

## Building Capacity in Employment Services for Newcomers to Peterborough



**Completed By:**  
**Research Team:**

Fleming College/Fleming CREW Employment Services  
Dawn Berry Merriam  
Researcher/Faculty

Debby Keating  
Researcher/ Project Coordinator

Cathy Shannon  
Employment and Training Consultant/  
Project Interviewer

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**Fleming College**



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## Abbreviations

OCWI	Ontario Centre for Workforce Innovation
LINC	Language Instruction for Newcomers to Canada
PPCII	Peterborough Partnership Council on Immigration Integration
PIP	Peterborough Immigration Partnership
ES SPs	Employment Service Providers
CERP	Community Employment Resource Partnership
NCC	New Canadians Centre
OW	Ontario Works
ESL	English as Second Language
MDR	Motivation, Dependability, Reliability

## 1.0 Acknowledgements

We would like to acknowledge and thank the Ontario Centre for Workforce Innovation (OCWI) for their support of this project. The purpose of OCWI is to identify, conduct, and fund research projects, pilots, and demonstrations to develop innovative approaches and practices for workforce development. The Centre is a partnership led by Ryerson University and funded in part by the Government of Canada and the Government of Ontario.

Website: <http://www.ocwi-coie.ca/>

Many people and organizations were involved in this research project and have contributed significantly to its completion. We would like to thank the Fleming College Research Ethics Board for their advice and guidance. We would also like to thank Fleming College's Language Instruction for Newcomers to Canada (LINC) teaching team for their help and support in guiding us on the consultations with their students and for the ongoing feedback and advice throughout our research project. We would like to acknowledge the involvement and time commitment of the employers, employment service providers and other groups who support newcomers in our community. And finally, we would like to thank the newcomers who so generously participated in the interviews in phase one of our research and those that attended our workshop pilot in phase two. They enthusiastically shared their stories, experiences and insights, which were fundamental to the recommendations made in this final report.

Prior to conducting the research, each member of the project team completed the TCPS (Tri-Council Policy Statement) (official human ethics research policy from Government of Canada for all agencies) and tutorial *Course on Research Ethics* (CORE)

<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

## 2.0 Executive Summary

Following trends throughout Canada, the workforce in Peterborough Ontario is aging rapidly with more people retiring or leaving work than those entering the workforce. Peterborough recognizes the role that newcomers can play in filling these employment gaps and ensuring economic growth. In 2014 the Peterborough Partnership Council on Immigration Integration (PPCII) produced a report that identified that the ability of newcomers to be successful is contingent on having a local workplace that is open to investing in newcomers, being tolerant of different cultures and learning styles, and providing training programs that help build English skills and educate on Canadian culture.

Over the past two years, Peterborough, like other communities, has welcomed many new refugees due to the Syrian crisis and the community is being encouraged to accept more. In 2016 the Peterborough Immigration Partnership (PIP), a renaming of the PPCII, began working with local businesses and community groups to help them achieve the goals articulated in its Community Immigrant Integration Plan 2016-2021 to ensure that newcomers have a meaningful social and economic integration. Enhanced employment services are part of these goals. All three Employment Service Providers (ES SPs) in Peterborough funded by Employment Ontario (the Community Employment Resource Partnership (CERP), the New Canadian Centre (NCC) and Fleming College) are engaged with PIP.

In May 2017 with funding from OCWI, Fleming CREW Employment Services developed a research plan to identify how ES SPs can best help newcomers secure and retain jobs to allow them to successfully integrate into our community.

The research was designed to answer the following questions:

How can employment and training services in Peterborough help newcomers, particularly refugees, get and keep jobs?

Are there gaps or new strategies in our local service delivery system to address the needs of newcomers and employers?

What programs, services, interventions and supports best meet the needs of these job seekers and local employers hiring newcomers?

### Methodology

The necessary information to answer the above questions was obtained by:

Conducting an environmental scan including interviewing stakeholders in 1-1 interviews and focus groups;

Identifying the barriers that challenge or prevent newcomers from securing and retaining employment;

Exploring the skills, competencies and characteristics that employers seek in the employees they hire;

Identifying gaps in our service delivery system;

Making recommendations about how to:

- build capacity in the employment and training sector;
- educate and inform employers about the contributions newcomers make;
- match newcomers to jobs;
- best prepare newcomers for their job search in Canada;
- help newcomers access training and education opportunities;
- help newcomers navigate and access employment and training services;
- develop and deliver a service model for small-mid-size communities;

Pilot, test and evaluate 2-3 of the recommendations.

## Participants

Interviews were conducted among the participant groups that are engaged with PIP. As well, interviews were conducted with local employers and ES SPs outside Peterborough who have established services supporting newcomers. A mix of 1-1 interviews and focus groups ranging from 1 – 12 participants were arranged. The stakeholder groups were categorized into the following four groups:

1. Newcomers: Twelve one-to-one interviews were conducted with newcomers. Eleven were with students in the LINC program at Fleming College. The 12<sup>th</sup> interview was with a landed immigrant newcomer who was working full time. *In order to ensure compliance with the Tri-Council Policy Statement (TCPS) on Ethical Conduct Involving Humans, the research team did not identify the ethnicity of the participants.*
2. Employers: Eight one-to-one interviews with local employers were conducted either at their worksites or by telephone.
3. Employment Service Providers (ES SPs): Focus groups were conducted with all three Peterborough Employment Ontario ES SPs as well as with CERP and Ontario Works (OW). Further telephone interviews were conducted with three ES SPs in communities with larger newcomer populations, two of them in smaller communities with similar populations to Peterborough.

4. Others Who Support Newcomers: Focus groups were conducted with the English as Secondary Language (ESL) Working Group, sponsorship committees at the NCC, and the PIP Executive Committee.

## 3.0 Phase One: Key Themes for Employment Service Providers Supporting Newcomers

Phase 1 of our research identifies the key themes that combine reflections from our review of local literature reviews on newcomer integration in Peterborough, what we heard in the interviews with all participants, and what we learned were Best Practices with employment service providers outside Peterborough who have a long history of working with newcomers.

### 1. Help newcomers improve their English skills to find and retain good jobs.

#### ***Newcomer Voice:***

“I have trouble with people understanding me!”

- For newcomers, participating in English as a Second Language (ESL) classes, specifically the intermediate level LINC program delivered by Fleming College, gave them a level of proficiency and confidence to participate in the interviews for this research without an interpreter.
- Based on this level of proficiency, our observation is that this can be extended to their ability to participate in job interviews.
- Some newcomers shared that they recognize that an entry level job that does not require advanced English language skills will build their Canadian work experience but their goal is to use this experience to improve their language skills and find employment more aligned with their long-term career goals. They recognized that this requires an ongoing commitment to improving their English. They believed they could achieve a sufficient level of English within a year that would allow them to interview for better jobs.
- For some newcomers, specifically those in the beginner LINC classes or those not yet in ESL programs, it may take more than a year to achieve a level of proficiency that meets an employer's expectations. This longer time-line is challenging for newcomers who are eager to enter the workforce and support their families.
- Others Who Support Newcomers have observed that some newcomers outside their ESL/LINC classes are not practising English in other parts of their daily routines. They tend to stay within their own cultural

#### ***Others that Support Newcomers Voice:***

“Newcomers think they will have very good English within a year, however, they are facing a reality check that it takes much longer.”

**Employer Voice:**

"I cannot have newcomers serving my customers if they don't understand what my customers are saying."

**Tip:** Use online sites such as <https://readable.io/text/> to paste your text and get it scored, with recommendations for simplifying.



groups and do not interact in activities where English is spoken.

- Employers stated that they need to feel confident that a newcomer can understand instructions from supervisors, understand mandatory Health and Safety training and be able to apply the training in the workplace. If on-the-job training can be delivered through demonstration, lower levels of English skills are required. If training has considerable verbal instructions and if the job interacts with customers or clients, employers stated that higher levels of English are required.
- ES SPs in communities with larger newcomer populations reported that newcomers responded very positively to workshops such as workplace culture and resume writing skills, because they are opportunities to practice and improve their English while becoming more job ready.

## Recommendations

When designing workshops, help newcomers practice and build their English skills by:

Using a facilitated approach that allows a high level of interactive opportunities for the participants. When planning group exercises, keep the size of each group small so people are more comfortable. Provide enough time for everyone to participate and share their ideas.

Using small group discussions, case studies, storytelling, role-playing and demonstrations to make workshops interesting, engaging, hands-on, motivating and thought-provoking.

Encouraging newcomer participants to engage with others in their groups through listening and speaking, with minimal writing in English. Ask for volunteer recorders for those who want to practice their writing skills.

Providing a range of materials such as handouts, presentation slides, flip charts, videos and other visual tools to help maintain participant interest.

Ensuring that conversations and material content are aimed at an accessible literacy level - grade 6 is the recommended standard.

Allowing for breaks to help newcomers recharge and stay focussed.

Providing resource tools that reinforce key messages learned in workshop to help retain learning and help newcomers expand and practice new vocabulary.

When meeting one-to-one with newcomers:

Schedule sufficient time that allows for questions, clarification and a space to speak at a comfortable pace. This will encourage newcomers to practice and become more confident using English.

Ask the newcomer to repeat or clarify words if needed.

Check in with the newcomers to ensure they understand (do not rely on non-verbal communication like head nodding) and use a follow up question that will clarify if they understand.

When helping newcomers prepare for interviews:

Provide them with sample interview questions and answers. Review common terms related to the sector in which they want to work. Help them research the business and become familiar with its purpose and function.

Conduct mock interviews to build confidence and practice their verbal communication skills.

If the ES SP has a relationship with the employer, ask them if they could provide the interview questions in advance to help reduce anxiety.

## 2. Educate and inform newcomers on workplace culture and employment law in Canada.

### **Newcomer voice:**

“It’s important for me to do everything right and follow the rules.”

- Newcomers shared that adjusting to their new life in Canada has been challenging. They specifically noted that finding a job is extremely difficult at a time when they are being challenged with everyday activities such as grocery shopping and taking a bus.
- Newcomers are committed to learning and improving their English, but they also want to learn the “rules” about working in Canada so that they know to do the “right things”.
- When newcomers talked about doing the right things, they were emotional about this as they feared making a mistake and losing their job.
- Further probing during interviews clarified that newcomers defined “rules” as 1) the expected behaviours and communication styles in the Canadian workplace and 2) employment law in Canada.

### **Employer voice:**

Even if the job doesn’t require direct contact with my customers, they are still representatives of my company and must always project our professional image.”

- For employers, they observed that newcomers lack understanding about what professional behaviour is required when applying for a job. They shared stories of newcomers applying in person at inappropriate times without appointments and accompanied by others for support. Employers and employment service providers commented that this is typical of many job seekers, not just newcomers.
- Others who support newcomers had observed that some newcomers who are employed did not understand employer expectations like giving advance notice when they need time off to go to a medical appointment. They also reported that newcomers were surprised to see deductions on their pay cheques, showing their unfamiliarity with income tax, employment insurance and the Canada Pension Plan.
- ES SPs in communities with larger newcomer populations stated that the most effective way to educate newcomers on workplace culture and employment laws were with workshops on these topics.

**Tip:** Case studies allow newcomers to experience real workplace situations to enhance their understanding and learning experience.



### Recommendations:

Design and deliver a workshop on workplace culture in Canada/Ontario that:

- Describes workplace culture as the unwritten rules for behaviour and communication that employers expect from their employees.
- Provides practical everyday workplace scenarios that newcomers will face on the job.
- Provides resource materials that reinforce key messages learned in the workshop.

Develop or enhance existing workshops on employment law in Canada/Ontario for newcomers that includes:

- Employer and employee rights and responsibilities as defined in the Employment Standards Act
- Workplace Health and Safety Act
- Harassment, Discrimination and Sexual Violence Laws
- Human Rights Act
- Accessibility for Ontarians with Disabilities Act
- Income Tax

Provide referrals to free tax clinics and other community resources to help newcomers understand how their taxes are calculated and what the process is for filing a tax return

### **3. Help newcomers develop and practice their job searching skills.**

#### ***Newcomer voice:***

*“I feel very much alone and don’t know who or where to turn for help.”*

- Newcomers expressed an urgent need to find a job and be self-sufficient as quickly as possible. This was especially true for those who had been in Canada as a refugee for more than a year and their sponsorship was ending. They described their struggles with everyday

**Tip:** Newcomers need help uncovering the hidden job market through networking and with the help of a mentor.



living expenses, not being prepared on how to find a job, and the realization that many of the jobs they want require certification for which they don't have.

- Newcomers on government assistance stressed their desire to “get off” this support and be independent. They shared how important it was to take care of their families and feel integrated into the community.
- Newcomers expressed frustration that they believed there are very few jobs. This belief was based on their own search for job postings without the assistance of employment services.
- A few newcomers stated that they have received help and assistance from the New Canadian Centre (NCC) to connect with employers or an ES SP. However, most newcomers shared that they felt very much on their own in trying to find a job.
- Some newcomers shared their experience approaching potential employers directly on their own. They described their frustrations of being turned away and believed it was because their accents made it difficult for the employer to understand them. Such a rejection shook the newcomers' confidence in their English skills and their ability to connect with other employers.
- During focus groups with ES SPs and others that support newcomers, they stated that most newcomers, including Syrian refugees, had prioritized learning/improving English skills upon their arrival to Peterborough. However, it seemed timely during the period of this research that priorities have shifted and more newcomers are ready to job search.
- Newcomers describe their efforts to “cold call” employers by applying for jobs in person and not in response to a formal job posting. Unlike their experiences in their home countries, employers expect that job seekers will be prepared by researching their business and the job they are seeking.

- We heard about the success of employer-based mentoring programs. Employers help the newcomer make connections within the sector they want to work, provide advice and guidance about the culture of the workplace in that sector, help them learn the English words used for the technical terms related to the jobs they are seeking, and provide sector specific advice and guidance on their resume, cover letter and interview expectations.
- We also heard about the Aspire mentorship program delivered at the John Howard Society for youth 17-25. This mentoring program has recognized the value that adult mentors play in being supportive, consistent and caring role models for youth. For newcomers, they stressed the particular benefits of a career and training focused mentorship and the need to make these services available to newcomers over 25.
- Newcomers often lack the contacts usually available to job seekers. Some mentors can introduce newcomers to prospective employers, act as a reference or help the newcomer create a network of contacts by introducing them to people in their own network. These contacts provide the newcomer with a list of people who might provide information about the labour market and job leads.

### Recommendations:

Depending on the English skills of newcomers arriving in Peterborough, and the pace at which they learn, regular outreach to ESL programs ensures newcomers can access ES programs when they are relevant to them. The ES network can work together to schedule regular and recurring information sessions at the local ESL programs and other newcomer service points. This ensures newcomers receive ongoing invitations to seek assistance with their job search and employment planning.

Along with learning about the basic job search tools of resumes, cover letters and interviews, offer career exploration and decision making programs to newcomers including: choosing a

longer term career, finding a job, acquiring skills, researching job options and understanding the local labour market.

Offer mentoring programs that:

- Identify specific goals of the mentorship based on the needs of the newcomer
- Use a career and training focused approach including advice and guidance about conducting an effective job search
- Provide newcomers with contacts and connections related to the sector in which they wish to explore or work
- Provide information and referrals to other needs related to employment
- Continue during the transition to the workplace to help with retention and support longer term goals

Our research did not have the capacity to evaluate and make recommendations related to supporting newcomers with credentials not yet recognized in Canada. However, the recommendations in this report may be useful for those whose short term goals include improving their English and acquiring Canadian work experience or for those seeking to change their career direction.

#### **4. Promote the values and qualities that a newcomer can offer an employer.**

##### ***Newcomer voice:***

“My greatest asset is giving 100% of my heart.”

- Newcomers want to work. Throughout the consultations both with newcomers themselves and with the people and groups that support them, newcomers demonstrated that they are motivated, dependable and reliable (MDR).

- Newcomers also showed enthusiasm and an interest to participate in training and learn new skills.

##### ***Employer voice:***

“I much prefer to hire someone who I can depend on to show up for work and be focussed on doing their job. If they can do this, I am happy to train them on the hard skills.”

- Employers stressed they want candidates that are MDR.

- Employers stated that hard skills gained from previous experience or education was not always necessary. They were willing to deliver on the job training to new employees if they needed these skills.

- Employers interviewed during our research stated that they believe in the value of diversity and give

**Tip:** Job developers can advocate for newcomers that are motivated, dependable and reliable.



opportunities to all candidates regardless of their culture or background.

- We heard from the others who support newcomers that newcomers value the experience of an entry level job because it gives them Canadian experience, an opportunity to practice their English, increases their confidence and helps them integrate into the community.
- ES SPs have used their placement programs to help newcomers secure training and employment with very successful outcomes. Job developers have a rapport and trust relationship with employers enabling them to job search on behalf of newcomer clients.

### Recommendations:

Help newcomers build Canadian experience through job placement programs by:

Focusing on the newcomer's strengths and how they relate to the job.

Explaining how the newcomer's strengths can complement and enhance the skills on the team.

Providing examples of the newcomer's MDR skills and how they can fit the job (e.g. arrive at appointments on time, asking questions to ensure they understand what they hear and are learning, realize they are already comfortable with working in teams).

Where appropriate, offer to attend the interview with the newcomer to provide support and encouragement.

Providing coaching and support throughout the placement to ensure retention.

Educate the employer on how they can use financial incentives for:

Covering additional training to improve English language skills.

Covering longer training periods to ensure understanding and command of new skills.

## 5. Increase awareness of our ES SPs services in Peterborough with newcomers, the NCC, and other groups who support newcomers.

### **Sponsor voice:**

"I didn't even know you guys existed."

### **ES SP voice:**

"We are trying to figure out what we can offer to newcomers."

- Most LINC students stated that outside the NCC, they were not aware of ES SPs and how they can help them find jobs. Some LINC students had been referred to an ES SP by the NCC.
- Others who support newcomers, like the sponsorship groups, stated that they were not aware of ES SPs.
- As mentioned earlier in this report, most newcomers, including Syrian refugees, had prioritized learning/improving English skills upon their arrival to Peterborough. However, it seems while this research was being conducted, many refugees were reaching the one year point since their arrival in Canada and that meant that their priorities had shifted with many ready to job search.
- Fleming CREW has delivered three information sessions in LINC classes since the arrival of the Syrian refugees, however, as with any marketing, it makes the greatest impact when aligned with the needs of those it is promoting itself to. It seems that time is now.
- In reviewing the websites of the local ES SPs, none are specifically promoting their services to newcomers.
- During focus groups with the ES SPs, staff indicated that they are looking for ways to improve their services to newcomers. They also felt that as the number of newcomers using their employment centres increases, the staff will become more aware of their needs and how to provide support.

**Tip:** Sponsor events at the NCC to increase awareness of ES SPs with NCC staff, volunteers and newcomers.



### Recommendations:

Create targeted marketing tools that offer support and encouragement to newcomer job seekers. Use these tools with partners that serve newcomers in our community.

The NCC is the first and very often an ongoing point of contact for most newcomers to Peterborough. Expand and enhance the partnership between the ES SPs and the NCC by:

- Delivering information sessions with staff, volunteers and newcomers at the NCC.

- Regularly consulting with the NCC to gain insight into best practices for serving newcomers.

- Explore opportunities to work collaboratively with the NCC to deliver programs and services including options to provide services at the NCC.

Increase our presence at ESL/LINC classes. Work collaboratively to ensure workshops and resources delivered by ES SPs can complement and reinforce ESL curriculum and lead to more opportunities to enhance English language skills. Explore opportunities to deliver workshops on employment related topics to ESL/LINC students including:

- Workplace culture

- Employment law

- Job search skills

- Understanding the local labour market

- Interview preparation

## 4.0 Phase Two: Pilot, Test and Evaluate Two Strategies to Build Capacity in Employment Services for Newcomers

### Introduction

Phase 1 of the research indicated the following key findings about employment services offered in our community:

ES SPs need to increase outreach, marketing and promotion to newcomers.

In some cases, there is a need to modify or enhance services for newcomers, which may also benefit other clients served by ES SPs.

For newcomers to be able to obtain and retain jobs they need to improve their English skills, thus the need for continued, enhanced and expanded ESL services.

The research confirmed five key themes specific to newcomers and their journey to finding and maintaining employment:

1. There is a need to assist newcomers to improve their English language skills in order for them to find and retain employment.
2. Newcomers need education and information about the workplace culture in Canada.
3. Like many job searchers, newcomers need assistance to hone their job searching skills.
4. Employers would benefit from learning of the values and qualities of newcomers, specifically that they are motivated, dependable and reliable (MDR).
5. Newcomers and those supporting them, must be made more aware of employment services and what they can provide to assist them to obtain and retain employment.

### Pilots developed, tested and evaluated in Phase Two:

After reviewing the themes and recommendations in section 3.0 (Phase 1), we prioritized the following two strategies for the pilot in phase 2 of the research:

1. a workshop on workplace culture in Canada and

2. a resource tool on employment law in Canada

### **Rationale:**

We wanted to pilot a new service for the ES network to provide to newcomers.

We heard newcomers, employers and the groups that support them tell us that understanding the workplace culture and employment law was a gap in Peterborough.

ES SPs in communities with larger newcomer populations who have been able to establish Best Practices as part of their newcomer support, told us that these two workshops were designed and delivered specifically for newcomers. Other job search workshops were open to all clients.

Finally, all participants in the interviews and consultations stressed the urgency that newcomers feel to find work and so we wanted to focus phase two on strategies that could directly benefit these job seekers and contribute to their successful integration into the workplace in Canada.

## **4.1 Workshop Pilot: Workplace Culture in Canada**

### **Objectives:**

To assist newcomers to:

Gain a better understanding of the expectations in the Canadian workplace (how people are expected to behave and communicate with each other, both internally with co-workers or supervisors and externally with customers or clients).

Reinforce the importance of improving English skills when preparing for the workforce.

Provide opportunities to practice and build their confidence and encourage the development of improved English skills.

Develop an information tool about employment laws in Canada/Ontario.

Who we wanted to participate:

LINC students from Fleming College at Canadian Language Benchmark Level 4 + (some may have also participated in research interviews).

Newcomers from various countries, including Syrian refugees.

Specifically, we wanted people who were currently looking for a job.

To ensure time for newcomers to fully participate and practice their English language skills, targeted a group size of 8 to 12 participants.

#### How we developed the workshop:

Developed an agenda that would supplement and complement the LINC curriculum, thus allowing for increased understanding and retention.

By inviting LINC students, participants were already comfortable with each other and had experience with group discussions – to reduce time that would normally be used for rapport building and setting norms.

Asked all participants to use English only during the workshop to maximize their experience listening and speaking English.

Held the workshop at the Fleming CREW Employment Centre to introduce and welcome participants to Employment Services.

Applied adult learning principles and accommodated the range of learning styles by including:

- Visual tools that asked participants to identify jobs they would like to be in.
- Mix of audio presentations and case studies.
- Creative drawing exercise to demonstrate importance of clear communication.

Encouraged engagement and participation by using workplace-specific case studies that demonstrated preferred behaviours and communications in the workplace. Participants were asked to problem solve and discuss how they would respond to each situation.

Provided a tip sheet to:

- Remind/ reinforce what they learned about workplace culture.
- Practice and build their workplace language skills.
- Provide a reference tool for LINC teachers to complement their classroom resources and increase retention of new workplace vocabulary.

Note: all workshop materials are found in Appendix 6.3 a - h

## **Evaluation and Findings: Workshop Pilot**

A workshop on workplace culture in Canada was developed and delivered on two separate dates. A total of 14 newcomers attended.

Participants completed an evaluation form (Appendix 6.3f). The researcher attended to observe and evaluate the workshop. An analysis of each of the components/activities of the workplace culture workshop can be found in Appendix 6.3h.

### Lessons Learned:

Presence of LINC teachers helped establish a comfortable environment for the participants and the workshop was seen as somewhat of an extension to the LINC classroom.

Mix of learning tools kept participants engaged and focussed.

Reviews of case studies required participants to do some critical thinking about how they would handle the various situations.

Having participants report back on their analysis of each case study:

- built self-confidence in their ability to speak English in front of others;
- demonstrated their critical thinking skills; and
- offered an opportunity to practice their presentation skills and communication skills.

There is a need for increasing workplace-specific vocabulary.

Additional workshops would help newcomers increase and expand their ability to understand and practice skills related to our workplace culture.

Observed good participation in the workshop because participants linked the workshop outcomes to getting a job, i.e. what they learned in the workshop could increase their opportunities for success in their job search.

Evaluation forms were distributed to newcomers. All 14 newcomers were very positive, indicating that this type of workshop was helpful to participants in the following ways:

- Workshop was easy to understand.
- Encouraged to participate.
- Handouts were useful.

- Would recommend to others.
- Good learning on workplace culture and would like to learn more.

## 4.2 Pilot: Resource Tool on Employment Law in Canada

We developed a one-page resource sheet “**Laws of Working in Canada**” the purpose of which was to:

- Help newcomers understand the laws governing employment in Canada.
- Provide information on taxation, Employment Insurance and Canada Pension Plan.
- Include other related websites that could provide more information.

### Evaluation and Findings: Resource Tool on Employment Law in Canada

The resource tool was given to participants in the workplace culture workshop. It became clear that the tool did not sufficiently inform newcomers. The following additional work was done:

- Enhanced the tool by expanding the list of websites and included a summary explanation of each law and its purpose (Appendix 6.4a).
- Developed a stand-alone workshop to provide a more comprehensive understanding of these complex topics (Appendix 6.4b).
- ES SPs are encouraged to partner with others who support newcomers and international students to host an event where the Ministry of Labour is invited as a guest speaker, including a Q&A session.
- ES SPs need to provide information and referrals for newcomers to local community based organizations that provide supports and resources related to income and income supports e.g. free income tax clinics, credit counselling and social assistance.

## 5.0 Other Lessons Learned

### **Diversity Training**

Our workplaces should reflect the clients and communities that we are serving. The NCC delivers Cross-Cultural Communication and Diversity Training which increases participants' cultural awareness, skills and knowledge of both their own cultural frameworks and those of other peoples. It provides opportunities for productive engagements between individuals and contributes to organizational goals by protecting against human rights violations, increasing inclusion, diversifying the organizational space, and promoting teamwork.

### **Supporting the mental health needs of newcomers.**

ES SPs who have been working long-term with refugees are seeing a growing trend of depression and trauma in newcomers, including Syrian refugees who started arriving in 2015;

ES SPs working with newcomers need to be able to identify these signs and refer their clients to mental health services.

### **Ensure newcomers have access to support services in order for them to come to work.**

Employers expect newcomers to have the necessary support in place at home (e.g. child care) so they can be relied on to come to work. Transportation may also be an issue for those without a reliable vehicle, a driver's licence or access to public transportation.

## 6.0 Moving Forward

In the final weeks of preparing this report, the research team met with the key stakeholders to discuss next steps. This included a presentation to the LINC participants on February 8<sup>th</sup>, 2018. They have all been enthusiastic in their support and eager to move forward with many of the recommendations.

Our plans include:

Printing the report and distributing it to all of the partners involved in the interviews and focus groups.

Posting the report on the Fleming CREW website including the resources developed during the pilot phase of the project.

Encouraging the local and provincial ES network to read the report and use the tools and resources included in it.

Developing a schedule to deliver ES information sessions and job search workshops for newcomers in the LINC program. Partnerships with CERP members will allow us to integrate other ES service providers into this schedule and encourage LINC classes to go off-site to receive services and improve access. A similar approach will be taken to deliver information sessions to other ESL programs and other points in the community where newcomers are supported.

Hosting a working session with CERP and the NCC to present the report and using the recommendations as a guide, develop a community plan to build capacity in employment services for newcomers to Peterborough.

## 7.0 Appendices

### Appendix 7.1 Research Proposal to OCWI

#### **Background**

##### Rationale

Peterborough, like other communities that have welcomed a large number of refugees, is being encouraged to accept more newcomers. Locally we have made a commitment to increase opportunities so that newcomers will be socially and economically integrated. To do this will require enhanced employment services programs.

The Peterborough Immigration Partnership (PIP) strategic plan developed in 2015 calls for total social and economic integration of all newcomers if we are to have a successful community for the future. To do this, it was identified that we would require improvements and increased access and awareness about employment services and programs to support this integration. In 2017, this need has been accelerated by the large number of Syrian refugees making Peterborough their home.

##### Background and Community Dynamics

Following trends throughout Canada, the workforce in Peterborough is aging rapidly; more people are retiring or leaving work than those entering the workforce. Peterborough's population is amongst the three oldest Census Metropolitan Areas (CMA) in Canada. New workers are needed to replace these employees who have retired or left work.

##### Forecast Peterborough 2030: Moving Towards a Diverse Future

In 2014 the Peterborough Partnership Council on Immigrant Integration (PPCII) undertook a review of population demographics and trends in the City of Peterborough and Peterborough County, with a special focus on the immigrant population.

The goal of the project was to inform the PPCII and the community on the anticipated dynamics in the local population profile and growth by 2030. The report documented that it is anticipated that the international immigration will be 7,359 based on the assumption of the existing population growing at 0.5% and an overall growth rate of 1%. This supports the need to prepare for a changing community.

## Investing in Our Workforce for the Future

In March 2015, the PPCII produced a report titled ***Investigating Workplace Language Training and Culture as factors in Labour Force Productivity in Peterborough***. The key findings included:

Peterborough is following national trends of an aging workforce, resulting in the need to attract younger people to fill employment gaps. New workers are needed to replace aging/retiring employees.

Participants in the research process recognized that the ability/inability for newcomers to succeed is contingent on their ability to understand the nuances and subtleties of Canadian language and culture.

The results of the research process identified that the required/improved Peterborough workplace must have the following characteristics and components:

- A local employer who recognizes that it is their responsibility to position their new Canadian employee on a road to success – they will invest in newcomers;
- An overall tolerance of the limitations of the newcomers and a respect for their abilities;
- Provision of workplace training programs that provide education on language and cultural subtleties, technical language and writing improvements.

## A Plan for Integration and Diversity for Peterborough - Employment is Key

The PPCII was renamed PIP in 2016. The work of the PIP is guided by the Community Immigrant Integration Plan 2016-2021, which articulates the goals that need to be met to achieve meaningful integration in a welcoming community and carried out by PIP working groups. Fleming College, along with other organizations, municipalities, businesses and individuals in the Peterborough region, are members and have endorsed the vision and mandate of the PIP and committed to working towards achieving the goals of the Community Immigrant Integration Plan.

All three Employment Ontario (EO) ES SPs in Peterborough have participated first on the PPCII and most recently on the PIP. As well, the Community Employment Resource Partnership (CERP), whose members represent over 20 local services, is engaged with the PIP, including the employment counsellor from the NCC.

Building upon the first 2010-2015 PPCII Integration Strategy and over eight years of work by the PIP, this partnership of over 60 local organizations is working towards making the City and County of Peterborough a more welcoming place for newcomers. The Community Immigrant

Integration Plan articulates the goals that our community needs to meet in order to better integrate newcomers into all aspect of community life. The following goals support the need to address a changing employment sector:

Goal 1: Newcomers experience positive labour market outcomes due to addressed systematic barriers to employment.

Goal 2: Immigrant employees and their employers experience an improved cross-cultural understanding and fewer incidences of language as a barrier to social and workplace integration.

### Independent Findings that Support Local Research<sup>1,2</sup>

A 2015 study from the University of Manitoba and a December 29, 2017 CBC-TV Manitoba report provides additional support to our finding:

Language barriers and accessible daycare options are two of the main obstacles newcomers face when entering the workforce.

Only about two per cent of all government-sponsored Syrian refugees already know how to speak English or French when they first arrive and this disparity is felt even more deeply among refugee women.

Men more easily are able to attend language training classes, because women have traditional child-care roles, and child-care spaces are difficult to come by for people who want to do language training.

Though many refugees don't know English or French when they arrive, many were teachers, medical professionals, and skilled trades' people. However, their qualifications aren't recognized in the same way.

Refugees are the most likely to have precarious employment or to be unemployed.

They have lower job satisfaction than other newcomer groups.

Refugee women and those with language proficiency problems are the most vulnerable.

### References:

1. Lori Wilkinson, Iqbal Ahmed Chowdhury, Yi (Jack) Shen, Jill Bucklaschuk and Tamara Edkins: Labour Market Outcomes of Refugees in Canada, Human Rights, Human Wrongs: Vulnerability in Comparative Perspective, Winnipeg, September 2014.

2. CBC-TV Winnipeg December 29, 2018: <http://www.cbc.ca/news/canada/manitoba/manitoba-refugees-jobs-employment-1.4466519>

## Research Details

### Funding

The funding for this research project came from OCWI. The purpose of the OCWI is to identify, conduct, and fund research projects, pilots, and demonstrations to develop innovative approaches and practices for workforce development. The Centre is a partnership led by Ryerson University and funded in part by the Government of Canada and the Government of Ontario. Website: <http://www.ocwi-coie.ca/>

In February and March 2017 the OCWI and the OCC partnered to host a series of Workforce Innovation Design Jams across Ontario communities. These sessions brought together a diverse range of stakeholders across the workforce sector to identify and discuss local challenges and opportunities related to employment and training and/or finding and retaining great talent. The Design Jams were brainstorming sessions where participants spent time together discussing local challenges and designing innovative project-based solutions that would then be eligible for OCWI funding. Design Jam participants were invited to develop collaborative proposals and submit them for review. This proposal has been approved by the OCWI. The approval for this proposal is posted on their website under the tab “Design Jam Projects - Building Capacity in Employment Services for Newcomers”.

### The Purpose of the Research Project

The purpose of the project was to obtain the necessary information to answer the following questions:

- How can employment and training services in Peterborough help newcomers, particularly refugees, get and keep jobs?
- Are there gaps or new strategies in our local service delivery system to address the needs of newcomers and employers?
- What programs, services, interventions and supports best meet the needs of these job seekers and local employers hiring newcomers

## Methodology

Our research built on the work of PIP. Specifically it further investigated the employment issues identified around language and cultural values. Additionally, the research questions for interviews reflected the directions taken from the existing research and community documentation.

The necessary information to answer the above questions was obtained by:

- Conducting an environmental scan including interviewing stakeholders in 1-1 interviews and focus groups;
- Identifying the barriers that challenge or prevent newcomers from securing and retaining employment;
- Exploring the skills, competencies and characteristics that employers seek in the employees they hire;
- Identifying gaps in our service delivery system;
- Making recommendations about how to:
  - build capacity in the employment and training sector;
  - educate and inform employers about the contributions newcomers make;
  - match newcomers to jobs;
  - best prepare newcomers for their job search in Canada;
  - help newcomers access training and education opportunities;
  - help newcomers navigate and access employment and training services;
  - develop and deliver a service model for small-mid-size communities;
- Developing a pilot, testing, and evaluating a minimum of 2-3 recommendations.

## Participants

Three types of participants were interviewed: 1) Newcomers; 2) Employers; and 3) ES SPs and organizations that support newcomers (i.e. ESL Programs/NCC Staff/Others Who Support Newcomers). In total, 75 participants were involved through 1-1 interviews, focus groups, and workshops.

## Research Questions

*How can employment and training services in Peterborough help newcomers, particularly refugees, get and keep jobs?*

*Are there gaps or new strategies in our local service delivery system to address the needs of newcomers and employers?*

*What programs, services, interventions and supports best meet the needs of these job seekers and local employers hiring newcomers?*

## Appendix 7.2 Results of Interviews and Focus Groups

### Appendix 7.2a – Questions Used in the Research Interviews and Focus Groups

The following questions were used consistently throughout the interviews and focus groups for each of the different participant groups. Follow up questions were asked to clarify responses to allow participants space to share their experiences and provide recommendations for improved services.

#### **Newcomers**

The interviewer will guide the interviewee to answer the following questions:

1. Have you tried looking for a job in Peterborough? What was your experience?
2. What are your hopes about working in Peterborough? What would you need to help you get there?
3. If you haven't started looking for work, what are you worried about? What do you need to help you feel ready to look for work?

#### **Employers**

1. Have you ever hired a newcomer?
2. If you have, how was that experience?
3. If you have not, why?
4. What could be provided by an employment services provider to make hiring a newcomer a positive experience for you?
5. What could an employment services provider do better to prepare job seekers new to Peterborough?
6. What kinds of things would be helpful for a newcomer to have in place before they apply for a job with you?
7. What have you heard from other employers who have hired a newcomer?
8. What benefits do you think diversity brings to your workplace?

## **Employment Service Providers and Other Groups Who Support Newcomers**

1. How have you or your organization helped job searchers?
2. What have you done and found to be successful?
3. What types of employers have been the most welcoming to the newcomers you support?
4. What are the challenges newcomers are facing in their job search
5. How can your organization better meet the needs of newcomers to Peterborough?

Additional question for Employment Service Providers only:

What operational or policy challenges do you face when delivering services to newcomers?

## Appendix 7.2b – Summary of Results of Interviews and Focus Groups

### Newcomers to Peterborough

Six major themes were observed from interviews with newcomers:

1. They have key soft skills that are sought by Canadian employers:

Newcomers are very motivated, reliable and open to new learning. These qualities are very attractive to Canadian employers as they are difficult to find especially in young people and cannot be trained. Employers would rather hire based on these qualities and then train on hard skills required for the position.

2. They are finding big gaps between their expectations of what working in Canada would be like compared to reality:

Adjusting to their new life in Canada has been challenging from both a cultural perspective as well as finding work.

They have a strong desire to understand what the rules are so they can do the right things, as well understand what their rights and responsibilities are as potential employees with a Canadian employer.

3. Newcomers lack the job searching skills needed for the Canadian job market:

The process of finding a job is very different from their home countries. They lack an understanding of what they need to do to prepare for their job search and how to find out where the jobs are.

There is also a feeling of frustration in trying to find jobs, as they believe there are very few positions available.

4. Many are surprised about employer's demand for credentials:

Among the non-professionally trained newcomers, most have working experience but lack credentials. They find that some employers dismiss this experience as it wasn't gained in Canada.

For most, getting Canadian credentials requires going back to school and few have the financial resources to do this. Each province has resources for assessing international credentials. In Ontario the service is World Education Services (WES) Canada. However, getting the necessary information (education certifications and proof of work experience) can be very challenging and is often not available.

Internationally trained professionals are also surprised to find that they have to go back to school. Some of the professions that are most affected are: medical, legal, engineering and engineering IT. This is forcing some internationally trained professionals to rethink their career plans in Canada and consider seeking other employment to allow them to begin working more quickly.

#### 5. Having good English is essential:

Newcomers realize quickly that being able to communicate in English is essential for finding work and being able to progress in their field.

Although all participants interviewed in this project were in an ESL program at Fleming College, all had trouble ranging from their accents preventing them from being understood, to having trouble comprehending and problem solving in English.

#### 6. Limited knowledge and use of resources outside the NCC:

The recently arrived refugees and new immigrants have all used the New Canadians Centre for skills assessments resumes and job searching. For some refugees with sponsorship groups, some of the sponsors have also acted as advocates for their family members seeking employment i.e. cold calling, being at the interview with the newcomer and helping them get some Canadian experience by working directly with them (one sponsor was a painter and a newcomer interested in painting apprenticed with him, another was a cleaner who started cleaning sponsor's home to gain experience).

Outside this support via the NCC, newcomers have no established network of resources to help in their job search.

### **Employers in Peterborough**

Five major themes were observed in interviews with employers:

1. Motivation, dependability and reliability were key soft skills that employers seek.

Employers placed greater value on these skills in a candidate, as they believe they can always teach the hard skills.

These soft skills are essential in assessing the candidate's fit into their organization.

2. Good English skills are critical:

Peterborough's major employers are primarily small businesses in which the staff count is lean and employees are expected to wear several hats working with the internal team and with the outside clients.

Many entry level jobs are in customer service, such as a help desk. However, a newcomer will not be hired if the employer finds their English communication skills are poor.

3. Newcomers do not understand how to approach potential employers:

Employers find that candidates come in at the busiest times when they cannot afford to see them, show up with no notice, are not properly dressed, and tend to come with a friend.

Newcomers are not showing that they have taken some time to become familiar with the employer's business or what opportunities may be posted on their websites.

There is a need for newcomers to understand the rules and behaviour around getting an interview.

4. Employers believe in giving fair opportunity to all candidates:

Employers believe that in order to have a productive business they must ensure that they have the right people, regardless of their backgrounds.

They are open to newcomers provided that their soft skills are in place and they show ability to work and support a team and be open to new learning.

5. There are gaps in the awareness of ES providers:

Understanding of the services provided is mixed (e.g. some understand that financial incentives are available as well as the pre-screening of candidates); however the services offered by each provider are not well-known.

## Employment Service Providers

Seven major themes were observed by employment service providers. Several of these key themes were consistent with those from interviews with newcomers and employers.

1. Having good English is essential:

Clients need newcomers to understand training and be able to communicate internally with the team as well as with external customers.

ES providers who have worked extensively with newcomers have found that although a newcomer has good written English and comprehension skills, their accents make it difficult to be understood.

For those who are learning the language, having interpreters at interviews with employers and key training sessions are needed to ensure newcomer understanding.

2. Newcomers don't understand the culture of Canada and the Canadian workplace:

ES providers find that their newcomer clients find everyday life and working in Canada is very different from that of their home countries, making it difficult to settle quickly.

For the ES providers who have had extensive experience with newcomers, they have found that presentations and workshops on the culture of everyday life in Canada and the workplace have been very effective in helping newcomers adjust and understand how to connect with the community and their employers.

3. Newcomers lack job searching skills required for the Canadian job market:

Newcomers are finding that job searching in Canada requires finding the hidden job market, building resumes, networking, dealing with online applications and knowing how to prepare for interviews. These are new skills they need to learn as finding a job in their own country was more simple by talking to people they knew and confirming an offer with a handshake

Workshops on how to look for work have proven to be appreciated by newcomers as they are often at a loss in trying to figure it out themselves.

#### 4. Building clear profile of each newcomer is essential before job placement:

The experienced ES providers have found it very important to understand the newcomer's readiness for job placement as it is dependent on other factors e.g. stable housing, ability to learn English, dealing with health issues, cultural and religious needs.

Determining the intensity of support requires that the ES provider is aware of these other above factors as they may prevent newcomer from taking on certain types of jobs.

#### 5. Employer mentoring and job placement programs:

For newcomers interested in finding a job in a specific field, matching them with a mentor who is an employer in this field has been highly effective in getting the newcomer a job.

Employer mentors help both newcomers and prospective employers get to know each other while learning about the sector from a Canadian perspective, giving them knowledge of the Canadian workplace culture specifically related to that sector.

Mentors also act as coaches helping newcomers achieve everyday goals such as obtaining a G1 driver's licence. Mentoring and coaching pre- and post-employment has helped newcomers integrate into their new communities.

Strong relationships with the NCC helps identify 'job- ready' newcomers to ES SP's job developers.

Hosting safety training sessions for newcomers on an employer's behalf, builds commitment to hiring them afterwards.

Use training incentives to provide interpreters.

#### 6. Gender specific support is needed:

ES providers are finding that women are more isolated than men.

Maintaining cultural roles have made it very difficult for women to leave the home and find activities where they feel supported and secure but allow them to learn English and build skills to integrate into their new communities.

An ES SP has found success through the establishment of women's sewing and cooking clubs that focus on these skills while allowing women to connect with people who share their interests.

#### 7. Mental health issues are surfacing:

For ES providers who serve large newcomer populations, they are starting to see the signs of depression and pulling away from the community e.g. missing appointments, not getting out of the house.

ES providers are now providing mental health training to their staff to be aware of these signs and adjust their support to help newcomers work through these issues

### **Others Who Support Newcomers**

Five key themes were identified from interviews with these groups. These key themes were also consistent with those from interviews with newcomers, employers and employment service providers.

#### 1. Having good English is key for finding a job:

These resources observe that many newcomers expect to be proficient for job searching in one year but find the reality is that it takes almost two years.

Lack of English speaking skills is creating some culture shifts within families. Children who are learning English faster than their parents are now being used as interpreters

for complicated discussions such as legal, finance and health which they are not able to comprehend.

1-1 tutoring has limited effectiveness, as it is often difficult to do in newcomer's home that has many distractions.

## 2. Newcomers are finding the workplace culture in Canada difficult to understand:

Canadian workplace culture has come as a shock to many newcomers.

Many don't understand their rights and responsibilities in the workplace and those of the employer.

Workplace behaviour is different from what they know; they are facing some cultural challenges working with women and accommodating religious needs.

Coming from countries in which there were no taxes, they don't understand why there are so many deductions on their pay cheques.

## 3. Newcomers lack job searching skills for the Canadian job market:

Newcomers are relying on employer contacts provided directly by the local immigration centre but are not directly contacting other employment support providers to expand this activity.

Some sponsors are able to provide cold calling and advocacy to employers based on their own career contacts, but are not able to coach or mentor newcomers to develop job searching skills.

Sponsors are not aware of employment support services outside the NCC.

## 4. Gender-specific support is required:

Cultural traditions have kept women newcomers more isolated, as they stay at home and do not integrate into the community.

These women have excellent cooking and sewing skills and having networking clubs in these areas have allowed some women to meet and share their skills, thus allowing them to become better connected with their community.

Partnerships with employment service providers have been effective in providing life and work skills and networking skills in these clubs.

5. Sponsorship groups are a key resource group for ES providers:

Sponsorship groups were interested in hearing about the services provided by the employment service centres, how the centres could help support their efforts.

Partnerships with sponsors is important given the close relationships they develop with their newcomer families. Sponsors can help identify issues very quickly, which may not be as readily observed by an employment service provider.

**The following four common themes were shared by all groups:**

Having good English is critical for securing a job.

Newcomers do not understand the Canadian work culture.

Newcomers do not know how to job search in the Canadian job market.

Increased awareness of ES SP services among newcomers and their support groups is required.

## Appendix 7.2c – Common Themes and What ES SPs Can Do

### Newcomers

#### **Theme**

Newcomers don't understand the Canadian work culture.

*Voice: "It's important for me to do everything right and follow the rules"*

Newcomers have values and qualities to offer employers

*Voice: "My greatest asset is 100% of my heart"*

Improving English is critical for securing a job.

*Voice: "I have trouble with people understanding me"*

#### **What ES SPs Can Do**

Offer workshops on workplace culture in Canada including expected behaviour and communication

Offer workshops on Employment Law

- Employment Standards
- Workplace Health and Safety Regulations
- Workplace Harassment and
- Violence Laws
- Canadian Human Rights Act
- Workplace professional behaviour
- Income tax
- Information about free income tax clinics.

Advocate for newcomers. Let employers know that newcomers are motivated, dependable and reliable.

Provide translators during job interviews.

Provide interpreters/translators during first few weeks of job placements and during key training sessions.

Advocate for ESL classes after work hours.

Provide key communication materials in other languages.

## Theme

Increase awareness of ES SP services among newcomers and their support groups.

*Voice: "I feel very much alone"*

## What ES SPs Can Do

Distribute information and increase frequency of presentations about Employment Services to LINC classes, other ESL programs and other service points for newcomers.

Newcomers do not know how to job search in the Canadian job market

*Voice: "To get a job back home I only needed to talk to someone I knew"*

Promote and build awareness of workshops delivered by ES SPs on:

- Resumes
- Cover letters
- The hidden job and researching the local labour market
- How to network
- Interview preparation
- Online job searching and resources
- Informational interviews

Provide mentorship programs that use a career and training focused approach and that provide newcomers with contacts and connections related to the sector in which they wish to explore or work.

## Employers

### Themes

Need to promote the values and qualities that a newcomer can offer an employer.

### What ES SPs Can Do

Advocate on behalf of newcomers demonstrating how they can meet employer's needs.

## Themes

*Voice: "I much prefer to train someone who I can depend on to show up, as I can always teach the hard skills"*

Having good English is critical for securing a job.

*Voice: "Staff on our customer service desk must be able to correctly service anyone who calls in."*

Newcomers don't understand the Canadian work culture.

*Voice: "They just come in at any time and don't know anything about my business"*

Employers believe in giving fair opportunity to all candidates

*Voice: "I need people who best fit the job regardless of their background or culture"*

Increased awareness of ES SP services among newcomers and their support groups is required.

## What ES SPs Can Do

Establish network of Interpreters/translator services for interviews and on-the job training sessions.

Promote and build awareness of workshops delivered by ES SPs on:

- Preparing for an interview including mock/practice interviews
- How to demonstrate a positive attitude
- Handling typical and difficult questions
- Interview etiquette: when to show up, how to dress

Help promote diversity training delivered by the NCC to employers.

Strategic outreach activities aimed at employers.

## Themes

*Voice: "I am new to the area and am not aware of ES providers"*

## What ES SPs Can Do

### Employment Service Providers (ES SPs)

#### Themes

Improving English is critical for securing a job.

*Voice: "English speaking skills are important for securing and keeping a job."*

Newcomers don't understand the Canadian work culture.

*Voice: "Canada is a cultural shock."*

Newcomers do not know how to job search in the Canadian job market.

*Voice: "Newcomers need help with their career plans and setting achievable goals."*

#### What ES SPs Can Do

English language support:

- Key materials such as assessment tools produced in both English and Arabic
- Interpreters/translators provided on early days in job placement and in key training sessions

Advocate and support for expanded ESL classes after work hours.

Offer a workshop series on:

- Employment Standards
- Occupational health and safety
- Workplace Harassment and Violence prevention
- Human Rights
- Workplace behaviour

Offer workshops on:

- Career Exploration and Decision-making
- Discovering the hidden job
- The local labour market
- Informational interviews
- Networking
- Interview preparation
- Online job searching and resources
- Building resumes and cover letters

Employer mentoring and coaching has helped job placements.

Use mentoring programs to match newcomers interested in specific industries/sectors with employers from these industries/sectors.

Use mentoring programs for youth where adult mentors provide a supportive and caring role model. Newcomers benefit most from a career and training focused mentorship.

## Others Who Support Newcomers

### **Themes**

Having good English is critical for securing a job.

*Voice: "Learning English in one year is not an achievable goal."*

### **What ES SPs Can Do**

English language support:

- Key materials such as assessment tools produced in both English and Arabic
- Interpreters/translators provided on early days in job placement and in key training sessions

Support continuing English lessons after work hours.

Support and refer to NCC and other community resources that provide volunteers for English tutoring.

Newcomers do not understand the Canadian work culture.

*Voice: "Don't understand why their pay cheque has so many reductions."*

Provide newcomer workshops on:

- Canadian culture
- Employment Standards
- Occupational health and safety
- Workplace Harassment and Violence laws
- Canadian Human Rights Act

Newcomers do not know how to job search in the Canadian job market.

*Voice: "Male head of my family was always able to find work without any problems."*

- Workplace professional behaviour

Provide information on taxes.

Provide newcomer workshops on:

- Discovering the hidden job and researching the local labour market
- How to network
- Interview preparation
- Online job searching and resources
- Building resumes and cover letters
- Informational interviews

Increased awareness of ES SP services among newcomers and their support groups is required.

*Voice: "I am not aware of employment services outside the NCC"*

Provide informational services to sponsor groups via the NCC.

Participate in cultural events at NCC that sponsored family groups attend.

## Appendix 7.2d – Best Practices from Communities with Large Newcomer Populations

### ES SP A:

Successful best practices identified:

1. **Supported newcomers:** Provided education on understanding the Canadian work environment and employment standards.
2. **Supported employers:** Provided workshops to educate about the new Canadians' cultural and religious practices e.g. providing place for prayer mats, observing fasts during Ramadan; provided on-the-job coaches.
3. **Supported sponsorship groups:** Worked with sponsorship groups and settlement staff at immigration centre and provided interpreters.
4. **Developed a mentorship program:** Link newcomers to local community businesses in the field of which newcomers are interested in pursuing (e.g. newcomer who was interested in being an accountant in Canada was paired with an accountant that helped the newcomer understand what was needed). This mentoring is successful as it comes directly from mentors with expertise and knowledge.
5. **Provided training sessions:** For small to mid-size employers to orientate and develop understanding/comfort in dealing with different learning styles.
6. **Developed partnership:** With Hire Immigrants Ottawa\*, to point out what changes in their services were needed to help newcomers be more aware of, and understand, the Canadian business market. This partnership was initiated after seeing many immigrants unaware and unprepared for the Canadian business environment.

\*Hire Immigrants Ottawa (HIO) is an initiative that brings together employers, immigrant agencies and stakeholders to enhance employers' ability to access the talents of skilled immigrants in the Ottawa area.

Key messages in these best practices:

Mentoring and coaching are critical, beginning when the newcomer is searching for a job and continuing through while they are working. The need for continued mentoring may continue if the person leaves the job and comes back for job searching support. This relationship can last at least one year.

Identifying specific goals to reach is key in the mentoring support (e.g. getting driver's license, doing a new resume). Average length of mentorship is 4-6 months and newcomer can have varying mentors depending on what their goal is.

There has been success with reaching these goals when the mentor is from the business community and in the field that a newcomer is interested in finding work. (Had unexpected result of 10% of newcomers finding a job which came through their mentor).

Partnering with the community resources has also added to success. This ES SP shares the same office building as many of the local support services, such as credit counselling, immigration and volunteers. They are on every partnership committee with these groups.

## ES SP B

Successful best practices identified:

1. **A strong track record:** Has ten years of experience building newcomer job searching services. Initially started with focus on supporting internationally trained professionals. Also started supporting refugees from Quebec who had migrated as a result of racial discrimination.
2. **Multi-lingual staff:** Staff was initially bilingual (English and French) but today must be multi-lingual: English/French plus one other. Have recently hired a staff member who also speaks Arabic, to help serve Syrian refugees.
3. **Job postings multi-lingual:** When posting a job that requires a specific language e.g. Mandarin, they will post the ad in the local Chinese community postings in addition to their regular job posting board.
4. **Offers a variety of programs and workshops:** Newcomer workshops cover Canadian culture, Canadian business culture, diversity works, employment standards and rights, and WHMIS and safety training. All the services are provided in-house.
5. **Specialized workshops for professionals:** Provided to internationally trained professionals sub-contracted with COSTI to run specific, very structured workshops for both employers and internationally-trained professionals. They bring in a keynote speaker and invite both employers and internationally trained professionals to attend. These two groups first have separate workshops and then come together over a structured networking lunch. There are about eight people involved.
6. **Developed close relationships with community:** Through the Refugee Assistance Program, sponsorship groups, and Community Health Services.

## Key messages in these best practices:

Building a clear profile of the newcomer is essential before doing a job placement. Part of the profile assessment might include understanding what religious practices might impact the workplace.

Supporting women. The Refugee Women's Mentoring Program, with funding from the federal government and a number of groups, hosts different activities related to everyday life in new community, such as a cooking and sewing club. The ES SP is now looking at setting up a social enterprise group for a catering business, as they found some communities have done this with success.

Volunteers are important for success in job placements. This centre has 160 refugees and 160 volunteers. This is extremely high and allows a newcomer to receive consistent support. Of the 160 refugees approximately 30 are needing jobs.

Have been successful in finding additional support through SPHERE\*, which is based in Ottawa. Although the funding is for those with disabilities, the definition of this has expanded to include emotional trauma – not just physical. It has also covered costs for interpreters.

\*SPHERE (Support for People with a Handicap Exploring the Road to Employment)

## Appendix 7.3 Pilot 1: Workplace Culture in Canada

### Appendix 7.3a – Agenda for Workshop on Workplace Culture in Canada

Activity	Time
Welcome and Introduction <ul style="list-style-type: none"><li>· Facilitator introduces him or her self</li><li>· Reason for this workshop and what you will learn</li><li>· Hand out Agenda and read out to participants to ensure they understand</li></ul>	10 min
Icebreaker <ul style="list-style-type: none"><li>· Choose an image of a job that you would like to do</li><li>· Why did you choose that?</li></ul>	10 min
Tip Sheet Introduction <ul style="list-style-type: none"><li>· Ask group for workplace tips and record on flip chart</li></ul>	10 min
Group Case Study 1: Importance of Using English	30 min
Break #1	10 min
Mini Groups <ul style="list-style-type: none"><li>· Break into mini groups of 3 -4 each</li><li>· Randomly assign a different case study to each mini group:<ul style="list-style-type: none"><li>- Showing Initiative</li><li>- Asking for Help</li><li>- Speaking Up</li><li>- Participating</li><li>- Changing Communication Style</li><li>- Adapting</li><li>- Respecting Differences</li></ul></li></ul>	20 min
Each Mini group presents their case learning (5 min/each group)	35 min
Break #2	10 min

Group Case Study 2: Importance of Setting Goals	15 min
‘Show Me Your Bug’ Exercise	10 min
Wrap Up	25 min
<ul style="list-style-type: none"> <li>· Handout TIPS tool</li> <li>· Hand out resource tool on Laws of Working in Canada</li> <li>· Evaluation (hand out form and have participants complete before leaving)</li> </ul>	

## Appendix 7.3b – Presentation PowerPoint

This is a short PowerPoint used at the introduction of the workshop. It is used to establish the theme and what we mean by ‘workplace culture.’

# Workplace Culture in Canada

December 12, 2017

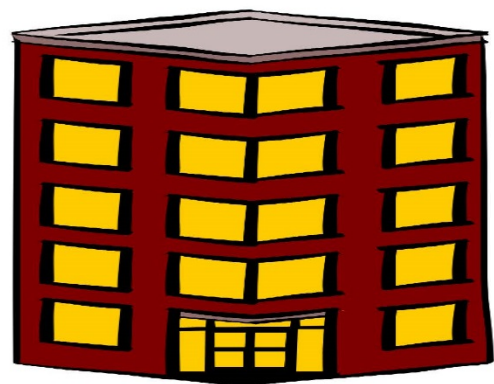


## What you will learn today

1. What is workplace culture in Canada.
2. How you can fit in.
3. How you can communicate with all the people you work with.
4. Tips to take with you.

## What is workplace culture in Canada?

The unwritten rules in how we communicate and behave with each other to get work done –  
“the Canadian way”



## Why it is important to know about workplace culture?



- Helps you keep your job once you get it.
- Helps you work well with others.

“It’s all about fitting in”



*Placeholder slide to introduce Group Case Study activity*

## Group Case Study



*Placeholder slide to introduce Mini Group Case Study activity*

## Mini Cases

## Appendix 7.3c – Icebreaker

This is a 2-sided page of different job images that is printed and handed to the workshop participants immediately after the presentation of the PowerPoint (Appendix 6.5b). The participants are asked to select which of these jobs they see themselves doing and why. This is a great tool to get the participants thinking and talking immediately at the start of the workshop in seeing themselves in a work environment. Participants are instructed to keep this page as a reference for further discussion in the workshop and at home.

### Side One



## Side Two



## Appendix 7.3d – Case Studies for Workshop on Workplace Culture in Canada

The following case studies have been prepared to demonstrate different learning points in workplace culture. There are two cases to present to the full group and then 7 to be used for the mini groups. Instructions for each case are provided. Given that participants do not have strong English skills, they will need extra time to read through them to make sure they understand.

Learning points for each case have been provided but please delete them for the version handed out to the participants so that they can learn the point on their own and in their own words. The facilitator needs to record the participant's version of the learning point on a flip chart and can be used to update the TIPS sheet that is provided in the materials.

**Group Case Study 1\*** (\*Adapted from *A Guide for Newcomers to Canada working in Construction, Manufacturing, Service and Other Related Sectors*. Paul A. Holmes of Anthony & Holmes Consulting Ltd. in partnership with Alberta Workforce Essential Skills Society (AWES). Funded by Alberta Human Services – Citizenship & Immigration Canada, 2012.)

Instructions: This is the first case study to be completed by the full group. It is used as a group exercise to help participants practice reviewing a case study and answering the questions. As well, it encourages them to talk in English. Please print hand out to all participants, read through it with them and check that they understand the case.

### Learning Point: Importance of using English only in the workplace

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#### Lee

- Is a machine operator and speaks a bit of English
- He and his co-workers meet every week to give updates on their work activities
- Lee never says anything and only smiles and nods
- His team does not know what he is thinking and don't know how to best work with him
- During lunch times and coffee breaks, Lee hides away from everyone
- He knows his team can help him with his work
- Lee does not feel sure about himself in speaking to them in English

#### Questions:

1. What do you think Lee can do to help his English?
2. Why is this important?

## **Mini Group Case Studies - #1\***

Instructions: After completing the activity on the Group Case Study 1, have the participants break out into small mini groups of 3-5 depending on number of participants. For each mini group hand out one of the 7 mini case studies so that each group has a different case. As the facilitator, walk around to each group and read the case with them to ensure they understand the case and the exercise.

### **Learning Point: Importance of showing initiative**

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#### **Abra**

- Worked as an office assistant in her home country
- Her supervisor always told her what to do
- Has same type of job in Canada
- She gets her work done quickly and has lots of time left doing nothing
- Canadian supervisor sees her doing nothing and asks her why
- She tells her supervisor that she is waiting for him to give her more work
- Supervisor says not to wait for him

Questions:

1. What would you do if you were Abra?
2. What would this be important?

Have person from your group present answers.

## **Mini Group Workplace Example - #2\***

### **Learning Point: importance of asking for help**

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#### **Yuri**

- Works on fixing huge tires for trucks and has very little English
- Trained by co-worker
- His supervisor wanted to see how he worked without his co-worker
- Yuri was nervous and forgot what he had learned
- He started lifting up one of the heavy tires on a chain

- Supervisor yelled to stop as he saw the tire was not safely tied to the chain
- Yuri did not ask for help as he was afraid of losing respect

Questions:

1. What would you have done if you were Yuri?
2. What does asking for help show to your employer?

Have someone from your team present answers.

### **Mini Group Workplace Example - #3\***

**Learning point: importance of speaking up**

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#### **Sally**

- Works as an IT advisor to help her company change its computers to a new system
- She was at a meeting where her company saw a new system and decided to buy it
- Sally was not asked for her advice and she only smiled
- The software did not work
- Supervisor asked Sally why she did not speak up and ask about testing the system first
- She replied that her smile meant she was saying not to buy it

Questions:

1. What would you have done if you were Sally?
2. Do you think this is important?

Have someone from your team present answers.

### **Mini Group Workplace Example - #4\***

**Learning point: importance of participating in work events**

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### **Pablo**

- Speaks a little bit of English
- Makes good money working for construction company
- He is friendly and outgoing
- Likes being with others from his home country
- However, at work Pablo feels alone
- Finds Canadian co-workers are cold, impolite and rude

Question:

1. What would you do if you were Pablo?
2. Why is this important?

Have someone from your group present your answers.

### **Mini Group Workplace Example - #5\***

**Learning point: Importance of adjusting your communication style**

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### **Angelina**

- Works as a cleaner in a nursing home
- She is friendly
- She likes talking to everyone about anything
- She starts to hear that people complain that she talks too much
- Angelina thinks she might get fired

Questions

1. Do what you do if you were Angelina?
2. What do you think Angelina can do so people stop complaining about her?

Have someone from your group present your answers.

## **Mini Group Workplace Example - #6\***

### **Learning point: the importance of adapting**

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#### **Ashar**

- In his home country he was an electrical engineer
- In Canada he works as an industrial electrician
- Ashar must work closely with a partner to keep safe on his job
- He keeps telling his partner about all his past experience
- Partner does not seem to care
- Ashar knows his partner could teach him new things but doesn't know how to talk to him

#### **Questions:**

1. What would you do if you were Ashar?
2. If Ashar make changes, what does this show to his employer and his partner?

Have someone from your group present the answers.

## **Mini Group Workplace Example - #7\***

### **Learning point: the importance of respecting differences**

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#### **John**

- Before coming to Canada John did not work with women
- His new supervisor is a woman supervisor
- On the first day of the job his supervisor introduces herself
- She puts out her hand to shake his
- John does not know what to do
- He walks away without saying anything or looking at her
- The supervisor feels John does not respect her because she is a woman

#### **Questions:**

1. What would you do if you were John?
2. Is showing respect important? Why?

Have someone from your group present the answers.

## **Group Case Study 2\***

Instructions: This is the second case study to be completed by the full group at the end of their mini-group exercises. Because the mini group cases were dealing with a problem, this group study finishes the case study exercises on a positive note. It demonstrates how a newcomer was successful in finding his career. Please hand out to all participants, read through it with them and have them complete the exercise together.

### **Learning Point: Importance of setting goals**

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#### **Sameer**

- Came to Canada wanting to work on machines
- Had no English and was not able to find work
- Did different work in a factory but it was too easy and boring
- His company lost business and he lost his job
- Made a plan for himself to be a machine specialist
- He reached his goal in 4 years
- He also became a translator at work for other newcomers from his home country
- Sameer did these 3 things:
  - Set a goal for himself to help stay positive about himself
  - He identified the specific skills he needed: apprenticeship, certification and strong English
  - Always open to new opportunities

#### **Questions:**

1. What tips did Sameer follow?
2. Do these tips make sense to you?

## Appendix 7.3e – Communication Activity: Show Me Your Bug

This is a fun group activity to be done at the end of the case studies. Its purpose is to demonstrate the importance of realizing how people's interpretations of what they hear can have a huge effect on their day-to-day communications with others.

This can also lead to discussion of technology communication (ie email, texting) and how this has impacted how we communicate with others and the misinterpretations that could happen on this level.

Instructions: hand out a box of different coloured crayons or pencils and a blank piece of paper to each participant. Read out the following instructions:

Using a crayon and piece of paper please draw the bug I describe to you.

The bug has a round body

The bug has an oval head

The bug has two eyes

The bug has six legs

The bug has wings that are shaped like leaves

The bug has spots on its wings

The bug has antenna on its head

The bug has stripes on its body

Have the group share their bug drawings with each other. Discuss why the drawings all look so different because of how they listened and interpreted the instructions.

## Appendix 7.3f – Evaluation Form for Workshop on Workplace Culture in Canada

This is the evaluation form provided to the participants as their last activity at the end of the workshop on Workplace Culture in Canada. We simplified the number of questions and language to make it easier to understand.

As a facilitator you may find it most effective to read out the questions to the group and have them complete it together. The questions have been formatted to fit on one page. Please print off the following below and hand out to each participant.

---

### Evaluation of Workshop on Workplace Culture in Canada

Your comments on how well this workshop was will help us improve for future workshops. Please **circle YES or NO** for each of the following statements:

1. The workshop was easy to understand. **YES / NO**
2. The instructor encouraged me to participate and be involved. **YES / NO**
3. The handouts are useful. **YES / NO**
4. Would you recommend this workshop to others? **YES / NO**
5. What was the most important thing that you learned that will help you get a job?

- 
6. What did you think should be added?
- 

THANKS FOR YOUR TIME!

## Appendix 7.3g – Tips Sheet

This Tips sheet is to be handed out to each participant at the end of the workshop on workplace culture. Inform them that it has the learnings from the workshop plus additional key learning points that they will need to know. Ask them to keep this as a reference guide for their own use and for adding any further new learnings they experience when going into the workplace.

Adapted from A Guide for Newcomers to Canada working in Construction, Manufacturing, Service and Other Related Sectors. Paul A. Holmes of Anthony & Holmes Consulting Ltd. in partnership with Alberta Workforce Essential. Skills Society (AWES). Funded by Alberta Human Services – Citizenship & Immigration Canada, 2012.

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### Tips for the Workplace Culture in Canada

<b>Continue to improve your English:</b>	<b>Speak Slowly</b>	<b>Adjust Volume of your Voice</b>	<b>Follow Dress Code</b>	<b>Be Reliable</b>
<p>Go to LINC classes</p> <p>Go to English conversational classes at New Canadian Centre</p> <p>Become a volunteer</p> <p>Talk to your co-workers</p> <p>Watch English TV; watch cartoons, listen to music; read English newspapers &amp; books; change to</p>	<p>Make sure each word you say is clear and full</p>	<p>Adjust how loud you speak based on the size of a group you are speaking to</p>	<p>Look to see what your teammates wear to work and follow them</p> <p>Your clothes need to be clean</p> <p>Many companies do not allow you to wear shorts in the warm weather, your arms and shoulders need to be covered</p>	<p>Employers put much importance on having workers that know they can rely on to come to work, be on time and do the job</p>

<p>English on your mobile and computer</p> <p>Join a sports team</p> <p>Write down words you don't understand and ask for help</p>				
<p><b>Listening Carefully</b></p> <p>Be sure you understand the question before answering. Do not be afraid to ask person to make something more clear if you do not understand</p>	<p><b>Be Ready to Shake Hands</b></p> <p>Shake other person's hand firmly as shows confidence</p> <p>Shake in a controlled way once or twice</p>	<p><b>Make Eye Contact</b></p> <p>Look person in the eye from time to time as they are speaking to you. This shows that you are eager to listen and learn</p>	<p><b>Be Fragrance Free</b></p> <p>Many companies do not allow their employees to wear scents</p> <p>This is because many people are allergic to these smells</p> <p>Always ask your supervisor first if it is okay to wear a scent</p>	<p><b>Speak Up – Don't be Shy</b></p> <p>Your boss expects you to say things at meetings or to ask for help if you don't understand something</p> <p>Helps you build respect and believability</p> <p>Helps you build confidence</p>
<p><b>Watch your Body Language</b></p> <p>Show you are listening by nodding, and smiling</p> <p>Remember, nodding almost</p>	<p><b>Do not Interrupt</b></p> <p>It is polite to wait for person who is talking to finish first before you reply</p>	<p><b>Be Calm</b></p> <p>Try not say "um" "ah" while you try to think of a word. Take a pause until you can find</p>	<p><b>Be on Time</b></p> <p>Employers expect you to be on time for work even if it is snowing or raining</p>	<p><b>Recognize Others</b></p> <p>It is important to recognize everyone that you work with</p>

shows you understand. If you don't understand, tell them		the right word		<p>This helps build relationships and trust</p> <p>This shows that you value each one of them</p>
<p><b>Have a Plan</b></p> <p>Every day and also every week identify something that you want to have or be in the future</p> <p>This is a great way for you to determine if you are growing and moving ahead</p> <p>Employers expect their employees to be able to do this</p>	<p><b>Respect Differences</b></p> <p>Some cultures may have different ways to show respect</p> <p>Sometime times it is very important to explain why you do certain things in a way that is different from others</p>	<p><b>Show enthusiasm or drive (motivation)</b></p> <p>Employers put high value on this when they are looking to hire people</p>	<p><b>Adapt Your Communication Style</b></p> <p>Everyone has a different way of communicating</p> <p>It is important to make sure that people understand what you are saying</p>	<p><b>Be Flexible</b></p> <p>This shows your employer that you can change to meet different situations</p>
<p><b>Be Open Minded</b></p> <p>This will allow you to grow your mind and proves to your employer that you want to learn new things</p>	<p><b>Be Positive</b></p> <p>Having a positive attitude helps others at your work stay positive and focussed</p>	<p><b>Be Trustworthy (Reliable)</b></p> <p>Having people trust you is very important in the workplace</p>	<p><b>Manage Time</b></p> <p>Make sure that you are always at work on time</p> <p>Also do not take extra time for something unless you have approval</p>	<p><b>Show Initiative</b></p> <p>Think for yourself and do something without waiting for someone to tell you</p>

			from your supervisor	
<b>Always Ask for Help</b>  Remember, Canadians want to help you and also help you be successful	<b>No Personal Calls at Work</b>  You must not have your family or friends call you while you are at working  Tell them to wait until you are finished  Turn your mobile off at work  Check for messages during approved break times	<b>Managing Time Off</b>  Always let your supervisor know in advance if you cannot come to work the next day or need to leave early  Ask in advance how you report absences. If an expected emergency comes (example illness) and contact your supervisor		

## Appendix 7.3h – Analysis of Workshop Components and Lessons Learned

This is an analysis of each of the components used for the workplace culture workshop and the lessons learned from each activity.

Activity	Design	Implementation	Observations	Lessons Learned
Introduction	Introduce learning objectives & definition of 'workplace culture'	Short PowerPoint presentation to set theme to workshop	Participants did not respond but allowed teachers to relate this topic back to their LINC studies	Important to establish purpose of workshop and how it relates to their current studies
Icebreaker	A 1 page, double-sided sheet with thumbnails of approximately 20 different types of work	Participants encouraged to select from one of these jobs that they saw themselves doing  Facilitator guided participants to keep their job in mind as Tips subject was introduced.	Participants were engaged and conversation was easy to start  Acted as a kick-off for Tips	Allowed participants to start thinking about what they need to think of to reach their job goal
Group Case Study #1 - Lee	Example of typical work situation for new comer in Canada to prepare participants to do their own case studies in smaller groups	Allowed facilitator to assess participants' ability to understand and read English  Acted as tool to encourage more discussion	Participants engaged and build on others ideas – critical thinking  Allowed facilitator and teachers to re-explain if some words were	Group exercise helps set expectations for participants to learn and demonstrate some critical thinking

Activity	Design	Implementation	Observations	Lessons Learned
	Grade 6 language level used		difficult to understand	
Individual Mini Case Studies	Different examples of typical work situations for new comers	Organized into smaller groups of 3 to work on different case study, answer question on what they would do in same situation and have 1 person from group present to full group  Facilitator and teachers worked with each group to ensure understanding of case and re-explain as needed	Reinforced critical thinking abilities while building upon English skills	Exercise builds self-confidence
Group Case Study #2 - Sameer	Group case study on a successful situation	Facilitator handed out case study to each participant to read along	Participants saw how they could be successful	Sharing success examples helps build and entrench self-ability
Draw Your Bug Exercise	Drawing exercise with crayons to show importance of communication as everybody	Facilitator read same drawing instructions to everyone to draw a bug	Participants found this a fun exercise and saw how everyone one had a different looking bug although everyone had	A fun exercise can provide important key learning and retention

Activity	Design	Implementation	Observations	Lessons Learned
	hears differently		heard same instruction.  Visual exercise to stress importance of clear communication	
Tips List	Some TIPS developed in workshop pilot	Additional TIPS were developed after the workshop and sent to LINC teachers to give to their students	Perceived as a helpful reference tool	Helped LINC teachers reinforce with their students what they need to know about behaviour and communication in the workplace
Employment Law Resource Tool	List of useful websites on employment laws	Acted as a resource on laws but needs own workshop	Raised awareness of the many laws involving employment in Canada and was useful resource to bring to their counsellors to help them navigate sites	Websites are complicated to understand without interpretation. Allows opportunity to provide further educational workshops or seminars

## Appendix 7.4 Pilot 2: Employment Law in Canada/Ontario

### Appendix 7.4a – Resource Handout

This is a tool listing website resources that newcomers can visit to learn about employment laws in Ontario and also better understand the mandatory deductions they see on their pay cheques for income taxes, employment insurance and Canada Pension Plan.

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#### **Employment Law in Canada/Ontario**

##### **1. Ontario Ministry of Labour**

The Ministry of Labour's mission is to advance safe, fair and harmonious workplace practices that are important to the social and economic well-being of the people of Ontario. The Ministry develops, coordinates and implements strategies to prevent workplace injuries and illnesses and sets standards for health and safety training.

##### Health and Safety:

The Occupational Health & Safety Act of Ontario describes the rights and duties of the employer, supervisors and workers – all three are responsible for ensuring a safe workplace.

As a worker, it is important that you attend your employer's health and safety training and ask questions to make sure you understand the information. All health and safety concerns should be brought to your supervisor immediately. It is the responsibility of your supervisor to review the concern and take action to correct anything that is unsafe.

Learn more about the Ontario Health & Safety Act at:

<https://www.labour.gov.on.ca/english/hs/index.php>

##### Workplace Violence and Harassment:

The Occupational Health and Safety Act sets out roles and responsibilities in the workplace to protect employees, employers and supervisors from violence and harassment. As an employee, it is important that you attend all training and information sessions on workplace harassment and violence. It is also your responsibility as an employee to report any harassment concerns to your supervisor to review and take the necessary steps to correct.

A recent update to the Act, now includes Workplace Sexual Harassment.

For more information, go to:

<https://www.labour.gov.on.ca/english/hs/topics/workplaceviolence.php>

## Employment Standards:

The Employment Standards Act provides the minimum standards for most employees working in Ontario. It sets out the rights and responsibilities of employees and employers in most Ontario workplaces. It includes rules about the minimum wage, hours of work and overtime, public holidays, termination of employment, pregnancy and parental leave, severance pay, vacation and more.

The general minimum wage increased to \$14 per hour on January 1, 2018, and will increase to \$15 on January 1, 2019.

Learn more about the Employment Standards Act at:

<https://www.labour.gov.on.ca/english/es/index.php>

Please note that it is the law for all employers to obey the Employment Standards Act. If you are having issues with your employer not paying, you need to file a complaint at the Ministry of Labour at: <https://www.labour.gov.on.ca/english/es/forms/claim.php>

## **2. Accessibility for Ontarians with Disabilities**

The purpose of the Accessibility for Ontarians with Disabilities Act (AODA) is to ensure that all Ontarians with disabilities have fair and equal access to programs, services and opportunities like non-disabled Ontarians can access. The Act deals with difficulties in Customer Service, Information and Communication, Employment, Transportation and the Design of Public Spaces. These difficulties take many forms including attitudes, physical, social and transportation.

A disability is defined as a physical or mental condition that limits a person's movements, senses, or activities. The AODA uses the same definition of disability as the Ontario Human Rights Code.

Learn more about the AODA at:

<https://accessontario.com/aoda/>

### **3. Ontario Human Rights Code**

Under the Ontario Human Rights Code, every person in Ontario has a right to equal treatment with respect to services, goods, facilities and accommodations, without discrimination because of race, ancestry, place of origin, colour, cultural or racial origin, citizenship, religious beliefs, gender, sexual orientation, age, marital status, family status or disability.

Learn more about your rights under the Code at:

<http://www.ohrc.on.ca/en/ontario-human-rights-code>

### **4. Government Required Deductions on your pay cheque**

You will notice that on your pay cheque that the total amount that you make is reduced by income taxes and payments for the Canada Pension Plan(CPP) and Employment Insurance (EI). These are required payments set by the Government of Canada. To help you make these payments, your employer sets up your pay cheque to automatically take off the deductions each time you are paid.

#### **1. Income Taxes**

Income taxes are the Government of Canada's main source of funds that are used to build and maintain our highways, bridges, schools, airports, hospitals and other public services. The taxes are collected by the Canada Revenue Agency (CRA) and every year, everyone must file a personal tax return by March 31st. Both federal and provincial income taxes must be paid.

For example, in 2017 if you made up to \$42, 201 your Ontario income taxes would be 5.05% and your federal income taxes would be 15%.

Learn more about income taxes and what you will need to have and do to file your yearly tax return at:

<https://www.canada.ca/en/services/taxes/income-tax/personal-income-tax/doing-your-taxes.html>

#### **2. Canada Pension Plan (CPP)**

The Canada Pension Plan (CPP) is a federally and publicly run retirement pension plan. It is designed for people who are 65 years of age and stop working or become disabled. By paying into this plan, you will be able to receive a part of the salary you made while you were working. Further, if you should die, the plan will continue to make payments to your children or remaining husband or wife.

In Canada, all Canadians who are 18 years and over are required to pay a certain amount of their work income into this plan. Although you may be many years away from turning 65 years of age, it is important to understand this plan.

Learn more about the Canada Pension Plan at:

<https://www.canada.ca/en/services/benefits/publicpensions/cpp.html>

### 3. Employment Insurance (EI)

Employees 18 – 65 years of age must pay into this program.

Employment Insurance (EI) allows you to receive, for a short time, part of your income if you lost your job through no fault of your own (for example, shortage of work, seasonal or mass lay-offs) and you are still available for and able to work, but can't find a job.

The EI program protects part of your income and the most it will cover is \$51,000. Your EI payment is 1.66% of your protected income. In Ontario, this payment is approximately \$836 per year.

Learn more about EI and how you can apply for it at:

<https://www.canada.ca/en/services/benefits/ei/ei-regular-benefit/before-applying.html>

# Employment Law in Canada/Ontario

# Ontario Ministry of Labour

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- The Occupational Health & Safety Act of Ontario describes the rights and duties of the employer, supervisors and workers – all three are responsible for ensuring a safe workplace.
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- Learn more about the Ontario Health & Safety Act at:  
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# Ontario Ministry of Labour

## Workplace Violence and Harassment:

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- A recent update to the Act, now includes Workplace Sexual Harassment.
- For more information, go to:  
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# Ontario Ministry of Labour

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- Learn more about the Employment Standards Act at:  
<https://www.labour.gov.on.ca/english/es/index.php>

# Ontario Ministry of Labour

## Employment Standards:

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## Accessibility for Ontarians with Disabilities

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- Learn more about your rights under the Code at:  
<http://www.ohrc.on.ca/en/ontario-human-rights-code>

## Government Required Deductions on your pay cheque

You will notice that on your pay cheque that the total amount that you make is reduced by income taxes and payments for the Canada Pension Plan(CPP) and Employment Insurance (EI). These are required payments set by the Government of Canada. To help you make these payments, your employer sets up your pay cheque to automatically take off the deductions each time you are paid.

## Government Required Deductions on your pay cheque

### Income Taxes

- Income taxes are the Government of Canada's main source of funds that are used to build and maintain our highways, bridges, schools, airports, hospitals and other public services. The taxes are collected by the Canada Revenue Agency (CRA) and every year, everyone must file a personal tax return by March 31st. Both federal and provincial income taxes must be paid.
- For example, in 2017 if you made up to \$42, 201 your Ontario income taxes would be 5.05% and your federal income taxes would be 15%.
- Learn more about income taxes and what you will need to have and do to file your yearly tax return at:

<https://www.canada.ca/en/services/taxes/income-tax/personal-income-tax/doing-your-taxes.html>

## Government Required Deductions on your pay cheque

### Canada Pension Plan (CPP)

- The Canada Pension Plan (CPP) is a federally and publicly run retirement pension plan. It is designed for people who are 65 years of age and stop working or become disabled. By paying into this plan, you will be able to receive a part of the salary you made while you were working. Further, if you should die, the plan will continue to make payments to your children or remaining husband or wife.
- In Canada, all Canadians who are 18 years and over are required to pay a certain amount of their work income into this plan. Although you may be many years away from turning 65 years of age, it is important to understand this plan.
- Learn more about the Canada Pension Plan at:

<https://www.canada.ca/en/services/benefits/publicpensions/cpp.html>

# Government Required Deductions on your pay cheque

## Employment Insurance (EI)

- Employees 18 – 65 years of age must pay into this program.
- Employment Insurance (EI) allows you to receive, for a short time, part of your income if you lost your job through no fault of your own (for example, shortage of work, seasonal or mass lay-offs) and you are still available for and able to work, but can't find a job.
- The EI program protects part of your income and the most it will cover is \$51,000. Your EI payment is 1.66% of your protected income. In Ontario, this payment is approximately \$836 per year.
- Learn more about EI and how you can apply for it at:  
<https://www.canada.ca/en/services/benefits/ei/ei-regular-benefit/before-applying.html>

## Appendix 8.0 Participating Employment Service Providers



Agilec  
Peterborough, Ontario



Aspire  
Peterborough, Ontario



CERP  
Peterborough, Ontario



Employment Education  
Centre  
Brockville, Ontario



EPC (Employment Planning  
and Counselling)  
Peterborough, Ontario



KEYS Job Centre  
Kingston, Ontario



New Canadians Centre  
Peterborough, Ontario



Ontario Works  
Peterborough, Ontario



Seneca College  
Scarborough, Ontario