



Finding Talent Video

Facilitator's Guide

Intended for Skilled Immigrant Audiences

Developed by:

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TRIEC

Toronto Region Immigrant
Employment Council



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



Ontario

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

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About TRIEC

TRIEC creates and champions solutions to better integrate skilled immigrants in the Greater Toronto Region labour market.

Introduction

The Finding Talent video was originally designed for Human Resources (HR) professionals, trainers, diversity consultants and immigrant-serving agencies who work with employers. These groups all play a role in increasing the awareness of HR professionals, hiring managers and co-workers about the benefits and importance of tapping into the skilled immigrant pool to meet their recruitment gaps or skills shortages.

Finding Talent is also an important resource for employers and immigrant-serving agencies offering training to skilled immigrants who are employed or looking for work.

This facilitation guide can be used by trainers of skilled immigrants to initiate discussion around the topics covered in the video from the newcomer's point of view. It provides an overview of each video scene, identifies high-level learning objectives, and offers suggestions on how to use the video as a learning tool.

The video and guide are sub-divided into scenes to help you plan and customize your training. For each scene the following information is provided:

- title, timestamp and duration
- a description of what happens
- key learning points
- background information for trainers
- discussion questions
- additional resources for the topic(s) covered

Finding Talent

Follow the journey of Tarek Khan, a skilled immigrant seeking employment, as he applies for a position at MetroCan. This behind-the-scenes view of recruitment and hiring provides newcomers with insight into effective job search techniques in a Canadian context.

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. The video highlights orientation, performance management, teamwork and recognition.

How to Use the Video and Facilitation Guide

The Finding Talent video and facilitation guide can be used to design a stand-alone workshop or can be part of a broader program for skilled immigrants on finding and keeping a job.

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

- View the video at least once.
- Read through the remainder of this manual, especially the discussion questions for each scene and suggested activities in the appendix.
- Refer to the References and Resources section of this guide.
- Prioritize the key areas to focus on, while taking participants' needs and your time constraints into consideration.
- 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, either as a whole or by scenes, and allow ample time for group discussion and/or activities. The video is divided into scenes of varying lengths and some may be viewed together before pausing, depending on your audience and learning objectives.
- Consider screening the video over several sessions to accommodate your timetable as well as to allow for more reflection and in-depth learning.

Training Approach

This video mainly focuses on one immigrant culture, while your training group will likely be made up of newcomers from several different backgrounds. It may be important to stress that much of what Tarek and his wife experience applies to newcomers from around the world. Focus the discussion on identifying elements of Canadian culture rather than on Tarek's responses. Not every new hire will have a supportive human resources manager or a peer mentoring program in their workplace. Consider addressing how participants may find support for themselves if they are hired into a company without a "Dana."

The relevant skills and knowledge section at the end of the trainer notes indicates key competencies that would help a skilled immigrant manage the challenges experienced by Tarek in the video. These listings may be used to highlight skills and knowledge in general, or to reinforce elements of other training programs.

Cast of Characters



Henry Sutherland is a hiring manager who is head of Research and Development at MetroCan. Despite his strong business background, Henry has not had much experience hiring or working with skilled immigrant employees and expresses concern. His priority is finding an employee who “fits in” and will lead the team to a successful project launch in 120 days’ time.



Dana Bowen is a human resources professional with a small but growing high tech company. Her enthusiasm for her profession comes across in her dealings with Henry and Tarek. Dana is open-minded and well informed of the advantages of hiring skilled immigrants into positions at their professional level. She gains great satisfaction from making a good hire and is as keen as Henry to fill the vacant project manager position with the right candidate.



Tarek Khan is a talented project manager who has extensive experience working with multinational corporations abroad. Tarek faces numerous challenges while looking for his first job in Canada because he lacks Canadian experience. He faces an unfamiliar approach to hiring with enthusiasm and candour.



Malika Khan is Tarek’s wife. She recognizes how much it will mean to Tarek and the family if he finds a job in his field and at his professional level. Malika’s conversations with Tarek provide him with the opportunity to reflect on his experience.

Scene-by-Scene

Scenes 1 and 2: Attracting Qualified Skilled Immigrant Job Candidates

Scene 1: 4 minutes, 45 seconds (0:00 to 4:45)

Scene 2: 47 seconds (4:46 to 5:33)

Description

In the first scene, Henry Sutherland learns his firm has been awarded a significant contract. Immediately afterwards, Henry discovers that his star project manager has been recruited by the competition. He and Dana Bowen discuss the necessary qualifications for the replacement. Henry's list of requirements is long and Dana helps him distinguish between the essential and non-essential skills for the position. Dana ends by reminding Henry that specialized superstars "don't grow on trees."

In Scene 2, Henry and Dana talk about recruitment methods and channels for sourcing qualified candidates. They discuss whether to open up the search to skilled immigrants and how to do so. Dana attempts to allay Henry's concerns by presenting a business case for considering skilled immigrants.

Key Learning Points

- See the employer's perspective on why hiring skilled immigrants makes good business sense.
- Understand some common concerns employers have about hiring skilled immigrants (so that you may address them in resumes and job interviews).
- Identify key elements of your international experience that employers may value.

Notes for Trainer

- Different cultures have different notions of what it means to fit in at work. When used in job search training, Scene 1 may complement a discussion on stated and hidden job requirements.
- Scene 2 provides insight into how employers may view skilled immigrants vis-à-vis organizational "fit", personal qualities and suitability for positions that are commensurate with their skills and experience. It may reinforce job search training on the importance of soft skills in Canadian workplaces.
- Both scenes illustrate how employers may perceive hiring newcomers as a risk, especially for positions higher up the corporate ladder. Dana counterbalances Henry's risk-averse behaviour and encourages him to look at their hiring situation differently. Having a sense of where employers are coming from will help job seekers determine a more successful approach to looking for work, for example deciding which experience and qualities to emphasize.

Discussion Questions

- Dana, the HR professional, stresses that it is important to separate the "must-haves" from the "nice-to-haves" when attracting the right talent. What does this mean?
- Henry says he doesn't have time to "develop" someone. What does this mean? Provide an example.
- Have you hired staff? Did you look for the same qualities as Henry? Why or why not?
- Henry doesn't feel a skilled immigrant will "fit" in the organization. What examples does he give of fitting in? Do you have your own examples of organizational fit?

- When Dana suggests the option of opening up the search to skilled immigrants, Henry remarks that the company already employs immigrants. At what level are these newcomers working at MetroCan? How do their positions differ from the position Henry is hiring for?
- What are Henry's main concerns about hiring a skilled immigrant for the project manager position? If you had a chance to sit and talk to Henry how would you address his concerns? Draw examples from your personal experience.

Scene 3: Accent and Odours – Considerations for Hiring Decisions?

4 minutes, 3 seconds (5:34 to 9:37)

Description

Henry presents his notion of “organizational fit” and his concerns about a newcomer’s ability to “take the ball and run.” He stresses the importance of learning the business “from the ground up.” Dana addresses discrimination based on accent.

Tarek Khan is excited about a job opportunity and preoccupied about how he may present in a job interview.

Key Learning Points

- Gain a deeper understanding of the possible meanings of “fit” and how that translates to the business world.
- Identify the benefits of networking while looking for a job.

Notes for Trainer

- What an employer may believe is a legitimate reason to reject a candidate might represent a difference in cultural values. This scene of the video deals with some of these cultural biases and how they may affect a good hiring decision. It provides skilled immigrants with a behind-the-scenes view of how employers may assess their resumes and interview performance.
- Henry refers to two famous hockey players to illustrate the qualities he is looking for. Dana does not appear to be a hockey fan and models an effective way of asking for clarification.
- Tarek tells his wife, Malika, that he found out about the opening at MetroCan because he met someone at a networking event. This is a good example of how effective networking can be, especially since Tarek didn't even know that he was speaking to the very person who had just left the project manager position.
- This scene may reinforce job search training on networking, dressing for an interview and the importance of soft skills in Canadian workplaces.

Discussion Questions

- Henry, the hiring manager, uses the analogy of Crosby (Canadian hockey player) and Malkin (Russian hockey player) when he describes to Dana what he is looking for in the new project manager. Malkin is technically a better player, but Crosby is more “well-rounded.” What does Henry mean by “well-rounded” here?
- Tarek thinks that the smell of the food he eats may be the reason why he doesn't get hired. In your experience, is this a genuine concern?
- How does Tarek find out about the vacant post at MetroCan? Why is this activity an important source of job leads?

Scenes 4 and 5: Telephone Screening Interview

Scene 4, 1 minute 59seconds (9:38 to 11:37)

Scene 5, 44 seconds (11:38 to 12:22)

Description

Tarek wonders whether he should join a club with “Canadian” in the title and include it in his resume so that resume screening software would screen him in.

Dana conducts a telephone interview with Tarek for the project manager position by using a standard telephone pre-screen form. She stresses that cultural difference may be an important asset for organizations to leverage to compete in an increasingly global marketplace.

Key Learning Points

- Analyze potential meanings of “Canadian experience.”
- Explore answers to a few common interview questions.

Notes for Trainer

- Participating in a telephone interview at a moment’s notice can be challenging at the best of times and especially when it is a first interview in a new country. The notion of what constitutes professional telephone demeanor and acceptable interview answers can be explored.
- An employer may deny some candidates a job because they lack “Canadian experience” but what does this really mean? It may mean exactly that – the candidate has never had a job in Canada or has never had a job here at their professional level. “Canadian experience” may be a substitute term to describe what is really discrimination; in many cases however, it could also be a shorthand employers use to describe unknowns that they find unsettling. These could include not knowing any of the candidate’s previous employers, not being familiar with schools candidates went to or being concerned that candidates may not know key suppliers, etc. These concerns may not all be fully addressed in an interview, leaving the employer with a feeling that there is not the right fit.
- This scene may reinforce job search training on key words and resume screening, telephone manner and answering basic interview questions.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - ability to understand the meaning of interview questions
 - ability to describe previous work experience concisely
 - excellent telephone manner

Discussion Questions

- Tarek mentions his lack of Canadian work experience as a barrier to finding meaningful employment. What do you think “Canadian experience” means to employers like Henry?
- Dana mentions that interviewing skilled immigrants by telephone can be challenging. Discuss your experience with telephone interviews. What challenges did you encounter?

Scene 6: Screening Resumes of Skilled Immigrant Job Candidates

3 minutes, 8 seconds (12:23 to 15:31)

Description

Dana and Henry react to Tarek's resume that includes extraneous details and follows an atypical format. This leads to a discussion on cultural bias in considering skilled immigrant job candidates for positions above entry-level. Dana warns against eliminating someone due to unconscious cultural bias on their part.

Tarek is invited to a face-to-face job interview with Dana and Henry.

Key Learning Points

- Identify key Canadian expectations about resume format and style.
- Explore ways to address a potential employer's concern about how long it might take for someone to become fully accustomed to a new position.

Notes for Trainer

- There are many different culturally appropriate ways to describe one's work experience on paper. Hiring managers in Canada tend to look down on what they consider atypical resume formats, for example resumes that are too long and include too many personal details. For this reason, many skilled immigrant job seekers are screened out at this early stage.
- In Henry's mind, MetroCan will not meet its product launch date if the new hire requires too much time to learn the ins and outs of this particular project manager position. Consider exploring ways in which applicants could address this concern through how they present their qualifications and experience.
- This scene may be used to illustrate points made during job search training on resume writing.

Discussion Questions

- Tarek attached a photograph to his resume and his resume was longer than the standard one to two pages. Why do you think he did this? What could Tarek have done differently to tailor his resume to meet the expectations of a Canadian employer?
- Why might Henry have asked Dana if she had seen where Tarek lives?
- What does Henry mean when he says he doesn't have time for "a steep learning curve?" How might Tarek address these concerns in an interview?

Scene 7: Interviewing Skilled Immigrants

3 minutes, 5 seconds (15:31 to 18:36)

Description

Tarek arrives for his interview. Both he and Henry experience culturally based misunderstandings as they engage in small talk before the interview begins. The interview itself gets off to a shaky start.

Key Learning Points

- Understand how cultural references and differences in body language may result in miscommunication.
- Learn more about what constitutes acceptable topics for small talk.
- Examine behavioral style interviewing.

Note to Trainer

- Henry's enthusiasm while he talks about ice hockey is matched by Tarek's enthusiasm as he talks about field hockey. This demonstrates that the two men share a common interest in sports and that both are comfortable making small talk about their passions. The difference lies in their cultural frame of reference and inability to understand what the other is talking about.
- Tarek nods his head to indicate that he's ready to start the interview but the interviewers are confused because they think he's signaling that he's not ready to begin.
- A behavioral interviewing style is widely used. The logic is that how you behaved in the past in employment-related situations will predict how you will behave in the future. Interviewers may tend to assume that all candidates will act similarly regardless of their cultural background. Candidates may feel that it is only common sense to act in the ways they are describing. This potential mismatch in perceptions of how to address workplace issues may result in a poor interview outcome for the candidate, even though the candidate may have the requisite skills and experience.
- This scene may reinforce training on interview skills as well as workplace communication such as small talk and body language.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - how to make small talk in an interview
 - awareness of cultural differences in body language

Discussion Questions

Small Talk

- What are acceptable topics for small talk, especially in a business setting?
- What is your reaction to the misunderstanding about "hockey?" Have you had a similar experience? What did you learn from it?

Body Language

- Henry does not understand when Tarek responds by shaking his head from side to side. How would you interpret that behaviour? What could have helped Tarek understand Henry's reaction better?
- Have you encountered any other misunderstandings based on body language? What can you do to minimize this kind of misunderstanding?

Scene 8: Tell Me About Yourself

1 minute, 38 seconds (18:36 to 20:14)

Description

Henry tries to determine whether Tarek will “fit in” at MetroCan. Tarek answers the question, “Tell me about yourself.” and provides more personal details than Henry or Dana expected.

Both Henry and Tarek share their reactions with the viewer.

Key Learning Points

- Understand the main points to cover in response to the interview question “Tell me about yourself.”
- Explore non-verbal cues that indicate it is time to stop talking.
- Gain insight into how hiring managers in Canadian workplaces might feel about responses that are not what they expect.

Notes for Trainer

- When asked to tell the interviewers about himself, Tarek mentions his former university and a famous professor. This information does not impress the interviewers and does not fit the mold of what they are looking for in his answer. In a job interview, “Tell me about yourself.” is a signal to give a brief overview of yourself professionally – your career development, what led you to apply for the position, etc.
- Sometimes interviewers take for granted that every interviewee, regardless of background, understands and knows how to respond to typical interview questions. They may not realize that the way in which a question is asked is based in a language and culture that may be confusing to the interviewee.
- Henry’s body language indicates that he’s ready for Tarek to stop answering an interview question. Henry stops nodding his head to encourage Tarek to continue, gets a blank look on his face and gazes away. In the talking heads section of this scene, Henry reveals he thought Tarek was never going to stop talking. Sometimes it is difficult to recognize these cues when we are nervous. Consider exploring cultural differences in these important conversational cues.
- This scene reinforces training on how to answer one of the most basic interview questions.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - giving a brief professional overview of skills and experience
 - recognizing cues that indicate it is time to stop talking

Discussion Questions

International Education

- Tarek mentions his former university and “drops” his professor’s name. Why might Tarek “name drop”? What meaning does this have for the interviewers?

Interview Questions

- What do you think of Tarek’s response to “Tell us about yourself?” Identify elements of Tarek’s answer that would be seen as out of place to the interviewers.
- What is a preferred response?
- Does Tarek’s response demonstrate poor professional judgment, cultural differences or a lack of interview experience here in Canada?

Communication

- Henry tells the viewer that he thought Tarek was never going to stop talking. During the interview scene what cues, or signals, did Henry show to indicate he was ready to move on to the next question? Are these universally understood cues? What others do you know?

Scene 9: Social Activities

1 minute, 5 seconds (20:14 to 21:19)

Description

Henry continues to try to determine whether Tarek will “fit in” and asks him what he likes to do on weekends. Tarek mentions that on Friday nights he and his family are usually at the mosque. Henry becomes concerned.

Key Learning Points

- Examine an example of how an interviewer may jump to conclusions.
- Explore how a candidate might be proactive and address unspoken concerns the employer may have during the interview.

Notes for Trainer

- In order to prepare for a job interview, it is helpful to anticipate what might create concern for employers. In this case, we see that Henry makes an assumption and becomes doubtful about Tarek’s ability to socialize with clients and with the team. Other concerns that employers might have include whether a candidate will be able to travel or work late.
- Ways in which candidates might address these unspoken concerns include learning about the demands of the position ahead of time and asking a few probing questions in the interview to learn more about the company’s expectations. In their answer to “tell me about yourself” (or a similar question near the beginning of the interview) candidates may state that they are able to put in extra time to get the job done.
- This scene can be used to supplement job search training on how to answer interview questions.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - researching what might be of concern to employers
 - adjusting answers to interview questions to address employers’ unspoken concerns

Discussion Questions

- When Tarek mentions that he visits the mosque most Fridays, Henry looks concerned and wonders to himself whether Tarek would go out for a beer with the clients and go the extra mile to acquire business. How might interview candidates anticipate this type of unspoken concern and be proactive in their approach to answers? Provide examples.

Scene 10: Call of Duty

58 seconds (21:20 to 22:18)

Description

Dana asks a question about going “above and beyond the call of duty” to get a job done. Tarek provides an example from a previous job, even though he is not really sure he has understood the question.

Key Learning Points

- Learn how to manage idiomatic expressions during an interview.
- Identify techniques for learning new business jargon.

Notes for Trainer

- Skilled immigrants may have trouble understanding idioms and slang (informal words or expressions), in part because these expressions are deeply rooted in an unfamiliar culture. Active listening techniques such as asking for clarification become even more important during a job interview.
- Jargon is the use of terms used by people who work in a specific field or share a common interest. It takes time to become familiar with industry-specific terms and short forms. Sometimes jargon can be especially confusing because a term that usually means one thing in general usage may have a different meaning in the context of a particular industry. People learn to understand the jargon of their own field and may be unable to understand someone else's. See Scenes 15/16/17.
- There are several resources that offer examples of common English idioms and slang. These can be found online or in public libraries. Industry journals, newsletters and websites are potential sources of industry-specific jargon.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - requesting clarification
 - answering typical interview questions
- This scene may tie in with training in interview preparation and in workplace communication.

Discussion Questions

- How would you define the following business-related idioms:
 - call of duty
 - lone wolf
 - get the ball rolling
 - the bubble has burst
 - the buck stops here
 - burn your bridges
 - someone means business
 - a fat cat
 - come full circle
 - in a tight corner
- Can you add any more idioms to the list?
- How could Tarek have clarified the meaning of idiomatic expressions? How could he avoid sounding repetitive if he had to clarify more than one expression? Provide examples.

Scenes 11 and 12: Assertiveness

Scene 11, 41 seconds (22:18 to 22:59)

Scene 12, 33 seconds (23:00 to 23:33)

Description

Tarek is uncomfortable answering a question about a time when he disagreed with his boss. Dana shares her views on differing cultural values related to assertiveness at work.

Key Learning Points

- Understand different cultural values with regard to being assertive and handling disagreements with individuals in positions of higher authority.
- Recognize the importance of learning about managers' expectations in the Canadian work environment.

Notes for Trainer

- Different cultures have differing views of assertiveness in the workplace. In a typical Canadian workplace assertiveness tends to be valued. It is acceptable to challenge ideas as long as you do so diplomatically. One technique is to point your finger at yourself first, rather than point your finger at someone else. Change a "You" statement to an "I" statement. Talk about what "I understand" rather than "What you said..."
- Example
 - "I'm having trouble understanding your approach. Can you explain why you want to take that course of action?" *instead of* "Your approach is wrong."
- In some cultures, being assertive at the expense of offending one's superior is not considered acceptable. In fact, it could damage one's career if the culture values strong deference to authority.
- Tarek could have answered this question differently by saying something like "In my former workplaces it would not have been appropriate for me to openly disagree with my boss. I do have ideas to contribute and look forward to learning the Canadian way."
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - awareness of different ways of disagreeing with someone at work
 - how to describe examples from a previous job
- These scenes may tie in with training in interview preparation and in workplace communication.

Discussion Questions

- Tarek stated that he wouldn't argue with his supervisor even if he didn't agree with his idea or approach. How might this response reflect someone's ability to resolve workplace conflicts and resolve differences with superiors?
- How does culture play a role in Tarek being unable to challenge his supervisor or boss?
- How might Tarek have answered this interview question differently?
- Does Tarek's response imply that he lacks strong conflict resolution skills? Why or why not?

Scenes 13 and 14: Past Accomplishments

Scene 13, 34 seconds (23:34 to 24:08)

Scene 14, 31 seconds (24:09 to 24:40)

Description

Tarek answers a question about standing up for an unpopular decision at work and reveals how much he values the achievement of the team over the achievement of an individual. Dana addresses group harmony and individual achievements and recommends acknowledging cultural differences when making good hiring decisions.

Key Learning Points

- Understand different cultural values regarding group harmony and individual achievements.
- Recognize the importance of learning about managers' expectations in the Canadian work environment.

Notes for Trainer

- Different cultures have differing views of group harmony and individual achievement in the workplace. Canadian employers often want to know about a candidate's decision-making skills and ability to take initiative because these are the kinds of skills and behaviours expected on the job. Many skilled immigrants struggle with providing responses because they were not in a position to make decisions on their own at work or to take initiative before getting consent from their supervisor.
- Set aside some time to discuss how participants can learn more about what will likely be expected of them in the Canadian workplace.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include awareness of different cultural values placed on individuals and teams in the workplace
- These scenes may tie in with training in interview preparation and in workplace communication.

Discussion Questions

- Tarek asks for clarification as to whether standing up for an unpopular decision implies taking credit or taking blame. He then states that whatever decision he makes must be one that the rest of the team supports. Do you think Tarek knew his decision-making skills were going to be evaluated? How appropriate is his answer given that the interviewers were looking for a response that would reflect his decision-making skills?
- Could there be a cultural reason for Tarek to emphasize his team's accomplishments over his individual ones?
- What are some ways in which you can learn about what is likely to be expected of you in a typical Canadian workplace?

Scenes 15 to 17: Colloquialisms and Business Idioms

Scene 15, 2 minutes, 14 seconds (24:41 to 26:55)

Scene 16, 14 seconds (26:56 to 27:10)

Scene 17, 1 minute, 28 seconds (27:11 to 28:39)

Description

Both Henry and Tarek struggle with the use of unfamiliar terms but get their points across with some help from Dana. Tarek finds it easier to mention his weaknesses than his strengths.

Key Learning Point

- Learn that employers value the ability to talk about one's achievements.

Notes for Trainer

- Since language is based in culture, certain business idioms and jargon may not be obvious to both parties – skilled immigrants and employers.
- 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 context. 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.
- There is a distinction between industry-specific jargon that is globally understood and company-specific jargon that only employees will need to learn. Skilled immigrants should know the jargon of their industry. This will help them understand job postings as well as communicate qualifications and experience.
- In some cultures, talking about one's strengths is considered boastful because one must follow a path of continuous improvement. As a result, some skilled immigrants tend to downplay their strengths. This may come across negatively in an interview setting where Canadian employers are accustomed to hearing responses that highlight one's strengths over weaknesses.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include talking about achievements
- These scenes may tie in with training in interview preparation and workplace communication.

Discussion Questions

- Why do you think Tarek placed more emphasis on highlighting his weaknesses than his strengths? Does this mean he is a weak candidate?
- How comfortable are you when you talk about your strengths?
- What are acceptable weaknesses to bring up in an interview? How should they be described?

Scenes 18 and 19: Interview Guides

Scene 18, 2 minute, 1 seconds (28:40 to 30:41)

Scene 19, 4 minutes, 12 seconds (30:42 to 34:54)

Description

Dana and Henry discuss Tarek's suitability for the job and decide to offer him the position. They agree on the need to coach new hires and to reduce systemic barriers to employment for skilled immigrants through the use of an interview guide. Dana also stresses the importance of dealing with cultural bias in considering a good hire.

Key Learning Point

- Learn the value of asking for clarification during interviews.

Notes for Trainer

- Henry finds Tarek's hand gestures distracting and therefore doesn't pay as much attention to the content of Tarek's answer.
- Henry and Dana have different impressions of how the question about decision-making was answered and discuss poorly worded interview questions.
- Tarek seems to gain confidence and uses more technical terms in his response to an interview question.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include asking for clarification when a question is difficult to understand
- These scenes may tie in with training in interview preparation and workplace communication.

Discussion Questions

- How might you answer Henry's questions about avoiding a decision because of the lack of team support?
- Could this question have been answered differently if it were a Canadian candidate? Why or why not?
- How could the question have been asked using plain language?
- Tarek has an excellent technical vocabulary related to his profession of project management. How is your technical vocabulary in English? What are ways in which you could improve it, if required?
- Did you have the same reaction as Henry to Tarek's body language? Why or why not?

Suggested Activities and Handouts

Trainers can decide when and how to use the activities and handouts included in this section. They are grouped by scene from the video.

Scene 1

Henry's wish list

- Replay the part near the end of Scene 1 when Dana asks Henry for his list of “must have” and “nice-to-have” experience and qualities in a new hire for the project manager position.
- Ask participants to write down Henry’s requests in the correct column of the table in the handout.
- Discuss to ensure understanding.
- Ask participants whether they share these qualities and how they would demonstrate them.

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Handout: Henry's wish list

Listen again to Henry as he tells Dana his list of “must have” and “nice-to-have” in a new hire for the project manager position. Write down Henry's requests in the correct column of the table below.

Additional questions

- Do you share these qualities?
- How would you demonstrate them in a job interview?

“Must haves”	“Nice to haves”

Scenes 4 and 5

Telephone Interviews

Replay the telephone screening interview.

Instructions to participants

- Record the main points from Tarek's answers to Dana's two interview questions.
 - Why are you interested in this position?
 - Why did you leave your most recent employment?
- Work in pairs to discuss the answers. Does Tarek give appropriate answers? Does Tarek say more or less than he needs to? What was Dana expecting to hear? Did Tarek meet her expectations? What could Tarek have said?
- Stay in pairs. Each person thinks of the last job he or she has applied to and then answers the two interview questions.

Scene 8

- Practice answering the question "Tell me about yourself."
- Time the response.
- Aim for providing a concise overview of your education and experience in less than 60 seconds.

Scene 10

- Provide a handout of sample idiomatic expressions that may come up at work and make sure there is a definition for each term. An example is provided.
- Review effective ways to ask for clarification. You may choose to have a handout or write them on flip chart paper.
- Have participants work with a partner. One person asks for clarification and the other provides the definition.
- Encourage participants to try more than one way to clarify meaning so that they have a variety of phrases to draw upon.

Finding Talent

Handout: Business slang and idioms

Term	Definition
At a premium	at a high price; at a relatively high price
Back-of-the-envelope calculations	quick calculations; estimates using approximate numbers, instead of exact numbers
Bandwidth	money, staff, equipment or other resources
Blockbuster	a big success; a huge hit
Blue sky thinking	visionary thinking without always having a practical application
Brand (verb)	to put a good face on something. Example: "Okay, so we polluted the groundwater by failing to follow those finicky safety regulations. How should we brand it?"
Brownie points	credit for doing a good deed or for giving someone a compliment (usually a boss or teacher)
Cash cow	a product, service, or business division that generates a lot of cash for the company, without requiring much investment
Climb the corporate ladder	advance in one's career; the process of getting promoted and making it to senior management
Drum up business	to create business; to find new customers
Duvet day	an allowance of time off, given by some employers. It can be described in the employment contract along with vacation days. If an employee doesn't want to go to work for any reason, he or she can use a "duvet day."
End user perspective	what the customer thinks about a product or service. It also is an indicator of how a client would feel after having used the product or service
Fast track a project	to make a project a high priority; to speed up the time frame of a project
Get your ducks in a row	order and organize everything efficiently and effectively
Go offline	to discuss one-on-one, after a meeting or outside a bigger group
Out of the loop	not part of a group that is kept up-to-date with information about something; disconnected, not current with one's knowledge of what is going on in the company or industry
Pass the buck	to shift the blame; to blame somebody else
Pull the plug	to put a stop to a project or initiative, usually because it's not going well; to stop something from moving forward; to discontinue
Pushing the envelope	going beyond of what is seen as a routine way of doing business in

Term	Definition
	order to attain a goal or secure a target
Reality check	“Let's think realistically about this situation.” (said when you don't like something that's being suggested because you don't think the other person is thinking practically or logically)
Think outside the box	think creatively to come up with new and fresh ideas and solutions
Through the roof	very high; higher than expected
Transparent	candid, open or frank
Work down to the wire	to work until the last minute; to work until just before the deadline

Strategies for learning new acronyms, new business jargon or industry slang

- Keep a small notepad/diary at your desk. Jot down new or unfamiliar acronyms or expressions you see/hear as they come along. Compile a list.
- Consult a team member or another person on your team that you trust, and ask for clarification.
- Purchase one of the many book or CD resources available to learn North American business jargon and slang.
- Go to a free online site that provides business slang, jargon and idioms.
- Consult your workshop facilitator at the follow-up or coaching sessions

Scenes 11 and 12

- Review definitions and examples of assertive, aggressive and passive behaviour.
- Focus on different and acceptable ways to voice disagreement in the workplace that do not go as far as “arguing.”
- Ask participants to describe a work situation in which they, or a co-worker, disagreed with a peer, a boss or a staff member they supervised. What was the situation? What did they want to say? If this situation happened in a Canadian workplace what might be an appropriate approach? Exactly what would they say?
- The trainer may tell the group that in English, the more polite we are the more words we use. Contrast “move over” with “Is this seat taken? Would you mind if I sat here?”

Resources

Organizations that provide employment-support services to skilled immigrants will already have a lot of job search information and resources that will supplement the key learning points from Finding Talent. At the same time, the content of Finding Talent may be used to reinforce job search training offered to newcomers.

Trainers may consult the following sources of additional material.

Type of resource	Reference Information
“Fitting In”	
article	<p>The Value of Person – Organization Fit Dr. Handler, Charles, ERE.net, May 20, 2004 http://www.ere.net/2004/05/20/the-value-of-person-organization-fit/ Describes the two types of fit: Person – Job Fit (P-J Fit) and Person-Organization Fit (P-O Fit). Directed to HR professionals</p>
article	<p>Organizational fit is key to job success Montgomery, Clifford E., BNET HR Magazine, Jan. 1996 http://findarticles.com/p/articles/mi_m3495/is_n1_v41/ai_17974991/ This source describes why the traditional model of hiring for technical skills and credentials often doesn't work very well and provides a case study of an alternative, more successful selection process.</p>
article	<p>Perceived and actual organizational fit: multiple influences on attitudes By Ritchie, C. Michael, Journal of Managerial Issues, June 22, 2006 http://www.allbusiness.com/management-companies-enterprises/1182039-1.html A scientific article. The authors “review literature on actual and perceived values fit, derive propositions from the literature on their inter-relationship and their effects on attitudinal outcomes, and describe a field study examining these relationships.”</p>
article	<p>Your First Days Working at a New Job: 20 Tips to Help You Make a Great Impression Hansen, Randal S., PhD and Hansen, Katherine, PhD. Qunitcareers.com http://www.qunitcareers.com/first_days_working.html An article with 20 tips on what to do and what to expect in order to create a strong first impression on your colleagues and employers</p>
article	<p>What not to do when starting a new job, The Times, April, 2008 http://business.timesonline.co.uk/tol/business/career_and_jobs/article3714249.ece A few pointers that may seem somewhat redundant but also could very easily turn into mistakes if you're too nervous and don't pay attention.</p>
Web page	<p>Adjusting to a New Job http://www.ipsychotherapist.com/Networking/firstjobcenter/AdjustingToJob/adjustingtojob.html</p>

Type of resource	Reference Information
	Directed to new college graduates, First days on the job Advice on how to make it easier for yourself and your co-workers when you're starting out in a new job.
brochure	“Business Etiquette: The New Rules in a Digital Age”, Robert Half International http://www.accountemps.com/Employment-Resources A guide to the etiquette for interacting through of professional and social networking sites, e-mail, instant messaging, mobile devices, phone, video and Web conferencing.
Telephone Interviews	
article	Phone Interviews, Accountemps http://www.accountemps.com/Phone-Interview-Tips (Accountemps)
Web page	Phone Interview Tips and Techniques http://www.best-job-interview.com/phone-interview-tips.html
Web Page	About Phone Interviews http://www.best-job-interview.com/phone-interviews.html
Web Page	Phone Interviews Tips and Techniques http://www.best-job-interview.com/phone-interview-tips.html
	<i>Build An Interview</i> (http://www.buildaninterview.com/) offers comprehensive information and advice to interviewers and interviewees.
	For the self-directed guide, include specific links to the following: “Interview Questions- Behavioral Interview” http://www.buildaninterview.com/behaviroal_interview_questions.asp This section includes five articles that explain the behavioral interview and include tips how to prepare for it. Trainers could feature the whole site as a useful resource. It helps to understand and convey the interviewer’s perspective.
book	The Everything Practice Interview Book: Make the Best Impression - and Get The Job, McKay Dawn Rosenberg, F+W Media, 2004 Available on Google Books, Body Language – p. 31
Communication	
book	Negotiating for Dummies, Donaldson, Michael C. Available on Google Books, Listening to Body Language – p. 121 Advice on how to read your counterpart’s body language and what kind of information you can get from it.
Blog	5 Tips on Leveraging Body Language at Work http://www.projectmanagers.net/profiles/blogs/5-tips-on-leveraging-body
Blog Post	25 Perfect Phrases for Starting a Business Conversation http://www.artofspeakingbusiness.com/?p=20 This source has 25 opening lines for starting a business conversation, with a

Type of resource	Reference Information
	few different approaches (compliment, advice, etc.).
	Business English – Useful Expressions http://www.eslgold.com/business.html An extensive list of expressions in all areas of business communication, from apologizing and introductions to delivery of presentations
	Idioms, http://www.eslgold.com/idioms.html Self-study guide to English idioms, slang and expressions
Article	Are You Assertive Enough American Management Association http://www.amanet.org/training/articles/Are-You-Assertive-Enough.aspx The article discusses five signs of low assertiveness and suggests alternative assertive behaviour.
Article	Learning to Just Say NO, March 04, 2010 By: Pat Nickerson and Alec Mackenzie American Management Association http://www.amanet.org/training/articles/Learning-to-Just-Say-NO.aspx
Book	Wiley, Terrence G. and Heide Spruck. Communicating in the Real World: Developing Communication Skills for Business and the Professions. Prentice Hall Regents, New Jersey, 1987.
Interviews	
Blog Post	Tips for Making Small Talk during a Job Interview http://www.earthwormjobs.com/en/art/407/
guide and video	The “Tough” Interview Questions, Published by The People Bank http://www.thepeoplebank.com/PDF/toughinterviewquestions.pdf http://www.youtube.com/watch?v=mePZHBaKmJo
book	The 250 job interview questions you'll most likely be asked: and the answers Neruki, Peter, F+W Publications, 1999 Available on Google books The Basic Interview Questions: Skills & Experience (p. 63) Sample questions and sample answers to interview questions. Also provides general tips on what to say and what not to say.
video	Job Interview Bootcamp: Answering Interview Questions http://www.youtube.com/watch?v=JYql0mAp2AY&feature=related
video	Job Interview Bootcamp: Interviewing Strategy http://www.youtube.com/watch?v=BQMtFFb-E7k&feature=related
Web page	Addressing Work Experience in a Job Interview http://www.ehow.com/video_4433783_addressing-work-experience-job-interview.html
video and	Tons of Work Experience but No Credentials

Type of resource	Reference Information
transcript	http://www.jobinterviewtools.com/blog/index.php/tons-of-work-experience-but-no-credentials/ A video (and transcript) about doing an interview where you have a lot of previous experience but no official certification.
	How to interview like a top MBA: job-winning strategies Leanne, Shelly, McGraw-Hill e-books, 2004 Available on Google books Describe Work Experience Effectively – Phrasing Matters (p. 48)
Business Etiquette and Teamwork	
	Business Etiquette for Dummies Fox, Sue. Wiley Publishing Inc., Second edition, 2008 Available on Google books See “Understanding the pecking order”, p. 74, Developing good relations with your superiors”, p. 33 “Developing good relationships with your peers”, p. 30 “Developing good relationships with your staff” p.32
	Managing Your Boss. A business success guide Man, Sandi. Barron’s Educational Series, Inc. 2001 See p. 44 This source touches on body language, what to say at different points of the conversation, handshake and other elements of professional interactions.
	Why Smart People Make Lousy Teams Weisul, Kimberly, BNET, April 2011 http://www.bnet.com/blog/business-research/ The role of emotional intelligence and the effect of strong individualism on team work
Web page	Belbin Team Role Theory http://www.belbin.com/rte.asp?id=8 Describes a popular classification of the roles and individual could play on a team.
Web page	Ten qualities of an effective Team Player http://www.dummies.com/how-to/content/ten-qualities-of-an-effective-team-player.html
article	Secrets of a Successful Team Widener, Chris http://www.woopidoo.com/articles/chriswidener/successful-teams.htm
Book	Goldman, Lynda. <i>You’re Hired...Now What?</i> Oxford University Press, Don Mills, 2010.



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