaluation;
4. the delivery of services and enabling supports; and
5. the individual.

This often requires the re-examination of mission statements; policies and procedures; administrative practices; staff recruitment, hiring and retention; professional development and in-service training; translation and interpretation processes; professional/community partnerships; business practices and interventions; staff and public education and business promotion practices/materials; and community and state needs assessment protocols.

Cultural competence at any level requires organizations, programs and individuals to have the ability to:

1. value diversity and similarities among all peoples;
2. understand and effectively respond to cultural differences;
3. engage in cultural self-assessment at the individual and organizational levels;
4. make adaptations to the delivery of services and enabling supports; and
5. Institutionalize cultural knowledge.

² Denboba, D., U.S. Department of Health and Human Services, Health Services and Resources Administration (1993). *MCHB/DSCSHCN Guidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs*.

Appendix 3: Organizational Cultural Competency Assessment Questions

The following questions are useful to initially assess the extent of an organization's cultural competence, as it relates to immigrant employees.

- Does the leadership of the company visibly endorse and participate in cultural initiatives with and for immigrant employees?
 - Do the brochures and other marketing and public relations materials reflect the company's commitment to cultural competence, multi-cultural initiatives and diversity?
 - Do public statements, presentations and conversations with immigrant audiences (clients, stakeholders and employees) consistently reflect cultural competence?
 - Can you identify any public statements of non-immigrant representatives of the organization that may reflect a level of cultural competence?
 - If so, were they positive, negative or neutral?
- What information is visible to the organization's external audiences, which speak to its cultural competence and commitment to diversity?
 - What do business and career publications say about the diversity and cultural competence of the organization?
 - Has the organization been mentioned in any popular diversity recruiting rankings or articles?
 - Has there been any negative publicity concerning the organization and cultural matters?
- How is the commitment to diversity and inclusion communicated within the organization?
 - Are there any references in the company literature to indicate policies and procedures that support cultural competence (i.e., hiring policies, time off for cultural celebrations or holidays, outlined cultural performance competencies)?
- Does the company have a detailed strategy for cultural awareness that extends beyond diversity training and corporate recruiting initiatives?
 - Is there a diversity committee or office with an official implementation plan?
 - If so, are there reported goals and objectives?
 - Is the detailed company diversity or cultural awareness strategy promoted?
 - How and where is the strategy promoted?
- Do the immigrant hiring statistics of the company reflect a commitment to cultural competence?
 - Do the percentages of immigrant employees in management or leadership positions reflect a commitment to cultural competence?
 - What do new immigrant managers say about their past and present career mobility in the organization?
 - An informational interview with a new immigrant manager will give you great insight to the history and current organizational opportunities for minorities

- Do immigrant employees feel that the company is culturally competent?
 - Do immigrant employees feel that their compensation is on par with their non-immigrant counterparts?
 - Is there a confidential process for employees to report problems arising from diversity issues within the organization? (These programs are often under the umbrella of employee assistance programs or special human resource initiatives.)
 - To what extent has the above process been used to report problems involving new immigrant employees?
- Do the retention and turnover rates of the organization reflect a commitment to cultural competence?
 1. Poor retention and turnover rates can reflect issues in the organization that may be driving out immigrant employees.
- Is the organization successfully involved in multicultural or multinational business initiatives?
- Is the company involved in any community service activities that seek to assist new immigrant groups?
- Does the company promote new immigrant employees ability to access cultural support programs and services such as training and professional development forums for diverse groups?

Appendix 4: Six Key Areas of Adjustment for Newcomers in Organizations

1. Performance Proficiency

Identify what needs to be learned and master the required knowledge, skills, and abilities to perform the required work task.

2. People

Refers to the establishment of successful and satisfying work relationships with organizational members. Finding the right person or persons from whom to learn about the organization, work group, and job plays a pivotal role in socialization.

3. Politics

This concerns the individual's success in gaining information regarding formal and informal work relationships and power structures within the organization. Effective learning and adjustment to a new job or organization could be made more efficient by a heightened awareness of which people are more knowledgeable and powerful than others

4. Language

This dimension describes the individual's knowledge of the profession's technical language as well as knowledge of the acronyms, slang, and jargon that are unique to the organization. For example, the acquisition of language allows a child to understand parental guidance, explanations and reasoning. Similarly, newcomers require a certain base knowledge of company specific language in order to comprehend information from others as well as communicate effectively with other organizational members and customers.

5. Organizational Vision and Values

Refers to the understanding of the rules or principles that maintain the integrity of the organization. The formation of collective identity is the core of engagement. Likewise, the new manager must understand and internalize the organization's vision.

6. History

An organization's traditions, customs, myths, and rituals transmit cultural knowledge. Knowledge of this history, as well as knowledge about the personal backgrounds of particular organizational members, can help newcomers learn what types of behaviors are appropriate or inappropriate in specific interactions and circumstance

Appendix 5: Orientation Buddy Information Sheet and Checklist

This Information Sheet and Checklist are useful in identifying the expectations, tasks and approaches that will help ensure a successful new employee orientation process.

The Orientation Buddy plays a very important role in ensuring that new team members are able to quickly become a contributing member to the team. You have been selected for this role because you possess the knowledge and skills which the new employee requires to succeed in his/her role. As well, you have demonstrated performance which is valuable to the team, and provides an example of what is expected of all team members.

Buddy Benefits:

- Give something back to your Department.
- Share accumulated knowledge and experience.
- Gain a better understanding of yourself through helping others.
- Maintain or create a fresh perspective.

The Orientation Buddy is expected to:

- Provide general advice, guidance and encouragement to the new employee.
- Share a positive attitude towards the workplace responsibilities and co-workers and demonstrate behaviours to support this.
- Provide the new employee with information to help develop an understanding of the organization and how to get things done.
- Assist in building networks that are essential to achievement of role objectives.
- Provide honest feedback and clear information.
- Ensure that shared information is kept confidential.

Tips for Buddies:

- When your new co-worker arrives, inform him/her of your role and how it relates to his.
- Provide a copy of the Orientation topics checklist, and discuss how, when and what will be covered during the orientation period.
- On the new employee's first day in the assigned work area, help acquaint the employee by providing a tour of the following areas.
- Establish common ground: look for a preferred style of communication, similarities in experience and role responsibilities, cultural identification (where have you travelled, what have you experienced) are some topics to explore.
- Be patient and positive. It takes time to develop a relationship. Don't try to cover everything right away. Buddies need to allow enough time for growth.
- Be open to new information, and avoid being judgmental.
- Listening may be more important than giving advice.
- Don't worry about being perceived as the "expert." Your experience is important to the new employee

Buddy Resources

Canadian Workplace Culture and Communication Resources

http://triec.mentoringsoftware.com/workplace_culture

Explore Ontario

<http://www.ontarioimmigration.ca/en/about/index.htm>

Appendix 5 (*continued*): Orientation Buddy Information Sheet and Checklist

Before New Employee's Arrival (1 Week Before Start Date If Possible)
<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the orientation process with the Project Manager/Team Leader and agree on how you can best assist the new employee <input type="checkbox"/> Brainstorm ideas to facilitate the orientation process with manager and team <input type="checkbox"/> Develop an action plan with the manager and team <input type="checkbox"/> Schedule and block off time for orientation tasks
On the First Day
<ul style="list-style-type: none"> <input type="checkbox"/> Be a lunch companion (alternatively this can be deferred to later in the first week if either the new employee or the buddy is not available for lunch on the first day) <input type="checkbox"/> Introduce the new employee to co-workers and colleagues <input type="checkbox"/> Review the Orientation Checklist with the new employee, and provide him/her with a copy <input type="checkbox"/> Encourage the employee to use the checklist throughout the orientation period, to ensure that all topics are addressed
During the First Week and Ongoing
<ul style="list-style-type: none"> <input type="checkbox"/> Provide the new employee with information on policies, practices, work rules, norms, etc. associated with the immediate workgroup(s) <input type="checkbox"/> Assist the new employee in clarifying work assignments <input type="checkbox"/> Be available for questions <input type="checkbox"/> Help socialize the new employee. <input type="checkbox"/> Introduce management/colleagues <input type="checkbox"/> Provide verbal feedback and encouragement to the new employee <input type="checkbox"/> Ensure that you meet with the employee on a daily basis throughout the orientation period (10-15 minutes at the beginning and end of each day is recommended)

Appendix 6: Orientation Topics Checklist for New Employees

Instructions:

1. Print a copy each for you and the New Employee.
2. Review with new employee on first day of orientation period.
3. Encourage new employee to use the checklist throughout the orientation period, to ensure that all topics are addressed.

Company / Departmental Overview

- New Hire Welcome Kit
- Corporate Vision / Mission Statements
- Departmental Goals / Objectives
- Organization Charts
- New Employee Orientation Programs

Job Expectations

- Training Requirements
- Job Descriptions
- Job Expectations
- Individual Goals and Objectives
- Performance Management Program

Policies and Procedures

- Safeguarding of Company Information
- Protection of Company Assets
- Health and Safety Program
- Drug / Alcohol Abuse Policy
- Suitability for Work Program
- Complaint Resolution
- Contingency Plans
- Affirmative Action Policies
- Internal Job Posting Practices
- Overtime Pay Policies
- Vacation Allowance Practices
- Retirement Savings Programs

Administrative / Housekeeping Items

- Employee / Network ID
- Security Cards
- Work Hours
- Dress Code
- Building / Facility Tour
- Building Evacuation Routes
- Recycling Programs
- Inclement Weather Practices
- Corporate News / Bulletin Boards
- Emergency Contact Information
- Local Emergency Telephone Numbers
- Help Desk Telephone Numbers
- Email / Internet Use

Appendix 7: Comparison of Egalitarian and Hierarchical Attitudes and Behaviours Regarding Titles, Protocol, Face and Privileges³

	Compared with egalitarian people, hierarchical people tend to:	Compared to hierarchical people, egalitarian people tend to:
Titles	<ul style="list-style-type: none"> • Prefer using formal forms of address (“Sir”, “Your Excellency”, “Mr./Mrs./Ms.”) • Use position title to address people (“Doctor Mesa”, “Director Jones”, “Professor Smith”) • Place significant importance on job titles • Expect the use of titles and protocols from subordinates 	<ul style="list-style-type: none"> • Prefer using first names and informal forms of address • Place little importance on job titles
Protocol	<ul style="list-style-type: none"> • View introductions and greetings as important customs • Pay more attention to protocols such as: <ul style="list-style-type: none"> ○ Where people sit at a meeting ○ In which order they enter a room ○ In which order they speak ○ How a meeting is run ○ Standing when the boss enters the room ○ The exchange of business cards • React strongly and negatively to lack of respect of hierarchy and to breach of protocol 	<ul style="list-style-type: none"> • Minimize or bypass introductions or greetings • Pay little attention to protocol • Speak and interact with the boss as one would with a peer • Be unaware of protocol • Be dismissive of the importance of protocol • Believe that people should act naturally and that respect is demonstrated/found elsewhere than protocol
Loss of face	<ul style="list-style-type: none"> • Pay more attention to how self, subordinate, peer or superior is viewed in the eyes of others 	<ul style="list-style-type: none"> • Pay little attention to how they are viewed by others, although there is still some concern for one’s reputation
Special Privileges	<ul style="list-style-type: none"> • Assume senior people deserve special parking, special dining facilities, bigger and better offices, a golf club membership and other perks 	<ul style="list-style-type: none"> • Assume everyone should receive the same benefits: special parking or tickets and other perks may be awarded by lottery or to acknowledge performance

Strategies to Bridge Differences:

- Explain the norms of the office and industry environment around titles and protocols; define expectations of each individual.
- Explain the reasons that these norms are in place and the problems that arise when they are not followed.
- Facilitate introductions to colleagues and clients to get the relationships started.
- Ask the person to observe and follow the lead of co-workers.

³ Lionel Laroche and Don Rutherford, Ph.D. Recruiting, Retaining and Promoting Culturally Different Employees. Elsevier Inc 2007.

Appendix 8: Cultural Values Self Assessment: What Are Your Cultural Values?⁴

Instructions: In the following questionnaire, indicate the extent to which you agree or disagree with each statement. Use the rating scale below:

1 = Strongly Agree 2= Disagree 3= Neutral 4=Agree 5=Strongly Agree

Questions	1	2	3	4	5
1. It is important to have job requirements and instructions spelled out in detail so that employees always know what they are expected to do.					
2. Managers expect employees to follow instructions and procedures closely.					
3. Rules and regulations are important because they inform employees what the organization expects of them.					
4. Standard operating procedures are helpful to employees on the job.					
5. Instructions for operations are important for employees on the job.					
6. Group welfare is more important than individual rewards.					
7. Group success is more important than individual success.					
8. Being accepted by members of the work group is very important.					
9. Employees should only pursue their goals after considering the welfare of the group.					
10. Managers should encourage group loyalty even if individual goals suffer.					
11. Individuals may be expected to give up their goals in order to encourage group success.					
12. Managers should not make decisions without consulting group subordinates.					
13. Managers should make most decisions without consulting group subordinates.					
14. Managers should seldom ask the opinions of employees.					
15. Managers should avoid off-the-job social contacts with employees.					
16. Employees should not disagree with management decisions.					
17. Managers should not delegate important tasks to employees.					
18. Managers should help employees with their family problems.					
19. Management should see to it that workers are adequately clothed and fed.					
20. Managers should help employees solve their personal problems.					
21. Management should see that health care is provided to all employees.					
22. Management should see that children of employees have an adequate education.					
23. Management should provide legal assistance for employees who get in trouble with the law.					
24. Management should take care of employees as they would treat their children.					
25. Meetings are usually run more effectively when they are chaired by a man.					
26. It is more important for men to have professional careers than it is for women to have professional careers.					
27. Men usually solve problems with logical analysis.					
28. Solving organizational problems usually requires an active, forcible approach typical of men.					
29. It is preferable to have a man in a high level position rather than a woman.					

⁴ D. Hellriegel, S. E. Jackson, and W. Slocum Jr., *Management: A Competency-Based Approach*, 10th ed. (Beaueville: Thomson Learning, 2005).

Appendix 8 (continued): Scoring Instructions for Self Assessment: What Are Your Cultural Values?

The questionnaire measures each of the five basic culture dimensions. Your score can range from 5 to 35 for each of these cultural values. The numbers in parentheses that follow are the question numbers. Add the scores for these questions to arrive at your total score for each cultural value. The higher your score, the more you demonstrate the cultural value.

Value 1: Uncertainty Avoidance (1, 2, 3, 4, 5). Your Score: _____

A high score indicates a culture in which people often try to make the future predictable by closely following rules and regulations. Organizations try to avoid uncertainty by creating rules and rituals that give the illusion of stability.

Value 2: Individualism vs. Collectivism (6, 7, 8, 9, 10). Your Score: _____

A high score indicates collectivism, or a culture in which people believe that group success is more important than individual achievement. Loyalty to the group comes before all else. Employees are loyal and emotionally dependent on their organization.

Value 3: Power Distance (12, 13, 14, 15, 16, 17). Your Score: _____

A high score indicates a culture in which people believe in the unequal distribution of power among segments of the culture. Employees fear disagreeing with their bosses and are seldom asked for their opinions by their bosses.

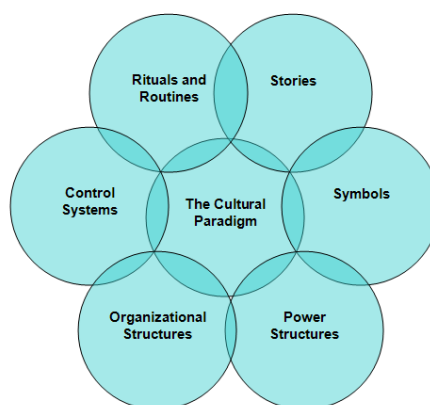
Appendix 9: The Cultural Web⁵

The Cultural Web Model is based on the work of Gerry Johnson and Kevan Scholes (1992), and provides an approach for looking at and changing your organization's culture. It identifies six interrelated elements that help to make up what Johnson and Scholes call the "paradigm" – the pattern or model – of the work environment. Taking the time to analyze these factors enables you to see the bigger picture of your culture: what is working, what isn't working, and what needs to be changed. The six elements are:

1. **Stories** – The past events and people talked about inside and outside the company. Who and what the company chooses to immortalize says a great deal about what it values, and perceives as great behavior.
2. **Rituals and Routines** – The daily behavior and actions of people that signal acceptable behavior. This determines what is expected to happen in given situations, and what is valued by management.
3. **Symbols** – The visual representations of the company including logos, how plush the offices are, and the formal or informal dress codes.
4. **Organizational Structure** – This includes both the structure defined by the organization chart, and the unwritten lines of power and influence that indicate whose contributions are most valued.
5. **Control Systems** – The ways that the organization is controlled. These include financial systems, quality systems, and rewards (including the way they are measured and distributed within the organization.)
6. **Power Structures** – The pockets of real power in the company. This may involve one or two key senior executives, a whole group of executives, or even a department. The key is that these people have the greatest amount of influence on decisions, operations, and strategic direction.

These elements are represented graphically as six semi-overlapping circles (see Figure 1 below), which together influence the cultural paradigm.

Figure 1: The Cultural Web



⁵ Gerry Johnson, Kevan Scholes, Exploring Corporate Strategy 1st Ed. (1992).

Appendix 9 (continued): The Cultural Web

Use the Cultural Web worksheet to:

1. Look at organizational culture as it is now,
2. Look at how you want the culture to be, and,
3. Identify the changes that need to be made to bridge the differences and which will help to achieve the desired inclusive culture.

Element 1: Stories

What would be some stories about your own organization from the perspectives of: management, current employees, new immigrant employees, clients and other stakeholders?

- What stories do people currently tell about your organization?
- What reputation is communicated amongst your customers and other stakeholders?
- What do these stories say about your organization's commitment to diversity?
- What do employees talk about when they think of the history of the company?
- What stories do they tell new people who join the company?
- What heroes, villains and mavericks appear in these stories?

Current Stories	Desired Stories	Changes To Initiate

Element 2: Rituals and Routines

Think about the rituals and routines evident in your organization, around some of these events/practices: orientation, acknowledging or correcting performance, client-facing interactions, internal meetings and group communication, one-on-one interactions.

- What core beliefs do these rituals reflect?

Current Rituals and Routines	Desired Rituals and Routines	Changes To Initiate

Element 3: Symbols, Language and Jargon

- How are symbols, language and jargon used in your organization?
- What image is associated with your organization, looking at this from the separate viewpoints of clients and staff?

Current Symbols	Desired Symbols	Changes To Initiate

Element 4: Organizational Structure

- Are the relationships and interactions formal or informal?
- Where are the formal lines of authority? Are there informal lines?
- Are work processes organic (team members identify issues and solutions; ownership of results is shared amongst the team) or mechanistic (specific assignment of issues and solutions; defined results expected of each role, with little if any overlap)?

Current Structure	Desired Structure	Changes To Initiate

Element 5: Control Systems

- Is the company generally loosely or tightly controlled?
- Do employees get rewarded for good work or penalized for poor work?
- How are these controls administered? (i.e. formal write up in performance reports vs. informal catch-up meetings)

Current Control Systems	Desired Control Systems	Changes To Initiate

Power Structures

- Who has the real power in the organization?
- What do these people believe and champion within the organization?
- Who makes or influences decisions?
- How is this power used or abused?

Current Power Structures	Desired Power Structures	Changes To Initiate

Appendix 10: Barriers to Cross-Cultural Communication ⁶

Barriers to communication are factors that block or significantly distort successful communication. Some of the potential barriers are interpersonal, and some are organizational. Barriers can occur at various stages of the communication process. The most common of these communication barriers are described below.

Barrier: Perceptual Screens and Stereotypes

Perceptual screens are the windows through which we interact with people in the world. These are composed of the individual factors each person brings: age, gender, values, and beliefs, past experiences, cultural influences and individual needs. The communicator's and the receiver's perceptual screens influence the quality and accuracy and clarity of the messages.

Barrier: Language, Ambiguity and Jargon

Language is a central element in communication, and its complexity extends beyond vocabulary and grammar. Factors which complicate language are: obscure and/or subtle distinctions in meaning between learned language and colloquial / popular meanings. Language barriers raised by technical terminology and jargon serve to further distort communication.

Barrier: Non-Verbal Communication

Each of our cultures have taught us to communicate through unspoken messages that are so automatic, that we rarely even think about them. Across cultures, differences abound in the meanings attributed to non-verbal communication (i.e. gestures, posture, facial expressions, clothing, physical closeness or distance, eye contact, clothing). The impact on cross-cultural communication is major.

Barrier: Culture Shock Related Stress

Intercultural interactions are typically accompanied by high levels of stress for the individuals involved. When occurring repeatedly, stress generated by cross-cultural misunderstandings can escalate to culture shock and perceived poor performance on the part of new immigrant employees.

⁶ Based on: G. J. Hofstede, P.B. Pedersen, and G. Hofstede, *Exploring Culture: Exploring Stories and Synthetic Culture*. (Intercultural Press, 2002).

Appendix 11: Strategies for Effective Cross-Cultural Communication

1. Develop self- awareness of needs, beliefs and biases which impact one's judgments; attitudes and behaviours.
 - Distinguish cultural perspectives.
 - Build self-awareness.
2. Increase knowledge of different cultures and meanings (self and others).
 - Be honest in acknowledging what you are unsure of, or is unfamiliar to you.
 - Ask questions to develop cultural knowledge.
 - Recognize the complexity of cross-cultural communication.
3. Reinterpret judgment of other people's behaviour from the culturally-different individual's perspective and adapt thinking to fit new experiences.
 - Avoid stereotyping.
 - Look at the situation from using a different cultural lens.
 - Be open to experiencing other cultures.
4. Facilitate other's awareness and understanding of the cross-cultural elements which influence and shape communication.
 - Respect cultural differences.
 - Employ active listening skills.
 - Avoid culturally insensitive language and behaviours.
 - Be flexible in choosing communication strategies.

Appendix 12: Comparison of Egalitarian and Hierarchical Attitudes and Behaviours toward Problem Solving, Decision Making and Performance Evaluation⁷

	Compared with egalitarian people, hierarchical people tend to:	Compared to hierarchical people, egalitarian people tend to:
Problem Solving	<ul style="list-style-type: none"> Focus on why the problem root cause(why it exists and who created it) rather than preventing the issue from re-occurring 	<ul style="list-style-type: none"> Focus on problem solving and preventing re-occurrence rather than assigning responsibility for the creating the problem
Decision Making	<ul style="list-style-type: none"> Will continue to ask clarifying questions beyond what egalitarian people would consider sufficiently clear directions Prefer detailed instructions and will follow those directions completely Provide frequent updates to managers, and verify if managers concur with their suggested direction Prioritize tasks and responsibilities based on the position and title of the delegating person Rarely, if ever, disagree with their boss 	<ul style="list-style-type: none"> Will stop asking questions and are ready to leave before hierarchical people would consider that sufficient direction has been provided Prefer general instructions and the freedom to use one's own approach Prioritize tasks based on urgency and importance Relatively comfortable disagreeing with their boss
Performance Evaluation	<ul style="list-style-type: none"> Avoid evaluating performance of their managers (upward feedback) 360 degree feedback is difficult to administer/obtain with these individuals. Hierarchical managers are not open to being evaluated by their employees Hierarchical employees generally rate their managers or individuals who they perceive to have seniority over them, as excellent in every performance area. Hierarchical employees will avoid writing first drafts of their own performance evaluations because they believe that only managers are qualified to evaluate their performance. 	<ul style="list-style-type: none"> Expect to participate in the evaluation of other people's performance, regardless of position or level. Will not hesitate to write the first draft of their own performance appraisal

⁷ L. Laroche and D. Rutherford, *Recruiting, Retaining and Promoting Culturally Different Employees*, (Elsevier, 2007).

Appendix 13: Typical Tasks in Preparation for the Performance Appraisal Meeting

Employee Tasks	Manager Tasks
<p>Recommended Practices :</p> <ul style="list-style-type: none"> • Expect to receive an appointment to meet with your manager • Gather appropriate documentation and resources needed for the meeting 	<p>Recommended Practices:</p> <ul style="list-style-type: none"> • Provide minimum 15 days notice • Verify mutually convenient location and time • Ensure the location is private • Advise employee what documentation and resources to bring to the meeting
<p>Review and understand job responsibilities Recommended Practices</p> <ul style="list-style-type: none"> • Learn about department goals and strategic corporate objectives • Understand the knowledge required for you to achieve objectives (Technical Skills) • Understand the attitudes and skills expected of you in your role (Essential or “soft” skills) 	<p>Clarify job responsibilities Recommended Practices:</p> <ul style="list-style-type: none"> • Establish links between individual and department goals with strategic corporate objectives • Define the knowledge required to achieve objectives (Technical Skills) • Identify the attitudes and skills expected of the role (Essential or “soft” skills)
<p>Recommended Practices:</p> <ul style="list-style-type: none"> • Consider performance using quantitative and qualitative criteria for technical and “soft” skills 	<p>Recommended Practices:</p> <ul style="list-style-type: none"> • Consider performance using quantitative and qualitative criteria for technical and “soft” skills
<ul style="list-style-type: none"> • Project Reports • Status Reports • Statistics • Feedback from Clients, peers and business partners, manager • Emails, letters, documentation • Completion of development requirements 	<ul style="list-style-type: none"> • Project Reports • Status Reports • Statistics • Feedback from Client, Peers and other business partners, manager • Emails, letters, documentation • Observation reports • Status of development requirements
<p>Review overall expectations and performance criteria</p>	<p>Jointly discuss overall expectations and performance criteria</p>
<p>Review each objective in detail Recommended Practices</p> <ul style="list-style-type: none"> • focus on performance based on objectives and set criteria 	<p>Review each objective in detail Recommended Practices</p> <ul style="list-style-type: none"> • focus on performance based on objectives and set criteria
<p>Decide what additional information is needed</p>	<p>Decide what additional information is needed</p>
<p>Document interim meeting date(s)</p>	<p>Determine interim meeting date(s)</p>
<p>Participate in joint discussions and on-going feedback and coaching</p>	<p>Schedule regular coaching and one-one meetings with employee</p>
<p>Regularly review areas for development Discuss what additional support is required to achieve success; develop action plan and what employee will do to ensure success.</p>	<p>Regularly review areas for development Identify additional support is required to achieve success; develop action plan and what manager will do to help employee achieve success.</p>
<p>Document Progress</p>	<p>Document Progress</p>

Appendix 14: Manager's Retention Strategies ⁸

Managers play a key role in employee retention through promotion of a climate where employees want to be committed on a long-term basis. This involves helping employees leverage existing human resource systems and creating a work environment within the overall company culture that makes employees want to stay.

Areas of action which have the potential to enhance employee retention fall into three categories:

1. Career development and planning
2. Work/life balance
3. Rewards and recognition.

1. Career Development and Planning

Dissatisfaction with development is one of the primary push factors driving employees to look for new jobs. In order to ensure that all employees are receiving the maximum benefit from career development and planning systems, managers will want to consider the following:

- Participate in diversity awareness training.
- Build authentic relationships with every employee.
- Identify "high potential" employees and let them know that they're valued.
- Make sure that performance evaluations are fair and unbiased.
- Involve employees in the community.
- Involve employees in recruiting events and activities.

- Ensure that all employees have an individual development plan.
- Communicate key competencies and attributes for success.
- Identify training opportunities within and outside of the company for every employee.
- Support employees in taking advantage of developmental opportunities.
- Make sure that a diverse group of employees are offered the opportunity for high-risk, high reward assignments.
- Provide every employee with the opportunity to be mentored.
- Provide opportunities for formal and informal networking.
- Know the specifics of the corporate succession planning process.

- Embed diversity in career development programs and processes
- Identify and remove any barriers to the promotion of internal candidates.
- Partner with internal staff.

⁸ Excerpts from: Diversity Central Leader's Toolkit- Retention.
http://www.diversitycentral.com/leaders_toolkit/toolkit/retention1.html

2. Work Life Balance

The inability to achieve work/life balance drives employees to seek opportunities outside the company. In fact, work/life balance is often more important to retention than compensation and benefits.

- Develop understanding of the diverse employee's accommodation needs and the related responsibilities
- Establish an on-going feedback mechanism.
- Encourage participation in and support the activities of employee network groups.
- Promote involvement with community organizations that serve diverse groups**

3. Rewards and Recognition

The role of rewards and recognition in improving retention is often overlooked. Consider the following actions:

Apply rewards and recognition in a fair and inclusive manner.

- Be mindful of employee's sensitivities to signs of recognition as well as concrete rewards given to their peers.
- Strive to give out rewards and recognition such that every employee feels like he or she has an equal chance to receive them.
- Make sure that you are rewarding concrete accomplishments (substance) instead of the manner in which something was accomplished (style).

Tailor reward and recognition systems to meet the individual needs of employees.

- Reward programs often are designed to appeal to the majority
- Look for rewards with broad appeal to many groups as well as vary the type of rewards given out

Internet Resources

Cross-Cultural Communication

How Communication Classes Can Unleash the Talent of Your Culturally Diverse Workforce
http://www.hireimmigrants.ca/resources/teleseminars/pdf/Dec_11_language_teleseminar_LEARNINGS_FINAL.pdf

Diversity Briefing: Questions for Directors to Ask
Canadian Institute of Chartered Accountants (CICA) Publication
<http://www.rogb.ca/director-series/director-briefings/item40367.pdf>

Cross Culture Communication: Collaborative Efforts a Must!
<http://www.mindtools.com/CommSkill/Cross-Cultural-communication.htm>

Cross-Cultural Skills

RBC Diversity Behaviours: A Guide for Strengthening Personal and Customer Relationships
<http://www.rbc.com/diversity/pdf/DL-diversity-behaviours.pdf>

Cross Cultural Skills Independent Learning Module
http://www.international.gc.ca/iyp-pij/assets/pdfs/Cross-Cultural_Skills-en.pdf

Human Resources and Essential Skills Development Canada (HRSDC) Essential Skills
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

HRSDC Working With Others - Tip Sheet
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/wwot_tip_sheet.pdf

What Do Employers Want? - Transferable or "Soft" Skills
<http://www.onip.ca/article/15/>

Pitney Bowes: Win-win Ideas for Professional Development
<http://www.alliescanada.ca/why-hire-immigrants/success-stories/employers/success-stories-employers-pitneybowes/>

Associated Engineering: Innovative Approaches to Experience, Training and Education
<http://www.alliescanada.ca/associated-engineering/>

Culture

Hofstede's Cultural Dimensions
<http://www.geert-hofstede.com/>

Cultural Profiles Project– Citizenship and Immigration Canada
<http://www.cp-pc.ca/english/>

Encyclopedia of Canada's Peoples
<http://www.multiculturalcanada.ca/mcc/ecp>

Cultural Profiles Project– Citizenship and Immigration Canada
<http://www.cp-pc.ca/english/>

Employer Best Practices

Best practices from TRIEC Immigrant Success (IS) Awardees: visit the TRIEC Immigrant Success Awards site to learn how other organizations are leveraging skilled immigrant talent, successfully integrating immigrants in the workplace and the individuals who demonstrate inclusive leadership in their organizations: <http://www.triec.ca/programs/is>

Religious Accommodation

Religious Accommodation Checklists

http://www.hireimmigrants.ca/resources/teleseminars/pdf/20081022_Religious_Accommodation_Checklist_-_Final.pdf

Ontario Human Rights Commission Case Study:

KPMG Diversity Profile Tool

<http://www.ohrc.on.ca/en/resources/casestudy/kpmg>

Religion and Human Rights

http://www.ohrc.on.ca/en/issues/religious_rights

Diversity Inc Magazine – How to Create an Accommodation Mindset

<http://www.diversityinc-digital.com/diversityincmedia/20091112#pg48>

Understand and Meet Accommodation Needs

<http://www.hireimmigrants.ca/Roadmap/html/en/resources.php?id=4&sid=17&type=resources>

Workplace Orientation

Orienting and Training Skilled Immigrant Hires

<http://www.hireimmigrants.ca/Roadmap/syndication/html/images-en-arial-black/content.php?id=4&sid=15>

What Every New Employee Needs to Know, By Lin Gensing-Pophal October 2000

http://ww2.wpunj.edu/adminsrv/hr/NEOrientation/managers_role/NewEmployeesNeedToKnow.pdf

Working New Hires Into Social Mix Boosts Business, by Kim Covert, Postmedia News
December 1, 2010

<http://www.working.com/montreal/resources/career/Working+hires+into+social+boosts+business/3911692/story.html>

Team Building and Teamwork

KPMG: Social Support for Immigrant Professionals

<http://www.alliescanada.ca/social-support-for-immigrant-professionals/>

What Makes Teams Work?

<http://www.fastcompany.com/magazine/40/one.html?page=0%2C4>

Reap the Value of Cultural Differences

Donald Fan. Published in Diversity Magazine, September 14, 2010.

<http://www.diversityinc.com/article/7888/Reap-the-Value-of-Differences/>

Team Problem Solving and Decision Making

Brainstorming Techniques That Work

<http://www.effectivemeetings.com/teams/participation/brainstorming.asp>

HRSDC Problem Solved! Employers and Practitioners Guide

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/pdfs/learning/problem_solved_employers.pdf

Additional Reading

Axtell, R E, Fornwald, M. *Gestures: The Do's and Taboos of Body Language Around the World*. New York, John Wiley and Sons, 1997.

Hofstede, G J, Pedersen, P B, Hofstede, G. *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Intercultural Press, Boston, MA, 2002.

LeBaron, M, *Bridging Cultural Conflicts: A New Approach for a Changing World*, Jossey-Bass, San Francisco, CA, 2003.

Morrison T, Conaway WA. *Kiss, Bow or Shake Hands, 2nd Edition: The Best Selling Guide to Doing Business in More Than 60 Countries*. Adams Media, Cincinnati, OH, 2006.

Trompenaars, F, Hampden, C. *Managing People Across Cultures*. Capstone Publishing, West Sussex, England, 2004.



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