

Increase your access to talented culturally diverse employees.

# The Ultimate Hiring and Retention Toolkit



**Approved by Central  
Alberta Employers!**



**Alberta  
Global Talent**  
*Equip to employ immigrants*

# THE ULTIMATE TOOLBOX FOR EMPLOYERS

*Congratulations!*

You have just downloaded the Employers Ultimate Toolbox to equip to hire immigrants. This kit provides ready-to-use forms, explanations and checklists to get started on attracting, hiring, onboarding and retaining qualified immigrant employees to your workplace. Resources have been created through a combination of research about best practice for hiring immigrants in Canada and strategies from interviews with star employers in the Central Alberta region.

This ebook is only a sample of the many wonderful resources available to you through *Alberta Global Talent* workshops. Feel free to check out the website to choose the workshop that is right for you, or take a peek at the online employer tool to find more resources, watch tutorials, weigh-in on the discussion forum, and take test your knowledge quizzes.

 [Immigrant-Centre.ca/AB\\_Talent](http://Immigrant-Centre.ca/AB_Talent)    [AlbertaGlobalTalent.ca](http://AlbertaGlobalTalent.ca) (live April 1st 2016)

 [Alberta-Global-Talent](https://www.facebook.com/Alberta-Global-Talent)

 [AB\\_Talent](https://twitter.com/AB_Talent)

 [Alberta-Global-Talent](https://www.linkedin.com/company/Alberta-Global-Talent)

AlbertaGlobalTalent is an initiative of Central Alberta Refugee Effort (C.A.R.E.)  
[www.immigrant-centre.ca](http://www.immigrant-centre.ca)

---

# Table of Contents

<i>Checklist #1</i> <i>Workforce Inclusion Factors</i>	<i>Page 4</i>
<i>Checklist #2</i> <i>Developing Job Postings</i>	<i>Page 5</i>
<i>Checklist #3</i> <i>Becoming Aware of and Mitigating for Bias in Interviewing and Hiring</i>	<i>Page 8</i>
<i>Checklist #4</i> <i>Increase the Cultural Inclusivity of your Job Postings</i>	<i>Page 10</i>
<i>Checklist #5</i> <i>The Ultimate New-Hire Onboarding Checklist</i>	<i>Page 12</i>
<i>Resource # 1</i> <i>Canadian Work Values Compared with Values in other Cultures</i>	<i>Page 21</i>
<i>Resource # 2</i> <i>What is the Difference between Orientation and Onboarding?</i>	<i>Page 23</i>
<i>Resource # 3</i> <i>Online Resources for Workplace English Language Improvement – Tell your Employees!</i>	<i>Page 24</i>
<i>Resource #4</i> <i>Tips for a Multi-Cultural and Multi-Faith Resources for an inclusive Workplace</i>	<i>Page 26</i>

## Checklist #1

# WORKFORCE INCLUSION FACTORS

*For my organization, check of items in terms of:  
What we are doing, have started, intend to do or not applicable- to prepare the workforce for inclusion.*

#	Inclusion factor	Doing	Started	Intend to	N/A
1	Believe in the power of diversity at work.				
2	Be clear on the requirements of each job position.				
3	Think about the English language proficiency level you require for each position.				
4	Inform your workforce that you are working to hire for diversity as well as for capacity to do the job well.				
5	Let them know that you are counting on them to be welcoming and helpful to new people and that you will all learn together how to deal with issues should they arise.				
6	Develop a clear understanding of what you want respect to look like in your workplace.				
7	Create necessary HR policies to show inclusion and determine appropriate accommodations.				
8	Familiarize yourself with the basics of culture in the workplace.				
9	Learn about culture shock and cultural adaptation.				
10	Avail yourself of immigrant serving organizations and their services.				
11	Familiarize yourself with religious differences.				

## Checklist #2

# DEVELOPING JOB POSTINGS

Adapted from: Centre for Canadian Language Benchmarks: [http://www.hireimmigrantsottawa.ca/downloads/TenWays\\_BrochureWEB.pdf](http://www.hireimmigrantsottawa.ca/downloads/TenWays_BrochureWEB.pdf)

**Effective job postings have clear job descriptions with several key criteria.**

- a job analysis process reviewed the job responsibilities of current employees,
- internet search to find similar job descriptions in similar industries for comparison purposes
- credentials and education or training required to apply for the position
- work duties, tasks, and responsibilities that need to be accomplished by the employee filling the position
- articulation of the most important outcomes or contributions needed from the position.

**Before writing the job posting, answer these questions:**

- Did we do a job analysis to review the current job responsibilities?
- What did we learn from doing an internet search of similar job descriptions?
- Did we list the required and “nice to have” credentials, education and training required to apply for the position?
- Have all the tasks and responsibilities been listed?
- What outcomes do we want from this position?

**Your job description should answer these three questions:**

A) What technical skills does the position require? List here:


B) What education or training does the position require? List here:


C) How much past experience is required or helpful?


***Specific for immigrant hires, use these questions to target applicants who have the necessary language and communication job requirements:***

D) What workplace communication is required?

- interacting with clients
- report writing
- email communication
- completing forms and documents
- digital skills and software use
- presentations
- team leadership
- phone interactions
- other?

E) How often does the person in this position need to use the above communication requirements?

- daily
- weekly
- monthly
- only occasionally

***What are your Occupational English language requirements?***

***Check these sites to find out:***

- Check the Occupational Language Analysis test to find out what communication tasks most closely resemble your workplace needs:  
[http://www.itsessential.ca/itsessential/display\\_page.asp?page\\_id=322](http://www.itsessential.ca/itsessential/display_page.asp?page_id=322)
- General occupational language information:  
<http://www.language.ca/index.cfm?Voir=sections&Id=17443&M=4033&RepertoireNo=2137991327>

---

### ***How prepared are you to work with people whose English is not proficient?***

- can access supports externally
- will have job coaches and buddies to help
- have in-house English language training
- do not have any supports for this
- cannot accept candidates who are not fluent
- can accept candidates with some fluency
- can accept candidates with low English skill
- not sure

- ❖ Have you checked your job posting to make sure it is in Plain Language?

Enter your text into the box in this site and see if it requires adjustments for Plain Language:

<https://sites.google.com/a/lawny.org/plain-language-library/home/online-plain-language-gadget>

### ***Some other possible language considerations:***

- What other languages would be useful in this position and why?
- Do you require written communication in languages other than English?

### Checklist #3

## Becoming Aware of and Mitigating for Bias in Interviewing and Hiring

#### BE AWARE OF TYPICAL BIAS in recruiting, interviewing and hiring:

- ❖ Everyone is biased positively towards good looking people, male or female. The more attractive the applicant, the more likely he or she will be hired.
- ❖ Most people are positively biased towards tall, good looking, confident, white men.
- ❖ Most Canadians are negatively biased against Aboriginal men and women, and against black men and women.
- ❖ There is significant research on name bias: male names are usually preferred over female names, names that sound “Black”, “African”, “Middle Eastern” or “Aboriginal” receive less call-backs for interviews, and foreign sounding names are often dismissed to the point where resumes are not even read if the recruiter cannot pronounce the name.
- ❖ People tend to hire people who have similar body types. You rarely find a workplace where there is a diversity of short, tall, thin and wide people. A workplace with heavy employees usually hires more of the same. A workplace with thin employees usually hires more of the same.

#### SELF-AWARENESS QUESTIONS to ask yourself when in the recruiting process:

- Do I typically hire the same type of person, or personality type?
- When I say a candidate is not the right fit, what do I mean?
- What does my slate of candidates look like? Do I speak up if it is not sufficiently diverse?
- Which of my past hires were successful, and what can I learn from those choices that didn't work out as well?
- Who do I like to assign to work on project teams? Who do I tap for the lead role? Do I have the same go-to people all or most of the time?
- Who do I take to important client or cross-team meetings?
- Who do I encourage to lead or speak out at meetings? Am I creating opportunities for those less extroverted to demonstrate their capabilities equally to clients or other colleagues?
- How do I identify candidates for promotion and succession?



---

### **ACTION PLAN: Actions to intentionally overcome bias:**

- ❑ Increase purposeful mentoring and coaching. Sponsor people who are not like you.
- ❑ Be proactive about recognizing people's different capabilities and help prepare them to take on challenging assignments.
- ❑ Consider who might consistently feel like an outsider and take steps to actively address the situation.
- ❑ When preparing for interviews, establish clearly-defined, measurable criteria against which all candidates will be evaluated. Invite a colleague from HR or another business line to sit in on the interview and validate that you are applying the criteria fairly.
- ❑ Set reasonable parameters around the nature and amount of help you will offer to special connections to ensure such opportunities are distributed equally.
- ❑ Attend professional affinity groups and inclusiveness events to enrich your understanding of the diversity of perspectives in your organization, industry or community.
- ❑ Evaluate your actions daily. Be extra alert to the types of situations in which
- ❑ you are particularly vulnerable to hidden biases.
- ❑ Seek out regular feedback on your own behaviours and actions from trusted colleagues and friends who will be honest with you.
- ❑ Discuss frames of reference and their impact with a coach or trusted colleague.
- ❑ Be conscious of the words and physical reactions that surface in interactions with others; consider whether these respect and accommodate different styles.
- ❑ Be mindful, respectful, curious and supportive of colleagues' differences.
- ❑ Listen to all voices equally; speak out if you suspect a colleague's contribution may be ignored or misappropriated unfairly.

## Checklist #4

# INCREASE THE CULTURAL INCLUSIVITY OF YOUR JOB POSTINGS

*To increase the likelihood that your job posting will be interesting to a diverse candidate pool, check these “yes” and “no” statements BEFORE you post. Obviously the more “yes” statements you have, the more inclusive your post will be!*

**Ask for the ability to meet the requirement**

**Yes:** Ability to travel and provide own transportation.

**No:** Must provide valid drivers license.

**Focus on desired skills and abilities rather than personal traits**

**Yes:** Ability to work effectively as a team person.

**No:** Looking for a mature person with good judgment and strong ethics.

**Ask for related work experience with demonstration of skill**

**Yes:** Explain work experience, volunteering and past positions.  
Support experience with examples of results achieved.

**No:** Candidates should have Canadian experience.

**Focus on relative skills and competencies rather than diplomas and degrees**

**Yes:** Able to use software programs such as \_\_\_\_\_ or their equivalents.

**No:** Bachelor’s degree in computer graphics required.

**Ensure qualifications you require do not automatically eliminate qualified people**

**Yes:** Be prepared to demonstrate the process you would use to solve a simple engineering design problem.

**No:** Only original copies of all degrees and certifications will be accepted.

---

□ **Identify the communication skills required for the job**

- Yes:** This position requires Canadian Language Benchmark level seven in verbal and listening comprehension skills and level 5 in written communication. Candidates must demonstrate friendly customer service skill and be able to clearly explain product specifics to customers.
- No:** Strong communication skills are required for this position.

□ **Specify the working conditions**

- Yes:** This position involves shift work. Night shifts have two staff working together, an emergency on-call manager and a security guard on duty at all times.
- No:** Must be willing to work shifts.

□ **Be clear and transparent about what information you need and the order in which you want to receive it**

- Yes:** Provide the following forms and documents in the order explained in the attached pdf. If there is a good reason why one or more of the required documents cannot be provided, this must be explained in the cover letter.
- No:** Include pertinent forms and documents.

□ **Write clearly and simply avoiding jargon, explaining any acronyms, and keeping sentences concise.**

- Yes:** This is a part-time position with a starting wage of \$25 per hour. After the first three months, if work has been consistently rated satisfactory, salary will increase by \$1.50 per hour.
- No:** This position has incremental salary increases following probation, dependent upon multiple stakeholder approval of satisfactory task ratings and APS final sign offs.

## Checklist #5

# THE ULTIMATE NEW-HIRE ONBOARDING CHECKLIST

### A) New hire checklist – Before the start date

\*\*\*Denotes items that are helpful for immigrant hires

#	ACTIVITY	EMPLOYEE INITIAL when complete
1	Employment Contract Send contract to new hire for review	
2	Arrange meeting to review and sign contract	
3	Plan Orientation Day Set a start date for new hire: _____	
4	Notify manager and department of start date	
5	Create Orientation Package	
6	Workplace Set-Up Arrange and set-up workplace furniture	
7	Set up any phone or mail directories required	
8	Arrange for building access (keys, access codes or fobs)	
9	Technical Set-Up Set up computer with temporary login and password	
10	Set up company email address with temporary login information	
11	Set up company Internet/Intranet access on computer	
12	Set up and activate a company phone/employee cell phone if applicable	
13	Other specifics to your context...	

**Supervisor sign and date when list is complete**

\_\_\_\_\_

**Employee sign and date when list is complete**

\_\_\_\_\_

## B) Up Next: Before the Start Date

**\*\*\*Denotes items that are helpful for immigrant hires**

#	ACTIVITY	EMPLOYEE INITIAL when complete
14	Orientation Package Arrange and provide for new hire, including:	
15	<ul style="list-style-type: none"> <li>• Copy of Employment Contract</li> </ul>	
16	<ul style="list-style-type: none"> <li>• Copy of Employee Handbook</li> </ul>	
17	<ul style="list-style-type: none"> <li>• Payroll Forms</li> </ul>	
19	List of the most important websites or software with temporary login information	
20	A short quiz on company information (Organizational	
21	charts, office maps, etc.)	
22	Community Engagement or Corporate Social Responsibility information	
23	***Guide to the Neighbourhood (Places to eat, go for coffee, etc.)	
24	Other specific to your organization	

**Supervisor sign and date when list is complete**

\_\_\_\_\_

**Employee sign and date when list is complete**

\_\_\_\_\_

## C) New Hire Checklist – on and after the start date

\*\*\*Denotes items that are helpful for immigrant hires

#	ACTIVITY	EMPLOYEE INITIAL when complete
	Fill out new employee hire form with:	
	<ul style="list-style-type: none"> <li>• Start date</li> </ul>	
	<ul style="list-style-type: none"> <li>• Salary</li> </ul>	
	<ul style="list-style-type: none"> <li>• SIN number</li> </ul>	
	<ul style="list-style-type: none"> <li>• Date of birth</li> </ul>	
	<ul style="list-style-type: none"> <li>• Address</li> </ul>	
	<ul style="list-style-type: none"> <li>• Emergency contact information</li> </ul>	
	Arrange to receive a void cheque for automatic deposit	
	Have new hire fill out their Form TD1 personal tax credit	
	Input payroll information into payroll and HR software	
	Communicate benefits plan coverage specific to new hire	
	Arrange meeting with benefits administrator	
	Fill out new hire enrollment or waiver form	
	Input new hire information into benefits online system and HR software	
	Confirm that employee receives benefits packages (2-3 wks)	
	Administer appropriate workplace safety testing	
	***Probation period expectations	
	***Workplace culture discussion of expected behaviours for:	
	<ul style="list-style-type: none"> <li>• Greetings, interactions and friendliness between colleagues</li> </ul>	
	<ul style="list-style-type: none"> <li>• Breaks and lunch norms and expectations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Meetings etiquette</li> </ul>	
	<ul style="list-style-type: none"> <li>• Asking questions and getting information</li> </ul>	
	<ul style="list-style-type: none"> <li>• General communication expectations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Interactions between departments</li> </ul>	
	<ul style="list-style-type: none"> <li>• Interactions with clients/supply chain</li> </ul>	
	<ul style="list-style-type: none"> <li>• Email communication expectations</li> </ul>	

	<ul style="list-style-type: none"> <li>• Responsiveness to requests timelines</li> </ul>	
	<ul style="list-style-type: none"> <li>• Personal space</li> </ul>	
	<ul style="list-style-type: none"> <li>• Interaction between genders</li> </ul>	
	<ul style="list-style-type: none"> <li>• Team work expectations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Feedback expectations; positive and negative</li> </ul>	
	<ul style="list-style-type: none"> <li>• Taking initiative</li> </ul>	
	<ul style="list-style-type: none"> <li>• Degree of formality, hierarchy and use of titles</li> </ul>	
	<ul style="list-style-type: none"> <li>• Punctuality</li> </ul>	
	<ul style="list-style-type: none"> <li>• Privacy</li> </ul>	
	<ul style="list-style-type: none"> <li>• Requests for time off and sick leave protocols</li> </ul>	

**Supervisor sign and date when list is complete**

\_\_\_\_\_

**Employee sign and date when list is complete**

\_\_\_\_\_

## D) Job specific

\*\*\*Denotes items that are helpful for immigrant hires\*

#	ACTIVITY	EMPLOYEE INITIAL when complete
	Job performance expectations	
	Training	
	Company general knowledge and values, mission, vision	
	***Key personnel	
	***Company organization (org chart)	
	***Company achievements and goals	
	***How and when to expect feedback and what it will look like	
	Performance reviews	
	Daily operations	
	***Primary activities and prioritizing	
	***Measurement of performance	
	***Degree of supervision to expect	
	***Assign buddy, coach and or mentor and explain expectations	

**Supervisor sign and date when list is complete**

\_\_\_\_\_

**Employee sign and date when list is complete**

\_\_\_\_\_



## E) Three to six months

\*\*\*Denotes items that are helpful for immigrant hires\*

#	ACTIVITY	EMPLOYEE INITIAL when complete
	Performance evaluation	
	Satisfaction survey from employee	
	***Applicable benefits after probation period	
	***Dealing with conflicts processes and procedures	
	***Bridging cultural differences	
	***Career goals discussion	
	Ensuring individual goals and company goals are in alignment	
	***Explain promotion and career development opportunities	
	***Connect with new hire's mentor and check in	
	***Check in with new hire about mentorship satisfaction	
	***Inform new hire about connecting and networking opportunities	
	***Assign person to connect new hire with networking and professional development groups and activities	

**Supervisor sign and date when list is complete**

\_\_\_\_\_

**Employee sign and date when list is complete**

\_\_\_\_\_

## Employer Orientation Checklist

<b>Category 1: Prior to Start Date</b>			
Personnel requisition form	<input type="checkbox"/>	Application (signed and completed)	<input type="checkbox"/>
Reference check information and interview notes	<input type="checkbox"/>	Pre-employment drug screen	<input type="checkbox"/>
Background check	<input type="checkbox"/>	Written offer of employment	<input type="checkbox"/>
Training and paperwork documentation ready for start date	<input type="checkbox"/>	Company literature	<input type="checkbox"/>
An organizational chart and map of the building(s)	<input type="checkbox"/>	A comprehensive employee handbook that details company policies, procedures, and standards	<input type="checkbox"/>
A glossary of industry- or company-specific terminology and acronyms	<input type="checkbox"/>	A list of internal contacts for inquiries related to payroll, benefits, technical support, etc.	<input type="checkbox"/>
<b>Category 2: Start Date Responsibilities</b>			
<b>2A) Receive the Employee</b>			
Review a copy of the employees application	<input type="checkbox"/>	Be familiar with the employees experience, training, and education	<input type="checkbox"/>
Review the job description with the employee, including the duties, responsibilities, and working relationships	<input type="checkbox"/>	Provide employee with new employee workbook	<input type="checkbox"/>
Ensure employee signs all applicable documentation	<input type="checkbox"/>	Direct deposit authorization form	<input type="checkbox"/>
Fill out employee benefit forms	<input type="checkbox"/>	Explain the total organization and how the employee fits in	<input type="checkbox"/>
Ascertain future career goals of the employee	<input type="checkbox"/>	Outline department specific goals and objectives	<input type="checkbox"/>
<b>Review the Following:</b>			
Probationary period	<input type="checkbox"/>	Performance review process	<input type="checkbox"/>
Salary increase	<input type="checkbox"/>	Work hours, breaks, mealtimes, and other rules	<input type="checkbox"/>
Equipment, such as telephone, copier, fax machine	<input type="checkbox"/>	Duties, responsibilities, purpose	<input type="checkbox"/>
Handling of confidential information	<input type="checkbox"/>	Performance expectations/goals	<input type="checkbox"/>

Promotions/transfers	<input type="checkbox"/>	Safety/emergency procedures	<input type="checkbox"/>
Emergency exits	<input type="checkbox"/>	Reporting injuries	<input type="checkbox"/>
<b>2B) Welcome the Employee</b>			
Introduce the new employee to his/her co-workers	<input type="checkbox"/>	Indicate to each co-worker what the new employee's position will be	<input type="checkbox"/>
Explain the functions of each person to the new employee as you introduce them	<input type="checkbox"/>	Tour the department, plant, and company	<input type="checkbox"/>
Explain where the lavatories, coffee and/or break areas, and the parking facilities are located	<input type="checkbox"/>	Set a time and date within one week to cover any questions or concerns of the new employee and check progress	<input type="checkbox"/>
<b>2C) Introduce the Employee</b>			
Ensure the new employee's work area, equipment, tools, and supplies are prepared and available	<input type="checkbox"/>	Have the employee sign for any tools, equipment, vehicles, etc. provided by the company	<input type="checkbox"/>
Explain the levels of supervision within the department	<input type="checkbox"/>	Provide the new employee with the necessary or required training	<input type="checkbox"/>
Review general administrative procedures	<input type="checkbox"/>	Explain the hours of work, overtime procedures, call-in procedures	<input type="checkbox"/>
Give the new employee the department telephone number	<input type="checkbox"/>	Explain company products and services.	<input type="checkbox"/>
<b>Category 3: First Week</b>			
Wrap-up training/review	<input type="checkbox"/>	Set aside at least two hours in the first week for the employee to read and learn the employee handbook	<input type="checkbox"/>
Receive new hire feedback from appropriate managers and trainers	<input type="checkbox"/>	Explain the company's unique selling proposition	<input type="checkbox"/>

<b>Category 3: First Week</b>			
Wrap-up training/review	<input type="checkbox"/>	Set aside at least two hours in the first week for the employee to read and learn the employee handbook	<input type="checkbox"/>
Receive new hire feedback from appropriate managers and trainers	<input type="checkbox"/>	Explain the company's unique selling proposition	<input type="checkbox"/>
Distribute employee new hire satisfaction survey	<input type="checkbox"/>	Review probation period (if applicable)	<input type="checkbox"/>
Review applicable employee benefits	<input type="checkbox"/>	End of probationary period employee status interview	<input type="checkbox"/>
Determine employee eligibility for career advancement opportunities	<input type="checkbox"/>		

### **Acknowledgment and Agreement**

I, (Employee Name), acknowledge that I have read and understand the Orientation Checklist Policy of (Company Name). Further, I agree to adhere to this policy and will ensure that employees working under my direction adhere to this policy. I understand that if I violate the rules/procedures outlined in this policy, I may face disciplinary action, up to and including termination of employment.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

## Resource #1

# CANADIAN WORK VALUES COMPARED WITH VALUES IN OTHER CULTURES

COMMON CANADIAN VALUES	CONTRASTING VALUES OF SOME OTHER CULTURES
<p><b>DIRECTNESS, HONESTY, OPENNESS:</b> People should be open and honest and say what they think, but they should be polite and speak in a way that is considerate of other people's "feelings".</p>	<p><b>INDIRECTNESS / INCREASED DIRECTNESS:</b> In many Asian cultures, saving face is most important. People are taught to be diplomatic and put the feelings of others first. Honesty isn't necessarily the best policy. In Russia and some Eastern European countries, people are even more direct than in Canada. They see directness as a sign of honesty and respect, but can seem rude to people from less-direct cultures.</p>
<p><b>EQUALITY:</b> All people are equal. In the workplace, status is observed in a less-obvious way than in other cultures.</p>	<p><b>RANK OR STATUS:</b> Roles are defined in terms of one person being subordinate or superior to another, as in Russia or China.</p>
<p><b>SELF-DIRECTION:</b> Employees are often given a task and expected to figure out how to do it. They should be willing to work hard and show initiative.</p>	<p><b>HIERARCHY:</b> Employees are told exactly what to do and how to do it. Cultures such as those in East Asia and South Asia have a steep pyramid. The boss or chief at the top gives detailed directives which employees are expected to implement.</p>
<p><b>CHANGE:</b> New ideas are often well-received. Many organizations change constantly.</p>	<p><b>TRADITION:</b> In some Asian culture people are taught to respect their ancestors and observe the rituals, customs, and beliefs from their past.</p>
<p><b>TIME FLIES:</b> People must save time and be organized, using schedules and time management techniques. In business, it's important to be punctual.</p>	<p><b>TIME WALKS:</b> In many South American cultures and countries such as Indonesia, people take it easy and don't rush. They have more flexible hours and feel that what isn't done today will get done tomorrow.</p>

<p><b>SHORT-TERM OUTLOOK:</b> Companies focus on short-term goals. They measure success on a quarter-by- quarter basis.</p>	<p><b>LONG-TERM OUTLOOK:</b> Companies sacrifice short term gain for long-term goals. The Japanese auto industry, for example, has longer-term goals than the North American auto industry.</p>
<p><b>WORK:</b> Many people define themselves by the type of work they do. They work hard and make work a priority, often giving up personal time for their jobs.</p>	<p><b>BEING:</b> People don't define themselves by their work. It's acceptable not to focus on work. In the Scandinavian countries, family life is considered more important than work.</p>
<p><b>ACTION AND ACHIEVEMENT:</b> Action and accomplishment are highly valued. Being productive is a great asset.</p>	<p><b>RELATIONSHIPS:</b> Relationships are more important than action and accomplishments. In the middle east, business leaders take much longer to get to know each other than North Americans do before they conduct business together.</p>
<p><b>SELF-IMPROVEMENT:</b> People try to improve their own lives. Continued learning is encouraged; many companies offer seminars and workshops, and pay for employee's evening courses.</p>	<p><b>BIRTHRIGHT OR FATE:</b> People are born into wealth or poverty as determined by fate. It is difficult to change their positions in society. This view is part of Indian culture, although it is changing in some places.</p>

Adapted from:  
Goldstein, Lynda. (2010). You're Hired...Now What? Don Mills: Oxford University Press.



*When you are looking at resumes, don't dismiss a candidate because you can't pronounce their name. You may have overlooked a gold mine.*

**Ahmed Nayani, Red Deer Lodge**

## Resource #2

# WHAT IS THE DIFFERENCE BETWEEN ORIENTATION AND ONBOARDING?

According to CIMS:

**Orientation is an *event*.**

**Onboarding is a *process*.**

Companies with a strong onboarding process have an 86% retention rate according to a recent study by the Aberdeen Group. Onboarding starts the moment you think of creating a position or hiring someone new. Orientation however refers to the first few moments a new hire is on the job.

To understand this better here is a handy chart<sup>1</sup>:

Differentiators	Orientation	Onboarding
Time	Single event	Several months to a year
Delivery	Classroom style	Scalable, requires 2-way feed of information
Message	Need-to-Know information	Customized information based on role
Results	Still considered "new" and rely on the assistance of their managers and colleagues	Strengthens new employees' connection with their role and the company  Fully integrates new employees and gets them productive faster



<sup>1</sup> CIMS Hire Expectations Resources for Employers <https://www.icims.com/hire-expectations-institute/for-employers/article-onboarding-vs-orientation>

### *Resource #3*

## **ONLINE RESOURCES FOR WORKPLACE ENGLISH LANGUAGE IMPROVEMENT – TELL YOUR EMPLOYEES!**

Digital resources to help your international employees improve their English using a phone, tablet or laptop:

### **Improving English proficiency and reading comprehension:**

ESLibrary.com – has lessons, flashcards and practice reading on “hot” topics and workplace topics to improve reading comprehension and vocabulary.

<https://eslibrary.com/welcome>

### **Improving listening comprehension:**

Listening comprehension online exercises to practice at different levels of difficulty and at various speeds

<https://www.helpwithlistening.com/>

Oxford University Press digital resources for English for the Workplace: Multiple resources, handbooks and video clips to help employees master workplace and business English.

[https://elt.oup.com/cat/subjects/business\\_and\\_english/?view=List+All&cc=ca&selLanguage=en&mode=hub](https://elt.oup.com/cat/subjects/business_and_english/?view=List+All&cc=ca&selLanguage=en&mode=hub)

English at work: mobile app for improving workplace English on your phone

<https://itunes.apple.com/ca/app/english-at-work/id305563812?mt=8>

Conversation English app: 22 English lessons on your phone

<https://itunes.apple.com/ca/app/conversation-english-hd/id408665424?mt=8>

Collins Business English app: Business English listening exercises on your phone

<https://itunes.apple.com/ca/app/collins-business-english-listening/id552368912?mt=8>



## English language proficiency tests:

For employees to test on their own:

Transparent language:

<http://www.transparent.com/learn-english/proficiency-test.html>

Cambridge English test for Business English:

<http://www.cambridgeenglish.org/test-your-english/>

## Recognized Canadian English Language testing:

Official English Language testing for Canada:

<http://ieltscanadatest.com/>

Citizenship and Immigration English Language testing:

<https://www.paragontesting.ca/english-language-tests/>

English language testing and preparation programs:

<https://www.celpiptest.ca/>



*It costs nothing to network and to go to community events. Be a company ambassador at cultural events and you will find you attract quality candidates from a wide net.*

**Dana Tremblay, Finning Canada**

## Resource #4

# TIPS FOR A MULTI-CULTURAL AND MULTI-FAITH RESOURCES FOR AN INCLUSIVE WORKPLACE

Online multicultural calendar; includes country index to find national holidays for countries and cultures around the world:

<http://multiculturalcalendar.com/ecal/index.php?s=c-rochest>

Includes all major cultural

<http://canada.multiculturalcalendar.com/>

Android multicultural calendar:

<https://play.google.com/store/apps/details?id=com.sharpsol.softdrug.multiculturalCalendar>

iPhone International Media Distribution country calendar:

<https://itunes.apple.com/us/app/imd-calendar/id929019138?mt=8>

Graybridge and Malcom multicultural calendar month by month online holiday list:

<http://graybridgemalkam.com/resources/multicultural-calendar>



*Hire for skill. When you do that you are always looking at a diverse list because skill comes from around the world.*

**John Mulgrew, INEOS**



## MORE RESOURCES AVAILABLE

*Check out our website for more information on:*

Webtool and Tutorials

Workshops

Webinars

Intercultural Training

[www.immigrant-centre.ca/AB\\_Talent](http://www.immigrant-centre.ca/AB_Talent)

Our new website will be available on  
April 1st at [www.AlbertaGlobalTalent.ca](http://www.AlbertaGlobalTalent.ca)

developed by [shiftworkplace.com](http://shiftworkplace.com)  
design by [heuerdesign.ca](http://heuerdesign.ca)