



Integrating Talent Video

Self-Study Guide for Skilled Immigrants

Developed by:

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TRIEC

Toronto Region Immigrant
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Citizenship and
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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. We work in partnership with employers and with partner agencies that deliver employment-support services to skilled immigrants.

Introduction

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

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

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.

Tarek experiences many challenges along the way because he doesn't yet understand many unspoken and unwritten rules in Canadian workplace culture that guide communication and team interaction. In addition, Tarek's manager and his colleagues fail to appreciate Tarek's approach to working with others.

The Integrating Talent video and facilitation guide was originally designed for Human Resources (HR) professionals, trainers, diversity consultants and immigrant-serving agencies who work with employers. These people all play a role in increasing the awareness of issues related to integrating and developing skilled immigrant talent within the Canadian workforce. Integrating Talent is also an important resource for skilled immigrants like you who are employed and/or looking for work. It provides valuable background information on workplace communication and culture that will help you keep your job.

This video mainly focuses on one immigrant culture. Much of what Tarek and his wife experience applies to newcomers from around the world.

Not every new hire will have a supportive human resources manager or a peer mentoring program in their workplace. As you view the video think about how you might find support for yourself if you are hired into a company without a "Dana."

You can use this self-study guide to learn about the topics covered in the video. It provides an overview of each video chapter, identifies key learning objectives, and offers optional activities for you to reinforce your learning.

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

How to Use the Video and Self-Study Guide

The Integrating Talent video and self-study guide will provide you with valuable information on keeping a job.

Consider registering with TRIEC and downloading the video instead of viewing it online. In this way, you will be able to view the episodes without interruption.

You will benefit from this video most if you

- have seen Finding Talent
- watch the whole video from beginning to end first
- replay segments that are most interesting to you
- talk about the video with a friend or family member
- do at least some of the optional activities included in this guide
- consult the resources to further your learning
- seek employment-support services as you need them
- are open to seeing things from a different point of view

Set aside some uninterrupted time to view the video and read the sections of this guide related to each scene. We have included questions to help guide your thinking about what you have seen. The activities included here are optional. You will know how much time and effort you have to dedicate to this video. The more you put into your learning the more you will get out of it!

Come back to the video a few months from now and watch it again. As your employment situation changes different parts of the video may hold more meaning than before.

Cast of Characters



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.



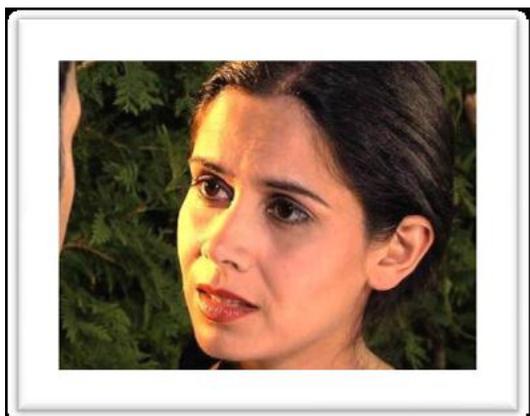
Henry Sutherland is a hiring manager who is a leader at MetroCan. He does not lose sight of the bottom line when making decisions. Despite his strong business acumen and extensive leadership experience, Henry has not had much experience working with skilled immigrant employees. Because Henry prefers 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

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

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.

Questions

- 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 were some of the key pieces of information that Tarek learned in MetroCan's one-day orientation?
- What are other appropriate topics to address or ask questions about during an orientation session?
- 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?

Tips and Tasks

- Orientation at many Canadian workplaces is very brief, generally with very little direct instruction. Generally in Canada, orientation is not as lengthy or as in depth as in other business cultures around the world.
- Employer-sponsored orientations differ from one company to another. In some companies, especially small and medium-sized enterprises (SMEs), orientation might be as little as: "Here's your desk, your computer and your password. Call me if you need anything. Good luck!" In larger companies, you might receive a full day orientation to your workplace, including the layout of the offices, company policies, etc. In some larger institutions and in certain industries such as banking, you might be given a week or more of orientation, often through a "self-study" intranet program designed for new hires.
- As a new hire you are expected to use your own initiative to thoroughly find out about the unique corporate culture into which you have been hired. Generally, you will be given a "big picture" overview, but it will be up to you to enquire about or search for specific answers to questions that are important for you to know.
- It is impossible to guess or assume on your own that you know what the specific corporate culture or expectations will be at your new workplace. You will need to ask people in your

new company. But in order to start asking others, you will first have to break the ice, introduce yourself, and start building trust with your new colleagues and team members.

- Strategies to learn about a new corporate culture
 - Ask for corporate policy guidelines or manuals (written material).
 - 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 (see 'Beginning a Relationship with your Manager).
 - Find a buddy on your team and ask about this over coffee or lunch.
- When coming into a company as a new employee, we enter a NEW CULTURE, a new environment that has its own set of values, attitudes and beliefs about how to work together, communicate, socialize, influence and reach business objectives. We can't know about a workplace culture until we walk through the doors and experience what goes on.
- So how do we succeed when we join a company and enter a new workplace culture? We succeed by observing and quickly learning the specific unspoken and unwritten rules of engagement in this new workplace. And we access as much help as possible from others within that new environment who are more experienced and can give us an insider perspective.
- Where / how do I find out about these 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/gal' in your early days of employment, in the event that one is not assigned to you.
 - Identify someone who seems successful / well respected on your team and analyze his/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/she might not be the most obvious choice, or the most senior person on the team.
- 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?
- Do some research on the Internet. Search phrases like "what to expect the first day on the job" or "what to expect from a workplace orientation." What did you already know? What was a surprise to you? How might you use this new information to help you prepare for the first day on a new job?

Scene 2: The First Team Meeting

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.

Questions

- In what ways did Tarek's behaviour differ from that of the other team members? Which behaviour are you more familiar with?
- Why did Tarek think Greg was acting casually in front of his boss?
- 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?

Tips and Tasks

- 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.
- 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).
- Knowing how to communicate effectively in the workplace is an important contributor to your success or failure on the job. There are many, many tools available for you to learn about your own communication and working style, which in turn will help you get to know other peoples' different styles of communicating and collaborating.

CHAPTER 2

Cross-Cultural Teamwork

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

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

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.

Questions

- What does “hit the ground running” mean? What are some other examples of jargon, idioms and slang that you've come across lately?
- Watch for other acronyms or business jargon throughout the video. Do you know them? How do you deal with unfamiliar terms?
- 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?

Tips and Tasks

- 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.
- Management by Objectives (MBO) is a process of defining objectives within an organization so that management and employees agree to the objectives and understand what they need

to do in the organization. An important part of the MBO is the measurement and the comparison of the employee's actual performance with the standards set.

- Go to a free online site that provides business slang, jargon and idioms. Make a list of ten terms or expressions that you did not know before (and their meanings). Listen for these expressions and try to use them.
- Research common steps in performance management. Write down three questions you would ask your supervisor the first time the two of you talk about this subject.
- Knowing how to communicate effectively in the workplace is an important contributor to your success or failure on the job.
- Understanding how your performance will be measured will help you to document your successes.

Scene 3: Communicating Performance Objectives

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.

Questions

- Henry's body language seems to indicate that this is not a good time to talk. Do you agree? Why or why not?
- How could Tarek have handled this situation differently? For example, could he have asked Henry if it was a good time to talk for a few minutes? Could he have explained the reason why he wanted to learn about MetroCan's strategic initiatives?
- Which behaviours distract Tarek during the meeting? Have you experienced this before? What did you think? Were you comfortable?
- Which of the team's behaviours would you expect to be commonplace in a formal work culture? A more informal work culture? Why?

Tips and Tasks

- Performance planning involves defining what is expected of people with regard to their job duties and objectives, and the skills, knowledge and attitudes 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 this case, employees may need to become more skilled at asking questions so they can understand how they fit into the organization's big picture. This may not be straightforward as there may be underlying cultural differences in how employees talk to their managers.
- Tarek observes behaviours that make him realize this workplace is more casual than he expected. These behaviours are part of the unwritten, unspoken rules referred to in Chapter 1.
- Whenever we communicate and interact with others, we are expressing our attitudes, beliefs and values about the world and the people around us. We don't realize we reveal this when we communicate, and we are often quite unaware we are expressing these values.

Furthermore, we tend to assume that others around us with whom we communicate share these same attitudes, beliefs and values.

- In your previous workplace culture, you were successful because in that environment in which you worked, people more or less assumed the same attitudes, beliefs and values. Furthermore, in many places around the world, “workplace culture” tends to be quite similar from one company to the next. However, North American companies tend to be more individualistic, setting out their own individualized standards and styles of behaviour and communication that suit the needs of a particular sector or industry. That’s why in North America, the workplace culture in the IT Sector will be quite different from workplace culture in Banking or the Public Sector.
- These environments differ, and therefore the workplace culture differs. When you move out of one environment / culture and into a new one, expectations will be different and rules will be different.
 - But here is the challenge: People don’t talk about cultural values and can’t really say what they are. Cultural values are communicated through words, actions and behaviours. People only notice different cultural values when they encounter words and behaviours that don’t match their own. The way we speak and behave and think about the world, and the strategies we used to build trust, relationships and collaborate with colleagues *that were so successful for us in our own familiar culture or previous workplace culture*, do not necessarily translate into success when we try and apply these strategies in a new workplace environment.
- Look for opportunities to observe and/or discuss workplace interactions between co-workers. For example, you may watch a Canadian television show that includes business meetings. You may sit in on meetings at your place of worship or at an organization where you volunteer. You could also ask family and friends about what meetings are like where they work. Do people check their email during meetings? Do they send text messages? Is this acceptable behaviour?

Scenes 4 to 7: Getting to Know You

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.
- Learn about small talk among co-workers.
- Learn about making a request of someone on the team.

Questions

- 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?
- 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?
- How could Tarek have handled this situation differently?
- 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?
- Think about 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?

Tips and Tasks

- 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 could find out how financial decisions are made, who makes them and what the procedure is for budget requests and negotiating unexpected expenses.
- When you have been oriented to your team, you should ask for a brief appointment with you manager, supervisor or team lead who you will report to. The purpose of this meeting is to obtain specific information about your manager and team, to help you understand expectations, the team working style and preferences. Some Canadian managers will initiate this meeting and explain things to you; however, many managers won’t do this so it will become your responsibility to set up this brief meeting to get the information you need.

- Tarek could have taken the time to establish rapport with Janet. He could have asked her if it was a good time to talk or if she had five minutes. Tarek handed Janet the folder without speaking to her first. This could be perceived as impolite. Janet seems to have authority to approve budget requests. It might have been better for Tarek to request additional dollars and explain why, rather than tell her.
- 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 information on dealing with lunch-time situations.
- Think about what you might have done if you were Janet in the prayer room scene and if you were in Tarek's position.
- Practice making small talk.

Scene 8: Conflict Simmers

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.

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?

Tips and Tasks

- 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.

- The best way to deal with interpersonal conflicts is to use communication and specific, non-threatening language to try to diffuse the situation. This way allows both sides to provide their perspective.
- It is critical to read body language in conflict situations and to correctly decode others' attitudes through their body language, facial expressions and tone of voice.
- Tarek and Janet could meet on their own to explore better ways to communicate and get along.
- Learn more about recognizing and dealing with workplace conflict.
- Pay attention to how people make requests of people who have a higher level of authority than they do, the same level or less. Is there a difference? If yes, what is the difference?

Scenes 9 and 10: Team building

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.”

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?
- What is “potluck”? Is this a practice you are used to?

Tips and Tasks

- 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.
- Reflect on what being part of a team has meant to you, both personally and professionally.
- If you do not consider yourself a “team player” think about how you will cope at work and what changes you might make in your approach to co-workers.

CHAPTER 3

Manager-Employee and Peer-to-Peer Relations

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

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.

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?

Tips and Tasks

- 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.
- Strategies for successful team-building
 - Try to find a "go to" person for you on your team if you need help or need questions answered. Ask their permission for this.

- During your first week, if possible, take a few minutes to meet individually with each team member. (Does not have to be a formal appointment, but find a convenient time when they aren't busy).
- Engage potential help from others: Explain what your new role on the team will be (if they don't know) and let them know you might be asking for help getting oriented to the office in the coming first few weeks.
- Find out how much "information sharing" is the norm on your team. For example: Who is cc'd in emails? How much input do people provide outside their own area of expertise? How do people inform each other of what they're doing? (formal updates? casual chat? meeting reports?)
- Pay attention at your first team meeting to HOW business is discussed and HOW decisions are negotiated. Does everyone contribute to the meeting? Only some people? Are meetings and discussions long and comprehensive, or quick and efficient? Adapt your communication style to the current team style.
- In the early days on a team, ALWAYS clarify and verify points in business discussions to make sure that you interpret business issues and processes in the same way as your team. That means that YOUR understanding of issues/processes is the same as their understanding. If there is a difference, you can discuss it.
- Master the skill of summarizing details and providing status updates in a concise, direct way, and include the key points that are critical to the specific project/issue at hand.
- Reflect on a situation in which you experienced conflict at work. What happened? How were you affected? What action did you take or what did you avoid? If you were to face this situation again, what would you do differently?
- Look into workshops on conflict resolution.

Scenes 2 to 6: Decoding Unwritten Rules

Description

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.

Questions

- 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?
- 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?

Tips and Tasks

- 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?"
- Strategies for team meeting participation
 - Use the pre-meeting time while you're waiting for others making small talk or getting to know your team mates.
 - Learn and use people's names, if possible, when you address their comments or questions within the meeting.
 - If an issue is being discussed which concerns your area of expertise and you have information/perspective that impacts the issue, your responsibility is to offer your input,

- not wait to be asked. The meeting leader may or may not call upon you for your input, and you should not 'wait' to be asked to speak.
- Make eye contact with and address your comments and input to everyone present at the meeting, not just the most senior person.
 - Good meeting leaders and meeting participants "read" others' body language and non-verbal signals and respond to these cues (boredom, confusion, distraction, resistance, disagreement, etc.)
 - 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.
 - Find a journal article or newspaper article that is related to your profession. It is best if the article is between 500 and 750 words in length. Read the article and then summarize the key points into a few brief paragraphs (no more than 200 words).

Scene 7 and 8: Language and Communication

Description

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.

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?
- What do you think of Janet's behaviour in the scene where Tarek is giving a presentation? What could Tarek have done differently?
- Have you experienced similar situations in any of your workplaces? What happened and how was it resolved?

Tips and Tasks

- 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.

Scene 9 and 10: Religious Practices and Accommodation

Description

The statement "Integration is a two-way street" summarizes the heart of the issues in these two scenes. Note that Scene 9 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.

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.

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?

Tips and Tasks

- 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.
- The Ontario *Human Rights Code* states:
- Where a rule conflicts with religious requirements, there is a duty to ensure that individuals are able to observe their religion, unless this would cause undue hardship because of cost, or health and safety reasons. Unlawful discrimination because of religion can include:
 - Refusing to make an exception to dress codes to recognize religious dress requirements;
 - Refusing to allow individuals to observe periods of prayer at particular times during the day;
 - Refusing to permit individuals to take time off to observe a religious holiday.

- A measure of accommodation may be acceptable if it meets the needs of the person, to the greatest extent possible, short of undue hardship, and if it respects the dignity of the person requiring the accommodation.
- Both the people responsible for providing the accommodation and the person requesting it have rights and responsibilities during accommodation. For example:

Person Requesting	Person Responsible
Take the initiative to request accommodation	Respect the dignity of the person seeking accommodation
Explain why you need accommodation	Assess the need for accommodation based on the needs of the group of which the person is a member
Provide notice of request in writing, and allow a reasonable time for reply	Reply to the request within a reasonable time
Explain what measures of accommodation are required	Grant requests related to the observance of religious practices
Deal in good faith	Deal in good faith
Be flexible and realistic	Consider alternatives
Ask for details of the cost of accommodation if undue hardship may be a factor	If accommodation is not possible because of undue hardship, explain this clearly to the person concerned and be prepared to demonstrate why this is so

Source: Ontario Human Rights Commission, “Policy on creed and the accommodation of religious observances” <http://www.ohrc.on.ca/en/resources/Policies/PolicyCreedAccomodEN/pdf>

CHAPTER 4

Performance Review: Rewards and Recognition

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

Description

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.

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?

Tips and Tasks

- A job description contains general tasks and responsibilities for a position. It may also include who the position reports to and a listing of the required skills and experience. Performance objectives are specific objectives that lead to results. These are often set for the year and sometimes bonuses are tied to one's ability to meet or surpass performance objectives.
- 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.
- While it's critically important to master your job tasks, targets and deliverables, the biggest mistake newcomers make when joining a new company is ignoring the importance that is placed on team "fit" – which means: how well do people understand the unwritten and unspoken rules and adapt to the existing personality dynamics of a particular team?

Scenes 3 and 4: The Big Day Arrives

Description

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.

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?

Tips and Tasks

- 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.
- Here are some strategies Tarek could use to respond to negative feedback:
If you receive feedback comments that are *indirect* and you are not completely sure if they are positive or negative:
 1. **Ask for clarification** of what you’ve heard, in order to be clear if it’s positive or negative (DON’T assume you know because negative feedback can be given in a most discreet and soft way that many newcomers don’t register the comment as negative).
“I’m not sure I understand. Can you clarify what you mean?”
“I think I hear what you’re saying, but could you explain a bit more so I understand?”
 2. **De-code and acknowledge** the ‘negative’ comment. This implicitly tells the speaker, ‘I get your REAL message’
“So what you’re saying is this isn’t what you wanted, is that right?”
“Oh, I see. Perhaps I misunderstood the assignment!”
“It sounds like you’re saying I need to make some improvements.”
 3. **Ask the speaker to be more specific** about his/her comment if necessary. This gives the speaker permission to be direct and provide you with more open feedback.
“So tell me, what would you prefer?”
“Can you tell me more specifically what was wrong with my report so I can change it?”
“What would you like to see instead?”
 4. **Repeat back** to the speaker what you understood and what corrective action you will take. This confirms to the speaker that you ‘heard’ the feedback and de-coded it accurately.
“O.K. I’ll re-do the report with your suggestions X and Y and re-submit it to you by tomorrow. Would that be OK?”
“So you want me to change X and Y. Anything else you think I should do?”
“I understand that I need to improve my team performance and communicate better before my next performance review.”
- Practice using the phrases listed above in the answer to question 4. Come up with other questions that may help you respond to negative feedback.

Scenes 5 to 7: What Lies Beneath the Surface

Description

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.

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?

Tips and Tasks

- It is important to recognize the specific language and signals that many Canadian managers and senior executives use in the workplace to give corrective performance feedback. It is equally important to respond appropriately to the "signals" of feedback so your manager knows you've really understood the feedback, rather than respond only to the soft-sounding, positive words.
- Since manager styles differ from person to person, you might find some managers are more direct than others. It's important to listen to your manager and the other team members to discover how weakly or how strongly feedback is given.
- 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.
- Share your stories of getting used to life in Canada. Learn from others' examples and build on your knowledge of how Canadian society works.

CHAPTER 5

Retaining Skilled Immigrant Talent

This chapter explores inclusive talent management practices and facilitating an individual's 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?

Description

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.
- How much value is placed on soft skills as compared to technical skills at MetroCan?

Questions

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

Tips and Tasks

- Soft skills are personal attributes and hard skills are technical skills. Soft skills can include communication, leadership and interpersonal skills.
- 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.
- Make a list of the jobs you have had in the past. For each position, list important soft skills and technical skills.
- Review your list of soft skills and technical skills and compare it to the job requirements of positions that interest you. Which areas do you need to work on? How will you do so?

Scenes 3 to 5: Celebrations, Rewards and Recognition

Description

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?

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?

Tips and Tasks

- 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.
- 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.

Reflection

Now that you have finished viewing the video and reading this guide it is time to take a few moments to reflect on your own situation. Complete the following sentences.

Two things I have learned from watching this video are...

One thing I will do differently is...

One thing I would like to learn more about is ...

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
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.
Performance Reviews	
Blog post	Surviving Performance Reviews Talentine http://talentine.wordpress.com/about/

Type of resource	Description
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

Type of resource	Description
	<p>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.</p>
book	<p>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</p>
book	<p>Goldman, Lynda. <i>You're Hired...Now What?</i> Oxford University Press, Don Mills, 2010.</p>



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