



Integrating 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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This guide was written by *Full Circle Consulting*. It is based on material from “Achieving Success in the Canadian Workplace” written for TRIEC by Tiska Wiedermann.

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 partner agencies that deliver employment-support services to skilled immigrants.

Overview

The Integrating 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 issues related to integrating and developing skilled immigrant talent within the Canadian workforce. Integrating 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. The video and guide are divided into five chapters that 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 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. It is further sub-divided into scenes to help you plan and customize your training.

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
- 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 Integrating 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 notes and discussion questions for each scene, and suggested activities in the appendix.
- Refer to the Resources section of this guide.
- Consult TRIEC's *Achieving Success in the Canadian Workplace* workbook for useful activities and handouts related to Integrating Talent.
- Take participants' needs and your time constraints into consideration when prioritizing the key areas to focus on. The video is rich with material and you will likely be unable to cover every topic in depth.
- 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, by chapters 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, 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. Note that elements of the story line will be understood more clearly if the entire video is screened in one session.

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

The following is a listing of the main characters in this video, 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 while looking for work because he lacked 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 human resources 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 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. She recognizes the immense differences between Canadian culture and that of their home country. Malika encourages Tarek as he struggles to adapt to the new Canadian workplace. She 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

8 minutes and 31 seconds (0:00 – 8:31)

Tarek has accepted MetroCan’s offer of employment for the position of project manager. Given Tarek’s extensive technical skills and experience, Dana and Henry are convinced there will be few challenges with meeting the project’s 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.

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. This orientation includes a presentation on the company’s mission, vision and values; a tour of the workplace and an orientation binder. Tarek and Dana have different views of how well the orientation went.

Key Learning Points

- Understand key elements of a workplace orientation.
- Learn about written and unwritten expectations.
- Identify techniques for learning new business jargon.

Notes for Trainer

- Orientation at many Canadian workplaces is very brief, generally with very little direct instruction. New hires are expected to take the initiative to find out about the corporate culture. In other business cultures around the world this kind of orientation may be longer and more comprehensive. Orientations will differ from one company to another in their length and level of detail.
- Strategies to learn about a new corporate culture
 - Ask for corporate policy guidelines or manuals.
 - Locate corporate Mission, Vision & Values statements on your company website.
 - Search for clues to corporate culture on your company INTRANET.
 - Discuss “team culture” with your manager at your first scheduled meeting.
 - Find a buddy on your team and ask about this over coffee or lunch.
- There are typically two types of rules that we have to learn when we join a new organization or enter into a new working environment: the written rules and the unwritten rules. Unwritten rules can be defined as “workplace norms and behaviours that are not communicated in an explicit or formalized way, but that clearly play a role in developing career and advancement opportunities.” (Catalyst Report, 2008, The Unwritten Rules: What You Don’t Know Can Hurt Your Career)
- Ways to find out about unwritten expectations
 - Observe. Look for patterns. Take notes.
 - Notice differences in communication and behaviour that seem unexpected or unusual.
 - Ask for a “buddy” or “go to guy or gal” in your early days of employment, in the event that one is not assigned to you.

- Identify someone who seems successful or well respected on your team and analyze his or her communication style. Use her as a role model. Notice her emails. Observe her presentations or contributions to meetings.
- If possible, try to connect with and build a relationship with this person. If you manage to do this, then, if appropriate, ask this person to be an informal mentor.
- Choose someone you think will provide you with the best insider information. He or she might not be the most obvious choice, or the most senior person on the team.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - asking questions
 - taking notes
 - introducing self
 - making small talk
 - knowing how to address one's manager
 - finding out people's working style and communication preferences

Discussion Questions

Workplace Orientation

- What has been your experience during your first days on a new job? What kind of an orientation did you receive? What were you expected to figure out on your own?
- What kind of information did you expect would be part of an orientation session?
- What were some of the key pieces of information that Tarek learned in MetroCan's one-day orientation?
- Identify some of the challenges for Tarek in this scene. How might you have behaved if you were Tarek? What would you have done differently?

Culture and communication

- What cultural differences between Dana and Tarek did you observe in their interactions?
- Identify some of the challenges for Tarek in this scene that may be a result of cultural differences. How did Dana help to address these cross-cultural challenges? What do you think Tarek could do differently?
- It is common for co-workers to use many acronyms and short forms that are specific to their organization and their industry. Comment on how Tarek asked for clarification.
- Watch for other acronyms or business jargon throughout the video. Do you know them? How do you deal with unfamiliar terms?

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 to assign Greg as Tarek's "buddy" so that he can mentor Tarek and help him navigate through MetroCan. Tarek is surprised at how casual his co-workers seem and how brief his orientation has been.

Key Learning Points

- Gain insight into what is expected during introductions in a Canadian workplace.
- Learn how to create a positive first impression when introduced to co-workers.

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. Tarek is accustomed to a more formal work environment and hierarchical structure. He has different notions of how to behave in the workplace, for example, how to demonstrate respect. Greg and Janet seem informal in the way they dress, speak and sit at the table.
- In addition to overall cultural differences, each organization has its own workplace culture. It takes time to adapt to a new corporate culture (see Scene 1 Notes for Trainer).
- Initial kick-off meetings, when conducted well, help to introduce new members to an existing team. At this time, most teams discuss what will make the project successful. They focus on roles, responsibilities and project details. Kick-off meetings provide team members a chance to establish themselves within the team.
- Many newcomers are surprised or confused by the lack of meeting protocol or lack of formality found during meetings in some business sectors. Texting and using a Blackberry during meetings or ignoring the senior manager at the meeting is common at some organizations, but considered rude at others. Each company will have its own business meeting style, depending on the type, size and sector, and it is the new employee's responsibility to quickly learn the "meeting culture" of the new company.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - introducing self, shaking hands and making small talk
 - knowing how to recognize and interpret cues from the environment
 - knowing how to address one's manager and co-workers

Discussion Questions

- In what ways did Tarek's behaviour differ from that of the other team members? Which behaviour are you more familiar with?
- 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. If you were there, what would you have thought and done?
- In this scene we see that MetroCan has a peer mentoring program for new hires. What do you think this involves? What are some strategies you may use on your own if you were working for a company that did not have a program like this?

CHAPTER 2

Cross-Cultural Teamwork

12 minutes and 20 seconds (8:32 – 20:52)

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 that 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 Tarek feels about his new job.

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

Scene Description

Communication skills are very important on the job. Some technical and business jargon, acronyms and idioms that the team members take for granted are new to Tarek. His first meeting with Henry to discuss objectives and expectations highlights opportunities to improve communication.

Key Learning Points

- Identify strategies for learning new acronyms, business jargon or industry slang.
- Understand an early step in a performance management process.

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 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.
- Strategies to learn new acronyms, new business jargon or industry slang include the following:
 - 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.
 - Search for answers on your company's INTRANET site, if available.
 - 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.

- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - the ability to interrupt to request clarification
 - an understanding of management by objectives, or performance management systems

Discussion Questions

- What does “hit the ground running” mean?
- What are some other examples of jargon, idioms and slang that you’ve come across lately?
- Are you satisfied with the way the conversation between Henry and Tarek ended? If you were Tarek, would you know what Henry meant about being evaluated against objectives? What additional questions would you ask your manager?

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. Henry seems to dismiss the request. Tarek encounters more opportunities to learn about the culture of his workplace and expands upon his understanding of “business casual.”

Key Learning Point

- Identify some norms and common team work behaviours in Canadian workplace culture.

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.
- An organization’s strategic direction, goals and objectives are not always clearly communicated to staff. In Tarek’s case, he may need to become more skilled at asking questions so he can understand how he fits into the organization’s big picture.
- Henry seems unwilling to have a conversation with Tarek at the beginning of this chapter. This is demonstrated through his body language and his choice of words. Tarek could have handled this situation differently by asking Henry if this was a good time to talk and asking for a few minutes of his time. Tarek could have explained why he wanted to know the strategic initiatives and how they would help him meet the pressing deadlines.
- Tarek observes behaviours, such as Janet checking her phone during a meeting, that make him realize this workplace is more casual than he expected. See Scene 1 for suggestions on how to adapt to a new corporate culture.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - techniques for initiating a conversation
 - the ability to interpret cues that it is not the right time to talk

Discussion Questions

Tarek asks about strategic initiatives

- Did Henry seem willing to have a conversation with Tarek during this scene? How can we tell? How could Tarek have handled this situation differently?

Meeting

- Which behaviours distract Tarek during the meeting? Have you experienced this before?
- Which of the team's behaviours would you expect to be commonplace in a formal work culture? A more informal work culture? Why?

Scenes 4 to 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 and technical writer.

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.

Key Learning Points

- Recognize how cultural differences shape what people say and do during one-on-one interactions.
- Discuss strategies to avoid potential conflict which might arise from cross-cultural miscommunication.
- Learn about small talk among co-workers.
- Learn about making a request of someone on the team.

Notes for Trainer

- Few of us are aware of the unspoken norms we take for granted and yet we expect them from others. Newcomers to Canada may not yet have developed an understanding of the business culture and norms of the Canadian workplace and how they differ from the ones they are used to.
- National and regional cultures differ in their expectations and definitions of acceptable behaviour 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
 - 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; eating together or alone
- Tarek learns that there are different workplace practices around lunch breaks than he is used to. There is a wide variety of lunchtime practices within Canadian workplaces. For example, people may eat alone at their desks or eat together in the lunch room. People may check with their peers on their availability to meet for lunch and book a date or time in advance. The team may go out for celebratory lunches. *Communicating in the Real World* has some helpful activities on dealing with lunch-time situations.
- In Canada, the Charter of Rights and Freedoms protects the right to freedom of religion and expression. The Ontario Human Rights Code prohibits discrimination on the basis of creed. An employer has the duty to accommodate religious observances according to the Canadian Human Rights Commission. Building trust and mutual respect is an important aspect of accommodating different faiths in the workplace. It is the role of all employees to ensure fairness and respect for diverse religious beliefs and practices.
- 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.
- Consult the following sections of the workbook for *Achieving Success in the Canadian Workplace* for helpful background information and strategies:
 - Religious Accommodation in the Workplace
 - MANAGER RELATIONSHIPS: Key Issues
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in these scenes include
 - approaching a co-worker at his or her desk
 - understanding and communicating boundaries
 - establishing rapport
 - making a request
 - understanding non-verbal cues

Discussion Questions

Lunch

- What did Tarek expect of Greg as his orientation buddy? How did this differ from what Greg expected his role to be?
- What do you usually talk about when you meet a new co-worker for the first time?
- After the lunch room scene, Tarek tells the viewers that he was just trying to find "common ground." What are some acceptable topics of conversation when making small talk?
- What questions could Tarek ask to build rapport with the members of his team and to learn more about the company culture?

Budget request

- As far as we know, Janet's responsibilities and level of authority have not been explained to Tarek. What does Tarek need to learn about the expenditure approval process at Metro Can? (e.g. how financial decisions are made, who makes them, procedure for budget requests and negotiating unexpected expenses)?
- How could Tarek have handled this situation differently? (e.g. established rapport, asked if this was a good time to talk, spoken to Janet before handing her the folder, requested an addition to the budget instead of telling her, etc.)

Greg says no

- Tarek invites Greg to join him for lunch again. What did Greg communicate through his body language and tone of voice? How did Tarek react? What would you have done in this situation?
- Discuss different workplaces and what happens at lunch time. What are you used to?
- What non-verbal cues did Tarek miss in the scenes with Greg and Janet?

Prayers

- What might you have done if you were Janet in the prayer room scene? If you were in Tarek's position?

Scene 8: Conflict Simmers**Scene Description**

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

Key Learning Points

- Many organizational and team performance issues stem from interpersonal miscommunication.
- 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.

Notes for Trainer

- 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.
- 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 in a different culture.
- Although communication barriers are present in homogenous cultures, they become more noticeable during interactions between individuals from different cultures.
- Janet seems to think that Tarek is demanding and insensitive to her budget constraints. She is frustrated and does not seem willing to negotiate with Tarek. In Tarek's mind Janet reports to him and, like it or not, must comply with his request for the project to finish on time. He may come from a work culture in which boss-employee relationships are less collegial than we expect here. Tarek could take the time to get to know Janet a bit, find out more about her work style and her position, and wait for a verbal response.

- Tarek and Janet could meet on their own to explore better ways to communicate and get along.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - approaching a co-worker at his or her desk
 - making small talk
 - making a request
 - understanding non-verbal cues
 - ability to negotiate

Discussion Questions

- Think about 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?
- Why did Janet think Tarek was "pushing her around?"
- What changes, if any, would you suggest to Tarek's approach?
- What strategies would you recommend to help clear the tension between Janet and Tarek?

Scenes 9 and 10: Team building

Scene Description

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

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 what teamwork means in a North American context.
- Understand what the usual practices are in their new workplace with respect to socializing and "teambuilding."

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."
- The relationships of people on teams can vary dramatically from one workplace to another and even from one team to another within the same company, so we can NEVER assume we know what the dynamics of a team will be and how a team works together when we start out on a new job.
- In many Canadian workplaces, a great importance is placed on collaborative work and team members need to rely on each other, share information and solve problems together. However, people tend to place more boundaries around their individual set of responsibilities and tasks, and may want to achieve them in their own way. Team members tend to "respect someone's turf" and not tell others how to do their job.
- It is important to pay attention to unspoken "power relationships" on a team, and to understand who holds formal vs. informal power. For example, there is sometimes an

individual with a strong personality who others seem to follow, even though this individual has no official leadership role on the team.

- Small talk, informal conversations before and after business meetings, corporate networking events and sharing a coffee/lunch together with others in the organization are probably the best ways to get familiar with an organization. A big mistake made by many newcomers is to spend the first few months on the job totally focused on technical tasks and sitting at one's desk, instead of using opportunities to meet and get to know others.
- Consult the following sections of the workbook for *Achieving Success in the Canadian Workplace* for helpful background information, handouts and strategies:
 - TEAMBUILDING: Key issues
 - Strategies for successful relationship-building

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?
- Identify how some of the behaviours in this scene could be misinterpreted by someone from a different culture.
- What is "potluck"? Is this a practice you are used to?

CHAPTER 3

Manager-Employee and Peer-to-Peer Relations

9 minutes and 31 seconds (20:53 – 30:24)

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 affect 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.

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.

Notes for Trainer

- Cultural differences in communication styles, language, hierarchy, authority and decision-making often contribute to interpersonal conflict. These differences can potentially distort the verbal and non-verbal elements of a message and how these messages are interpreted.
- Tarek repeats that hiring two new senior staff will enable the team to meet its deadline for this important project. Janet is frustrated by Tarek's insistence on these additional people even though she has already said a few times that there is not enough money in the project budget. In this scene, Janet looks at Greg and says that she cannot approve the cost for senior people. She doesn't make any attempt to look directly at Tarek nor does she offer any alternate solutions.
- The manager-employee relationship is one that often confuses newcomers from other business cultures because managers in Canada can behave in ways not common elsewhere. In this case, Tarek, as project manager, seems to feel that he should come up with the answers to solutions. A Canadian manager may have sat with the team and asked them to brainstorm possible solutions, paving the way for more conversation, new ideas and a group decision.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - ability to manage conflict at work

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?

Scenes 2 to 6: Decoding Unwritten Rules

These scenes present issues that emerge 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 an employer's expectations of what to include in a status report.
- Identify behaviours that contribute to a positive team environment.

Notes for Trainer

- Diverse teams have the potential to be creative and innovative because each member brings knowledge, skills and abilities to the group. However, effective team dynamics are necessary to realize this potential.
- Unwritten rules about formal and informal authority, hierarchy, giving and receiving instructions, and how to present a project update are highlighted in these scenes.
- In Scene 2 we see that Henry's existing relationship with the team members and different management style result in suggestions from Janet and Greg that they did not offer a few minutes earlier while meeting with Tarek alone. Tarek feels left out of the decision-making and tries to explain that these new ideas will throw off his project plan.
- It seems that Tarek has not received explicit instructions on what to include in a project update with his manager. As a result, Tarek does what is familiar to him and provides a comprehensive history and status report.
- Mastering the art of communicating *concise status reports* and / or *regular project updates* is a critical skill. It is important to know what kind of information to include in a report or update, and how much or how little detail the manager requires. If the team member provides too much detail, the manager can feel his/her time is not respected. If the reporting is infrequent

or too vague, the manager might conclude the staff person didn't get the job done or didn't really know what he or she was doing.

- It is best for an employee to establish in the early days of employment *in what way the manager* would like to receive this information: Weekly email? Informal verbal report? Written, formal report?
- Tarek leaves this meeting with Henry very abruptly and misses the opportunity to ask Henry for a sample status update or at least an outline of the key elements to include. As a result, even the second status update is not what Henry expects. Tarek is left wondering why he's not given concrete instructions. A Canadian manager in this situation may well say, "Why didn't Tarek ask?" See Chapter 2, Scenes 9/10 for information on workers here not tending to tell others how to do their job.
- Consult the following sections of the workbook for *Achieving Success in the Canadian Workplace* for helpful background information, handouts and strategies:
 - WORKPLACE CONFLICT: Key issues
 - BUSINESS MEETINGS: Key Issues
 - Strategies for team meeting participation
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - chairing a meeting
 - knowledge of formal and informal communication styles and when each is appropriate in the workplace
 - summarizing information to be able to provide a status report
 - understanding different organizational structures and how they affect communication
 - knowing how to present an opinion contrary to one's supervisor's
 - understanding of the effect of culture on management styles
 - requesting clarification

Discussion Questions

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

- Identify some of the problems between Tarek and his manager.
- What was the problem with the status report Tarek gave to his manager?
- When managers want status reports or updates, what are the primary pieces of information they need to receive? What questions could Tarek have asked to clarify what his manager expected?

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)? How is this different from what one would typically see in a Canadian workplace?
- On this particular team, there didn't seem to be a great deal of friendliness or camaraderie. What could Tarek have done to help himself integrate better into the team?

Scene 7 and 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 Point

- Understand the extent to which communication barriers affect cross-cultural interactions.

Notes for Trainer

- Language differences are often blamed as the primary cause of misunderstandings. Although there are obvious barriers related to vocabulary, grammar and pronunciation, 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 know more about each other's cultures, not just the new immigrant joining the team.
- Janet keeps repeating the mistake in Tarek's slide without pointing it out and providing the correct version. This is not what a supportive team member would do. We see a turning point in Tarek and Greg's relationship when Greg points out the error, corrects it and says it's not a big deal. Tarek could have asked what the issue was right away and avoided having Janet repeat the same point three times.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include asking for direction when instructions are unclear

Discussion Questions

- What unspoken messages did Henry attempt to communicate to Tarek? How did he do this?
- To what extent was each character able to communicate effectively? What could both of them do to become more effective communicators?
- Have you experienced similar situations in any of your workplaces? What happened and how was it resolved?

Scene 9 and 10: Religious Practices and Accommodation

The statement "Integration is a two-way street" summarizes the heart of the issues in these two scenes.

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. 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.

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 Point

- Understand the Canadian employer's duty to accommodate religious needs and observances.

Notes for Trainer

- The washroom scene may elicit an emotional reaction from participants. Be prepared to stress that this is one example of a religious practice and that it is used here as an example to illustrate a religious and cultural difference in the workplace. You may choose to think of some additional examples in order to broaden the discussion.
- See Chapter 2, Scenes 4 – 7 for information on religious accommodation in the workplace.
- During the orientation Tarek asked Dana if it would be all right for him to pray in the empty office. Even though Dana did say yes, Tarek could have ensured that Dana was fully aware of what the prayers involved by talking it over with her beforehand. In this way, there are no surprises.
- Dana models effective communication techniques when she approaches Tarek to discuss the incident in the washroom. She calls his name and asks if she can talk to him for a minute. She states the issue and asks for clarification.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - the ability to describe a cultural practice clearly and succinctly
 - familiarity with the organization's policies and procedures
 - familiarity with relevant legislation

Discussion Questions

- What is your reaction to these two scenes? Have you had a similar experience? What was the reaction of your co-workers? Was there something you could have done to avoid a negative reaction?
- Have you ever asked your employer to accommodate a religious observance or cultural practice of yours? What happened?
 - What measures can you take to find out how your religious needs or observances will be accommodated by your employer?
 - Do you think Henry really would have fired Tarek for this incident?

CHAPTER 4

Performance Review: Rewards and Recognition

11 minutes and 17 seconds (30:25 – 41:42)

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 form. 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 and 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 ensure that the project deliverables are being completed on time. These scenes highlight the importance of clearly articulating and understanding performance objectives.

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 Point

- Recognize how clearly understanding specific performance objectives is essential to retaining and succeeding in a job.

Notes for Trainer

- Issues can arise when employee and manager do not share a common understanding of performance expectations and when each person has a different way of sharing feedback. These differences can put a strain on interpersonal relations as well as undermine the performance management process in an organization.
- People from different cultures may value different rewards. In Canada, we may value a financial bonus as a reward for excellent performance whereas in another country employees may value additional vacation time instead.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - understanding the organization's performance management system
 - knowledge of how to assess one's own performance
- Consult the following sections of the workbook for *Achieving Success in the Canadian Workplace* for helpful background information, handouts and strategies:
 - CRITICAL FEEDBACK: Key Issues
 - THE PERFORMANCE REVIEW: Key Issues

Discussion Questions

- Is a job description the same as performance objectives? Why or why not?
- How experienced are you at assessing your own performance? Have you had to do so as part of a performance evaluation? How did it go?
- Why does Henry say that he would be prepared to fire Tarek even though Tarek's technical skills are very good? What other qualities is Henry looking for in an effective employee? Do you believe these qualities are important?
- What does "fit" mean? From what you have seen how important is "fit" when it comes to succeeding in a Canadian workplace?

Scenes 3 and 4: The Big Day Arrives

It's time for Tarek's performance review. Henry is confident that he is sufficiently prepared to deliver clear feedback.

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.
- Learn how to decode the indirect style of negative feedback.

Notes for Trainer

- A performance review (sometimes referred to as a performance *appraisal*) is a written evaluation of performance, accomplishments and/or outcomes for each employee. It is conducted once or twice a year, in order to track an employee's performance over a period of time.
- The performance review provides an evidence-based 'scorecard' that employers use to support promotion or termination of an employee.
 - Another purpose of the performance review is to give the opportunity for a manager to provide feedback and a frank discussion about areas where the employee needs to improve his/her performance.
 - Unlike most performance reviews in other business cultures around the world, in Canada the manager and the employee are both expected to provide an evaluation, then 'compare' their perspectives and assessment to ensure that they are both on the same page. Therefore, the performance review is an opportunity for one to demonstrate your 'self-assessment' or 'self-awareness' skills to the manager.
- Positive feedback is typically given directly and unambiguously, for example: "That was great!" "You did a terrific job!" "Your report was excellent!"
- Negative feedback, however, is usually given in more ambiguous ways. It requires the listener to "read between the lines" and de-code the feedback. The confusion for many newcomers is that the words used often sound positive and soft, so the underlying "negative" message is missed.
- Negative feedback framed as a suggestion is often misinterpreted by those who are used to direct correction. Managers could practice communicating more directly and employees could use active listening techniques to ensure their understanding of one another.

- Consult the following sections of the workbook for *Achieving Success in the Canadian Workplace* for helpful background information, handouts and strategies:
 - CRITICAL FEEDBACK: Key Issues
 - THE PERFORMANCE REVIEW: Key Issues
 - Strategies to respond to negative feedback
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - understanding the organization's performance management system
 - active listening techniques
 - decoding the indirect style of negative feedback

Discussion Questions

- What does Henry mean when he says that at the end of the project they will “assess any ongoing role” Tarek will have with the company? Is this good or bad?
- How can Henry and Tarek have such different opinions about how the performance review went?
- Have you been in Tarek's situation? In Henry's? What happened?
- What could Henry and Tarek have done differently to ensure they understood each other better?

Scene 5 to 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, Tarek and Malika talk about dealing with Canadians.

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.

Key Learning Point

- Identify the challenges associated with receiving performance feedback.

Notes for Trainer

- Leaders in the North American workplace are often encouraged to use the “feedback sandwich” technique when providing negative feedback to staff, that is state something positive first, “sandwich” the negative news in the middle, and finally follow up with another positive comment.
- Employees who are unfamiliar with the typical Canadian style of providing feedback may incorrectly interpret the message being delivered. This can result in the employee remaining unaware of the performance that they are being asked to improve.
- 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.
- Once again, Dana models effective communication techniques when she tells Tarek directly that Henry had some negative feedback for him during the performance review.
- Relevant skills and knowledge that would help a skilled immigrant manage the challenges in this scene include
 - recognizing negative feedback when it is combined with positive feedback
 - active listening techniques

Discussion Questions

- What were some of Tarek’s responsibilities in ensuring a successful performance evaluation process?
- Identify misinterpretations of behaviours that you noticed during this scene.
- What similar challenges have you encountered?

CHAPTER 5

Retaining Skilled Immigrant Talent

13 minutes and 4 seconds (41:43 – 54:47)

This chapter explores 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 organization's rewards and recognition practices, celebrations, and retention strategies.

Scenes 1 and 2: What do I do?

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.

Key Learning Point

- Understand the differences between North American and other cultures' perceptions of the importance of hard skills and soft skills in the workplace.

Notes for Trainer

- 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).
- Janet appears to have solid technical, or hard, skills but is lacking in soft skills such as communication, teamwork, leadership and collaboration. This affects Janet's relationship with her co-workers, in particular Tarek for whom she has little patience. It is helpful for Tarek to realize that he is not the only staff person to have had problems dealing with Janet.

Discussion Questions

- What are soft skills? What are hard skills?
- 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 to 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?

Notes for Trainer

- 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.
- People from certain cultures may be uncomfortable with a celebration like the one given by MetroCan because they are accustomed to having the senior manager alone receive public recognition.

Discussion Questions

- Does Tarek seem uncomfortable with Henry and Dana's recognition celebration? Why or why not?
- Why might Tarek still consider leaving MetroCan, in spite of the retention package presented to him?

Suggested Activities

Trainers can decide whether to use the activities included in this section. They are grouped by Chapter from the video. Remember to consult the workbook from *Achieving Success in the Canadian Workplace* for useful activities and handouts.

Chapter 1

Language Tasks

1. What does that stand for?

You will need flip chart paper, markers and a watch or timer.

Part one

- Divide participants into small groups or teams of three to four people each.
- Provide each team with flip chart paper and markers.

Instructions to group:

- This activity is a contest to see which group can come up with the greatest number of acronyms or initialisms in English. [Trainer determines how many minutes for this activity.] Write them down on the flip chart paper and we will review them together.
- An initialism is a term formed from the initial letter or letters of several words or parts of words, but which is itself pronounced letter by letter. An example from the video is MIA for missing in action. An acronym is a pronounceable name made up of a series of initial letters or parts of words; for example, NATO for North Atlantic Treaty Organization.
- Debrief in the large group and highlight those that might be used at work.

Part two

- Divide the group into pairs. Each pair uses terms from the list and practices asking for clarification.
- Conclude exercise by referring to the tips for learning jargon from the *Achieving Success in the Canadian Workplace* workbook.

2. Let me introduce myself

- Divide participants into groups of three to play the roles of Greg, Janet and Tarek at the point in the scene when Tarek is introduced to the two others. Ask the person playing Tarek to come up with an appropriate statement to fill in the blank below and to shake hands with both co-workers. Use the accompanying text as a guide. The team can rotate roles so that everyone has a chance to play Tarek.
- Debrief.

Tarek (looking at Greg): My name is Tarek Khan. I'm the project manager.

Greg: Greg . I'm the programmer.

Tarek: _____

Greg: (looking towards Janet): And this is Janet. She's in finance.

Tarek: _____

Janet (smiles and holds out her hand for Tarek to shake).

Tarek: _____

Research Task

- Whether or not you can follow up on this task with the group will depend on how you have chosen to use the video. If the video is screened as part of a larger program you may have the opportunity to debrief this exercise with the group and summarize what has been learned. Otherwise, this task becomes a self-study exercise.
- The questions can be made into a handout.

Instructions to group:

Find two or three people who have started a new job within the past year. Ask them to describe what their workplace orientation was like. You may ask questions like the following:

- "How long was it?"
- "What did it involve?"
- "Did you feel you had enough information to get started on your new job?"
- "What kinds of questions did you ask?"
- "How did you find someone to help you out?"
- "Do you have any advice for me?"

Chapter 2

Role plays

1. So, what do you want me to talk about?

- Divide the group into pairs. Have partners alternate playing the roles of Tarek and Greg at lunch.
- Briefly role play what might happen next at lunch after Greg has told Tarek to "knock it off." Tarek looks uncomfortable. What could Tarek have said to Greg?
- Debrief in the large group. Ask for possible reactions from Tarek. Discuss what Canadian co-workers tend to talk about when they are getting to know each other.

2. What does Janet do?

- In this “fish bowl” role-play the trainer plays the role of Janet and a volunteer from the group plays Tarek. The rest of the group observes.
- Prepare a list of questions for “Tarek” to ask. Prepare your answers.
- Tarek would like to know more about Janet’s role and responsibilities and has asked her to meet with him in the boardroom. He asks Janet for a more detailed description of what she does, what her level of authority is, how financial decisions are made, etc.
- Discuss the role play and how a greater understanding of Janet’s role may help Tarek in his work.
- This role play can be repeated with one or two more volunteers from the group to play the role of Tarek.

Chapter 3

Case Scenario

You receive your first performance appraisal from your manager. She gives you a performance rating that is less than what you think it should be, and not exactly in line with your perceptions. You want to defend your position and prove to her you are right.

Questions

1. How would you have dealt with this situation in your former business culture?
2. What do you think you should do or say to your manager during this meeting?
3. Brainstorm suggested responses to your manager, and write them below:

Chapter 4

Research task

Trainers could refer participants to <http://www.hrvs-rhsbc.ca/hr-toolkit/keeping-people-performance-management.cfm> or could use this resource themselves to design additional activities. This website explains different stages of a performance management system and points out how management and employee can work together to ensure its success.

Role play

- Present yourself at a performance review

Instructions to group:

- Work with a partner. Think of a job that you have now or one that you had before. Imagine you are in that job now. Let your partner know what the job involves.
- Take turns presenting your skills and accomplishments and talk about your performance. Make sure to include the following:
 - What project or work tasks you accomplished since you started employment
 - What particular strengths you demonstrated (both soft skills & technical skills)
 - What areas you still need to improve in
 - What strategies will you take over the next few weeks/months to improve
- Debrief and obtain feedback from the trainer.

Resources

Organizations that provide employment-support services to skilled immigrants will already have a lot of information on job retention and resources that will supplement the key learning points from Integrating Talent. At the same time, the content of Integrating Talent may be used to reinforce workplace communication training offered to newcomers. Trainers may consult the following sources of additional material.

Type of resource	Description
Multicultural Workplaces, Teamwork	
article	Culture Shock in the Canadian Workplace http://www.workplace-mag.com/Culture-shock-in-the-Canadian-workplace.html This article offers some interesting examples of cross-cultural difficulties.
Web page	What Makes Teams Work? http://www.fastcompany.com/magazine/40/one.html?page=0%2C4
book	Effective Multicultural Teams Theory and Practice, Springer, 2008 Available on Google books
a collection of articles	The Multicultural Teams Reading Room http://www.multiculturaladvantage.com/multicultural-team.asp
article	Developing cultural competency Communicating Across Languages http://www.wlmht.nhs.uk/docs/general/CCTK.pdf See pages 18 to 22 of this PDF file on communicating across language barriers.
video	http://www.youtube.com/watch?v=wd6ksEx3rZw A training video which explains the effect of making assumptions and judgements. It is oriented towards the helping professions, but provides a good overview of basic concepts relevant to any situation which involves cross-cultural communication.
Web site	Geert Hofstede Cultural Dimensions Resources http://www.geert-hofstede.com/geert_hofstede_resources.shtml A fundamental resource for anyone interested in understanding the differences between cultures
Performance Reviews	
Blog post	Surviving Performance Reviews Talentive http://talentive.wordpress.com/about/
workbook	Workplace negotiation skills, Participant Workbook Office for Women – Smart Women – Smart State Seminar Series http://www.women.qld.gov.au/resources/womens-rights/documents/negotiation-seminar-workbook1.pdf A detailed workbook with information that is relevant both for women and men

article	Giving Constructive Feedback, Brounstein, Mari http://www.dummies.com/how-to/content/giving-constructive-feedback.html
article	How to Give a Feedback Sandwich http://www.wikihow.com/Give-a-Feedback-Sandwich Even though this article is directed to parents, it outlines some universally effective technique for “sandwiching” negative feedback
article	How to give and receive criticism, Berkun, Scott, September 2004 http://www.scottberkun.com/essays/35-how-to-give-and-receive-criticism/
Conflict Resolution	
article	5 Essential Steps to Resolve Conflict at Work, Kjerulf ,Alexander. July 2006 http://positivesharing.com/2006/07/5-essential-steps-to-resolve-a-conflict-at-work/
	Top Ten Multicultural Team Conflict Management Tips http://www.ct.gov/dcf/cwp/view.asp?a=2546&q=314462
article	How to Interact With Diverse Colleagues, Accountemps, July 2006 http://accounting.smartpros.com/x53634.xml
Business Etiquette	
Downloadable brochure	Business Casual Guidelines for Men and Women http://www.inteqna.com/pdf/Business-Casual-Guidelines.pdf
	Business Etiquette http://www.canadianimmigrant.ca/careers/businessetiquette A collection of articles from Canadian Immigrant on Canadian business etiquette
articles	Business Etiquette http://www.sideroad.com/Business_Etiquette/workplace-etiquette.html Over 30 articles, on topics ranging from business card etiquette to working with employees with disabilities
book	The Essential Guide to Business Etiquette Chaney, Lilian H. and Jeanette St. Clair Martin, Peager Publishers, 2007 Available from Google Books, See p. 107 – Meeting etiquette This source goes into detail on everything from seating arrangements to what people do wrong when leading a business meeting to what is required of the participants.
	Business etiquette: your complete guide to correct behaviour in business Robinson, David, Kogan Page Ltd., Second Edition, 2000. Available from Google books, p. 37 – Handling business meetings A comprehensive etiquette guide. Contains self-assessment tools and check lists



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