

**Immigration  
Partnership  
Winnipeg**

## **Newcomer Labour Market Assessment**

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**Produced by**

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The Members of the **Newcomer Labour Market Assessment Steering Committee:**

|                         |   |
|-------------------------|---|
| <b>Jonathan Bauer</b>   | Manitoba Start  |
| <b>Carina Blumgrund</b> | Jewish Child and Family Services, Employment Service                |
| <b>Daniel Chui</b>      | Newcomer Employment and Education Development Services Inc. (NEEDS) |
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| <b>Monika Feist</b>     | Success Skills  |
| <b>Daniel Peimbert</b>  | Immigrant Centre of Manitoba  |
| <b>Michelle Strain</b>  | Salvation Army Barbara Mitchell Family Resource Centre              |
| <b>Abdikheir Ahmed</b>  | Immigration Partnership Winnipeg                                    |

Committee members assisted with the development of the study's areas of inquiry, assisted with the development of the assessment questionnaire, completed the questionnaires, and were invited to provide the authors with feedback on the assessment report.

Note: Jewish Child and Family Services became a member of the committee part way through the process. The information provided in this report by Manitoba Start was derived from a tabular report that the department had previously completed.

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## **APPENDIX A**

Verbatim Responses Regarding Participants' and Employers' Issues, and Their Related Solutions, from the Perspective of Representatives of Six Newcomer Employment Organizations

## EXECUTIVE SUMMARY

Seven newcomer employment services provided data for this report, collectively representing 7,529 newcomers seeking employment in Winnipeg during the 2013-2014 fiscal year. These organizations each provided an average of 29.5 different kinds of employment-related services for newcomers living in Winnipeg.

### Characteristics of Newcomers Receiving Employment Services in Winnipeg:

- Participants were very evenly divided by **gender**, with females representing 51.2% of all participants, and males representing 48.8%.
- The largest percentage of participants were from 35 to 50 years of age, followed closely by those 25 to 34 years of age.
- Participants came from 31 different **countries of origin**, reflecting a broad range of languages and dialects. Eighty percent of the participants come from:
  - The Philippines
  - India
  - Nigeria
  - Eritrea
  - China
  - Ethiopia
- Participants appear to be **well-educated**, with over 80.0% having completed some form of education prior to becoming participants of these employment services.
- Most participants appeared to be proficient in the **English language** based on their CLB levels.
- They appeared to have previous work experience across most **employment sectors**. This most frequently included prior experience in, in ranked order:
  - Finance and administration
  - Sales and service occupations
  - Occupations in health
  - Occupations in education, law and government
  - Natural and applied sciences and related occupations
  - Management occupations

### Participants' Strengths and Barriers to Employment:

Representatives of the six organizations<sup>1</sup> identified a range of perceived **strengths and attributes** of their participants that would make them desirable employees. They included, in ranked order:

- Being able to speak and understand languages other than English or French
- Recognizing the importance of an education to obtain employment
- Being committed to learning about the Canadian workplace
- Possessing positive attitudes; being motivated to succeed
- Their ability to speak and understand English
- Understanding the importance of continuous learning
- Being willing to engage in continuous learning
- Possessing positive attributes for the workplace
- Having an education that is relevant for the Winnipeg job market
- Being able to make long-term commitments to their workplaces

When these same representatives identified participants' perceived **barriers to employment**, there were five that **somewhat** stood out:

- Lacking work experience in demand in the Winnipeg labour market
- Lacking an understanding of Canadian workplace culture

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<sup>1</sup> Excluding **Manitoba Start**.

- Experiencing ‘culture shock’
- Those whose education and/or experience are not recognized by Canadian regulatory bodies
- Those whose education and/or experience are not recognized by prospective employers

When representatives of the six organizations were asked to identify issues or concerns **experienced by their participants**, similar themes emerged:

- Problems adjusting to the local workplace cultures
- Feeling that they had been treated unfairly at work
- Communication issues, such as their technical English language skills, being shy to speak English in front of others (etc.)

When these representatives were asked to note the **issues experienced by employers** regarding their newcomer employees, they included:

- Employees’ behaviours (not talking to customers or co-workers, being shy, being rude, lacking ‘soft-skills,’ not asking questions, not taking the initiative)
- Communication skills
- Attitude towards workplace safety, productivity and attendance

### **Participants’ Outcomes:**

- Virtually all participants (92.9%) who attended one of the six programs in 2013-2014 completed these services. Of these, 54.8% obtained employment. Of these, 47.0% were employed in their chosen fields.
- The largest percentage of participants who found employment (N=1,132), were employed on a full-time basis, followed closely by those employed on a part-time basis (34.6% and 32.9%, respectively). Only 10.4% were employed on a casual basis.
- Participants who found employment were employed in a range of sectors. The four most prevalent sectors included:
  - Sales and service occupations (39.2%)
  - Business, finance and administration (12.7%)
  - Natural and applied sciences and related occupations (10.9%)
  - Occupations in health (9.9%)
- Participants were employed in 62 occupations. These included participants employed in the professions, trades, administration, and in support and labour roles.<sup>2</sup>

### **Perceptions of Employers:**

The views of employers who regularly hire newcomers are consistent with much of the preceding findings. The perceived benefits of hiring newcomers included:

- It can be easier to recruit newcomers than other employees
- It can be easier to retain them
- They add diversity in the workplace
- They broaden the cultural experiences of both the newcomers and their co-workers
- They have a positive work ethic
- They have good job attendance
- They are motivated
- They go out of their way to fit in
- They are grateful and excited about having the opportunity to work

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<sup>2</sup> The number of participants who found work in these occupations is provided, in detail, on pages 35 to 37 of this report.

Related challenges to hiring and maintaining newcomers in their workplaces included:

- The need for the continuous development of newcomers' English language skills
- Being aware of groups of newcomers from the same countries who work together, as they can spend too much of their time speaking to each other in their own languages
- Newcomers who want to take extended vacations to return home
- Community dynamics entering the workplace (such as disputes between groups from their countries of origin emerging at work)
- A lack of home supports, including a lack of childcare and affordable and suitable housing
- Groups of employees from the same communities leaving together for new job opportunities
- Difficulties selecting newcomers without related Canadian job experience given that prospective can-not always substantiate their education or qualifications
- Reliable references, especially references in English.
- Employees moving back to their home countries
- Difficulty understanding some accents

None of these employers questioned the value of hiring newcomers in their workplaces. Accordingly, they were able to come up with a list of supports and initiatives to make the transition for their newcomer employees smoother. These included:

- Incorporating the **English at Work Program** into their workplaces
- Employing an EAL trainer within the workplace
- Developing company or organizational documents with a combination of text and pictures
- Embracing the cultural differences of all employees
- Appreciating the skills and positive traits that newcomers bring with them
- Paying attention to the family needs of newcomer employees
- Enforcing the need for all employees and organizational leaders to become culturally competent

Focusing on actions that governments can take to help newcomers successfully enter the workforce, they put forward the following suggestions:

- The need for more English classes both in the workplace and the community
- The need to ensure that newcomers' qualifications and equivalencies are closely scrutinized
- Giving newcomers a realistic picture of their employment prospects early on
- Requiring that all newcomers attend settlement programs
- Encouraging Canada to welcome more newcomers rather than restricting and reducing eligibility
- Ensuring that employers partner with community organizations regarding cultural diversity and job readiness

**AUTHORS' NOTE:** *The content of this report can be read at various levels. A cursory overview of the findings can be undertaken by reviewing the information in the graphs and then going directly to the report's summary and conclusions (Section VII, starting on page 42). For readers interested in the data that have been collected, these are provided, in detail, throughout the report.*

## BACKGROUND:<sup>3</sup>

The overall objective of *Immigration Partnership Winnipeg* (IPW) is to increase the economic and social inclusion of newcomers into the city by coordinating community-level planning, communication among stakeholders, and identifying newcomers' needs. The IPW Council will be composed of stakeholders who represent employers, labour, education, social services, various levels of governments, faith based groups, ethno-cultural associations and community organizations that serve newcomers.

The Research component of IPW will provide primary and secondary data, opinion and knowledge that supports the execution of the Strategic Plan for the partnership. This knowledge base will be useful for the IPW Council that will lead the ongoing implementation of the IPW. The Labour Market research is complimented by;

- An environmental scan of existing services and supports to immigrants and refugees
- A literature review of immigrant and refugee support issues
- A review of resettlement policies of the three levels of government
- A consultation of service providers and stakeholders on issues and action relevant to immigration.

### 1.1) Overview of the Labour Market Assessment:

This study endeavoured to examine how immigration impacts the labour market in Winnipeg and how the labour market in turn accommodates the settlement and integration of newcomers. The initial areas of inquiry, or questions addressed in this study included:

- 1) What are best practices regarding employers who successfully engage newcomer employees into their workplaces?
- 2) Who are the largest employers in Winnipeg? Do they employ local newcomers and/or temporary foreign workers?
- 3) What are the main employment sectors in Winnipeg able to engage newcomers? What are the skills needed in these key sectors?
- 4) Who are the employers with diverse workplaces? How do they recruit and retain newcomer employees?
- 5) What types of jobs are newcomers actually getting in Winnipeg?
- 6) Are there any employment issues or trends that are unique to Winnipeg? If so, what are they?
- 7) What supports have employers in Winnipeg said they need to be able to hire and retain newcomers?
- 8) What are the barriers to employment for immigrants from the perspectives of service providers, educators, labour market analysts and immigrants?
- 9) Have these barriers been resolved? If so, how?

The Researchers endeavored to address these and other related questions to the extent that the information is accessible. The analysis was undertaken from two perspectives:

- From that of the **employment service providers** who are actively serving newcomers within Winnipeg
- From the perspective of the **employers who are hiring newcomers** as a regular aspect of their human resource practice

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<sup>3</sup> The information provided in this section was adapted from documents produced by the Social Planning Council of Winnipeg.

A **steering committee** oversaw the work of the Researchers. This committee assisted the Researchers to:

- Establish the scope of the study and its primary areas of inquiry
- Develop a questionnaire to be completed by representatives of newcomer employment service providers
- Complete the questionnaires on behalf of their organizations
- Review the findings of the research to develop conclusions and possible next steps.

The organizations represented in this study, and that participated on the steering committee, included:

- Edge Skills Centre/Edge Career
- Immigrant Centre Manitoba
- Jewish Child and Family Services, Employment Service (JC&FS)<sup>4</sup>
- Manitoba Start
- Newcomer Employment and Education Development Services Inc. (NEEDS)
- Salvation Army Barbara Mitchell Family Resource Centre
- Success Skills Centre

Attempts were made to include three other Winnipeg-based newcomer employment services to complete the questionnaires, but this could not be arranged.

NOTE: Six organizations completed the Newcomer Employment Services questionnaire. All of the data from these organizations was entered into SPSS for analysis. **Manitoba Start** was able to provide a set of tables for 2013-14 that related to many, but not all, of the questions referred to above. Where possible the Manitoba Start data were amalgamated with the data from the other six organizations, and presented in consolidated charts. Information regarding participants' newcomer status was based on categories used by Manitoba Start, not those developed by the steering committee for this study. As a result these data are presented separately in two charts: one for the six organizations and one for Manitoba Start. There were also questions in the questionnaire that Manitoba Start could not address for this study. These are clearly indicated in the report.

### 1.1.1) Research Goal

The main goal for this research is to resource the IPW Council with background on the labour market dynamics affecting newcomer settlement and integration. In particular, the research will be used determine ways to engage and support the private sector in playing a role in the welcoming, settlement, integration and retention of newcomers into the Winnipeg workforce.

### 1.1.2) Research Methods:

To gain the perspective of **newcomer employment service providers** a questionnaire was developed and used. One form was completed by each organization. The questionnaire was developed using the **TELEform** scanning software suite. All quantitative data were exported to the **Statistical Package for the Social Sciences** (SPSS), while all qualitative data (open-ended responses) were subjected to a content analysis.

The **areas of inquiry** addressed through this process included:

- The number of newcomers each organization served in 2013-2014
- The employment services provided by each employment service program that fiscal year
- Participants' newcomer classifications (e.g., Permanent Residents, Provincial Nominees, etc.)
- Their gender and ages
- Their countries of origin
- Their educational attainment at intake
- Their proficiency in English, based participants' **Canadian Language Benchmark** (CLB) scores
- Employment sectors in which participants were employed, prior to entry, based on the **NOC Codes**

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<sup>4</sup> JC&FS joined the steering committee part-way into the committee's processes.

- Occupations in which they were previously employed (the four-digit NOC codes and the number of participants who were employed in each)
- The percentage of participants who displayed a range strengths and attributes that would be assets as they look for work
- The percentage of participants who experienced a range of barriers to employment
- Participants' employment issues and the related ways in which they were resolved by the organizations (open-ended)
- Issues raised by employers about specific participants, and the ways in which these were resolved by the organizations (open-ended)
- Participants' exit information, including:
  - The number of participants that year who completed their programs in these organizations
  - The number of these who obtained employment as a result
  - The number of these who obtained work in their chosen fields of practice
  - The type of employment they obtained (i.e., full-time, part-time, casual, etc.)
- The sectors and occupations in which participants found employment in 2013-2014

The organizational representatives were asked to apply their archived participant data to the Labour Market Assessment Questionnaire, in a summary format. As such it is not possible for the Researchers to carry-out cross-tabulations or correlations (such as analyzing age by gender, or employment sectors by countries of origin) through this analysis.

To gain the perspectives of the **employers of newcomers in Winnipeg** the initial plan was to identify the employers who most consistently hired newcomers and invite them to participate in two focus groups. However, this plan was untenable, as most employers do not have the time to set aside ninety minutes to participate in a focus group. Instead, we found that the English at Work Consultant of the **English at Work Program** with **Manitoba Labour and Immigration** had recently administered a similar survey for employers, to inform the Manitoba Integration Summit in November 2014. Eleven forms were completed.

In addition, the Researchers met with the President of the **Manitoba Business Council** who agreed to contact employers of newcomers who are affiliated with the Council and provide them with a link to an online survey that we developed, based on the questions from the LIM survey. Two employers completed this online survey, bringing our sample to thirteen. The questions included:

1. As an employer who hires immigrants, how would you describe this experience in your workplace? How have you benefited as a business? What have been the strengths? Challenges?
2. What difficulties do you have finding and retaining newcomer employees?
3. From your experience, what difficulties do immigrants in particular have in finding and keeping jobs? What might prevent prospective employers from hiring immigrants?
4. What are some of the settlement and language learning challenges that your immigrant employees experience?
5. What are some of the accommodations that you believe make a workplace a “welcoming community” to new immigrant workers? Does your workplace need any supports to make it more welcoming?
6. From your perspective as an employer of immigrants, what advice would you give to government or potential employers? What further supports are needed?

## II) PROFILE OF PARTICIPATING NEWCOMER EMPLOYMENT SERVICES:

### 2.1) Number of Participants Served:

The seven organizations served a total of **7,529 newcomers**, providing them with employment services during the 2013-2014 fiscal year.<sup>5</sup> These included, in alphabetical order:

- Edge Skills Centre/Edge Career (N=46)
- Immigrant Centre Manitoba (N=1,191)
- Jewish Child and Family Services, Employment Service (JC&FS) (N=106)
- Manitoba Start (N=5,624)
- Newcomer Employment and Education Development Services Inc. (NEEDS) (N=189)
- Salvation Army Barbara Mitchell Family Resource Centre (N=30)
- Success Skills Centre (N=343)

The number of participants served by these seven organizations ranged from 30 and 46 to 5,624.

### 2.2) Range of Employment and Support Services Provided :

Respondents were provided with a list of 49 different employment and support services and were asked to select all of those provided by their organizations (Figure 1). There were fourteen services that all, or virtually all, of these organizations provided to their newcomer participants. They included:

- Orienting participants to Canadian culture (N=6)<sup>6</sup>
- Contacting prospective employers (N=6)
- Providing follow-up supports for participants (N=6)
- Developing and reviewing participants' resumes (N=6)
- Developing their job search skills (N=6)
- Preparing participants for job interviews (N=6)
- Providing employment counselling services (N=6)
- Exploring participants' volunteer opportunities (N=6)
- Supporting participants' job searches (N=6)
- Undertaking employment-related intake meetings (N=6)
- Undertaking participants' career planning (N=5)
- Identifying prospective employers (N=5)
- Referring participants to other employment services (N=5)
- Checking-in with participants (N=5)

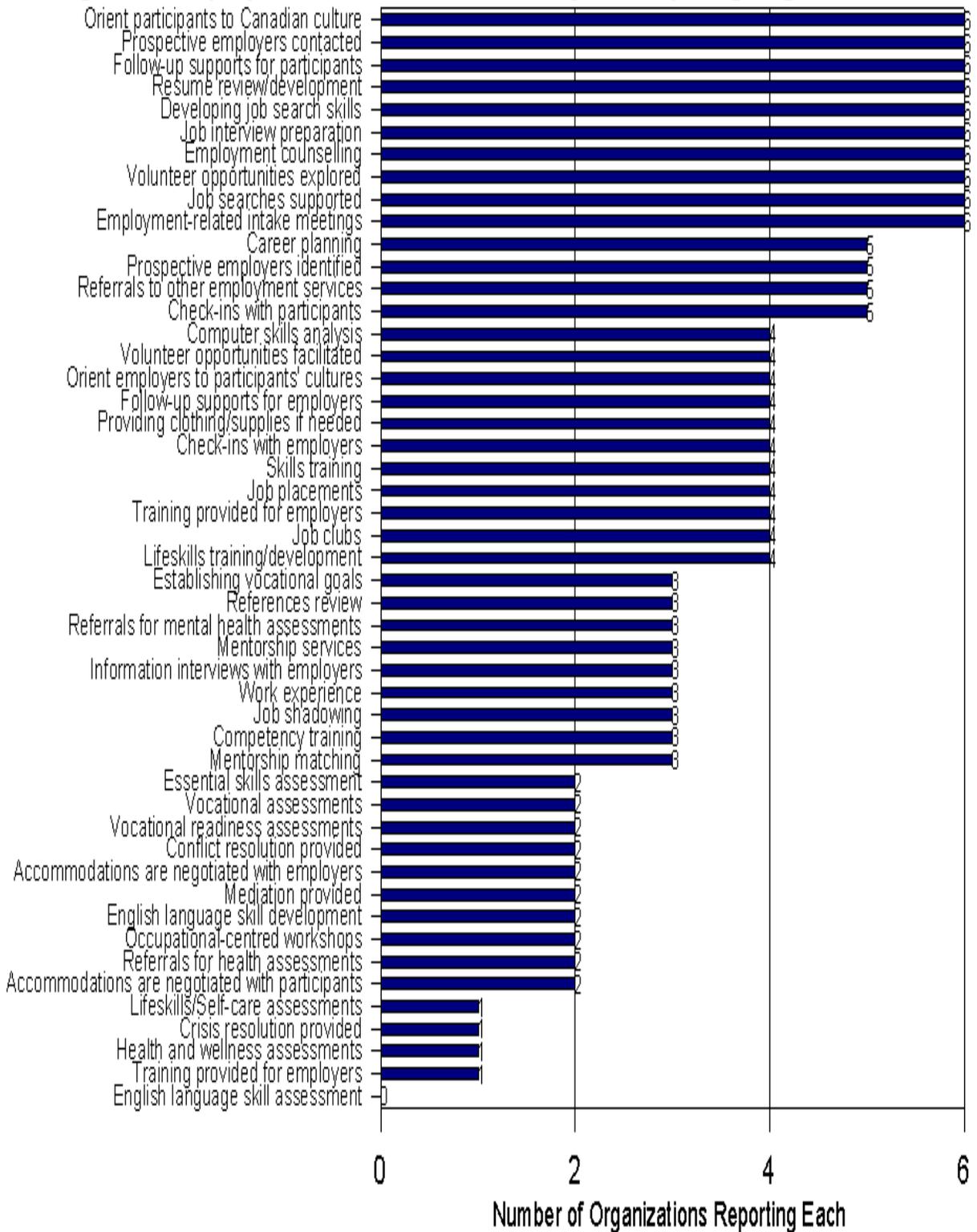
The services offered by only one or two of these organizations, and in one case, none of them, included:

- Assessing participants' English language skills (N=0)
- Providing training for employers (N=1)
- Conducting health and wellness assessments (N=1)
- Providing crisis resolution services (N=1)
- Undertaking lifeskills/self-care assessments for participants (N=1)
- Negotiating workplace accommodations with participants (N=2)
- Negotiating workplace accommodations with employers (N=2)
- Referring participants for health assessments (N=2)
- Providing occupational-centred workshops for participants (N=2)
- Developing participants' English language skills (N=2)
- Providing mediation services (N=2)

<sup>5</sup> It is the observation of the researchers that a lot of collaboration and inter-organizational referrals takes place between these organizations on an ongoing basis. As a result, it is assumed that there may be some duplication in the count of participants who had received services in more than one organization.

<sup>6</sup> The number of organizations providing each service. This information was not available from **Manitoba Start**.

### Figure 1 Employment Services Provided By Participating Organizations

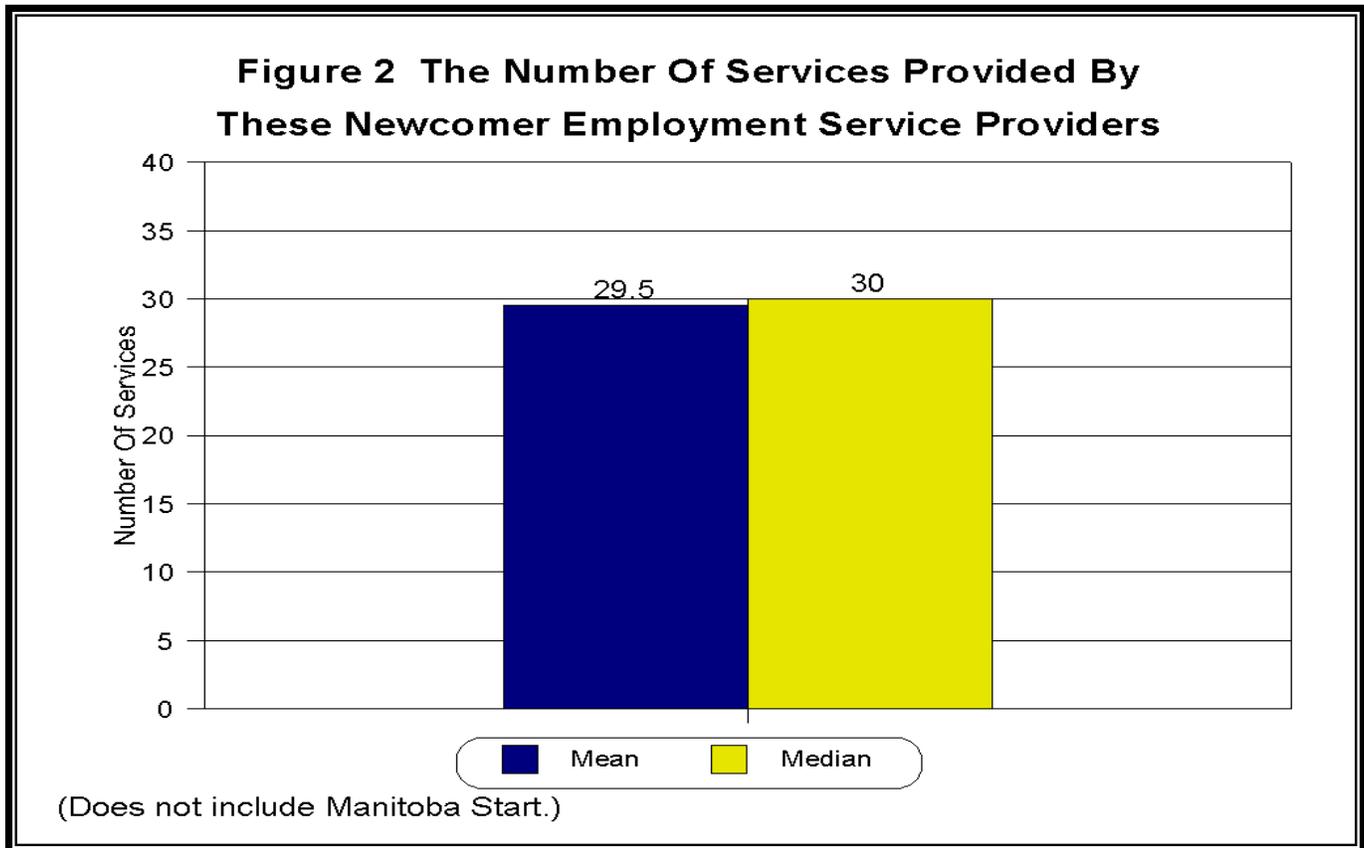


(N=6)

Conflict resolution services being provided (N=2)

- Vocational readiness assessments being undertaken (N=2)
- Vocational assessments being undertaken (N=2)
- Essential skills assessment being undertaken (N=2)

On average, each organization provided 29.5 different employment related services for its participants, with a median of 30.0 (sd=11.15) (Figure 2).



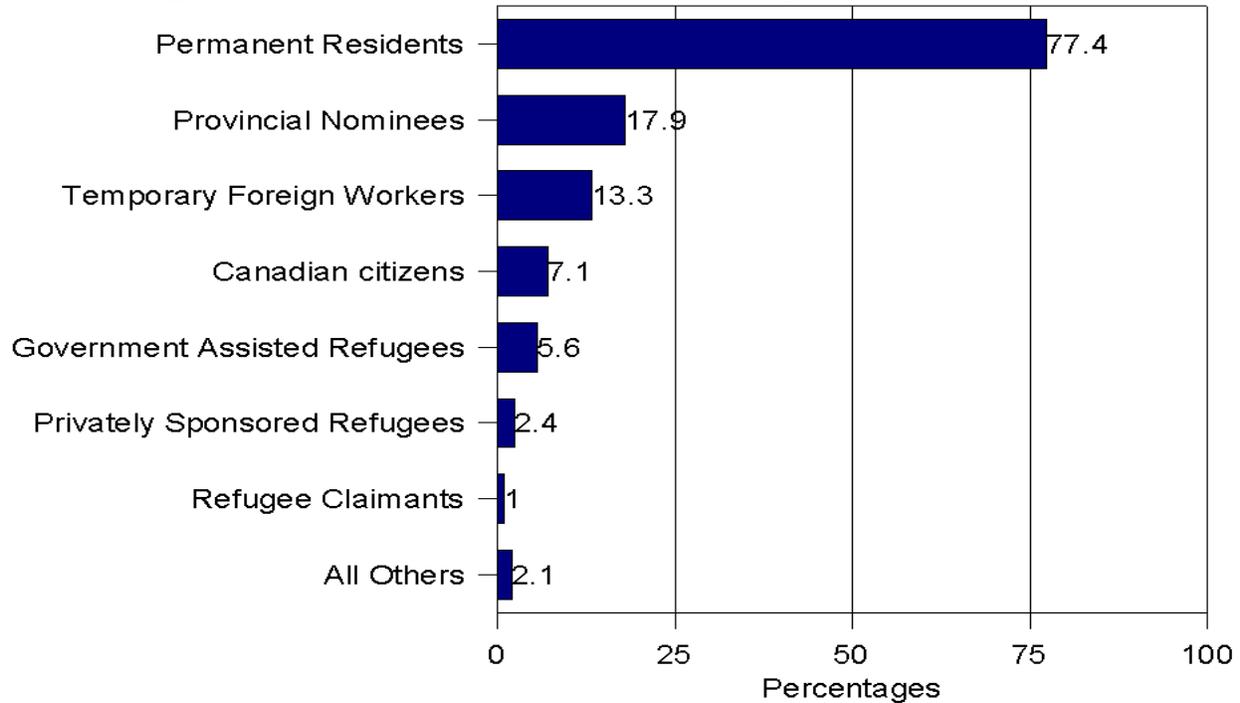
### III) CHARACTERISTICS OF PROGRAM PARTICIPANTS:

#### 3.1) Participants' Residency Classifications:

Data in this section are presented in two formats. In the first eight residency classifications were developed by the steering committee comprised of representatives from six newcomer employment services. These classifications include permanent residents, provincial nominees, temporary foreign workers, Canadian citizens, Government Assisted Refugees, privately sponsored refugees, refugee claimants and other categories. The committee was aware that some of these categories might overlap since provincial nominees, government assisted refugees and privately sponsored refugees are also permanent residents, but decided on this approach in order not to leave out any group. **Multiple** responses were allowed for this question. The second format is used to present data from Manitoba Start, which was based on six categories, with only **single responses** being allowed.

The largest percentage of participants of the six organizations in 2013-2014 were Permanent Residents (77.4%) (Figure 3). They were followed distantly by Provincial Nominees (17.9%), Temporary Foreign Workers (13.3%), Canadian Citizens (7.1%), Government Assisted Refugees (5.6%), Privately Sponsored Refugees (2.4%), Refugee Claimants (1.0%), and other categories (2.1%).

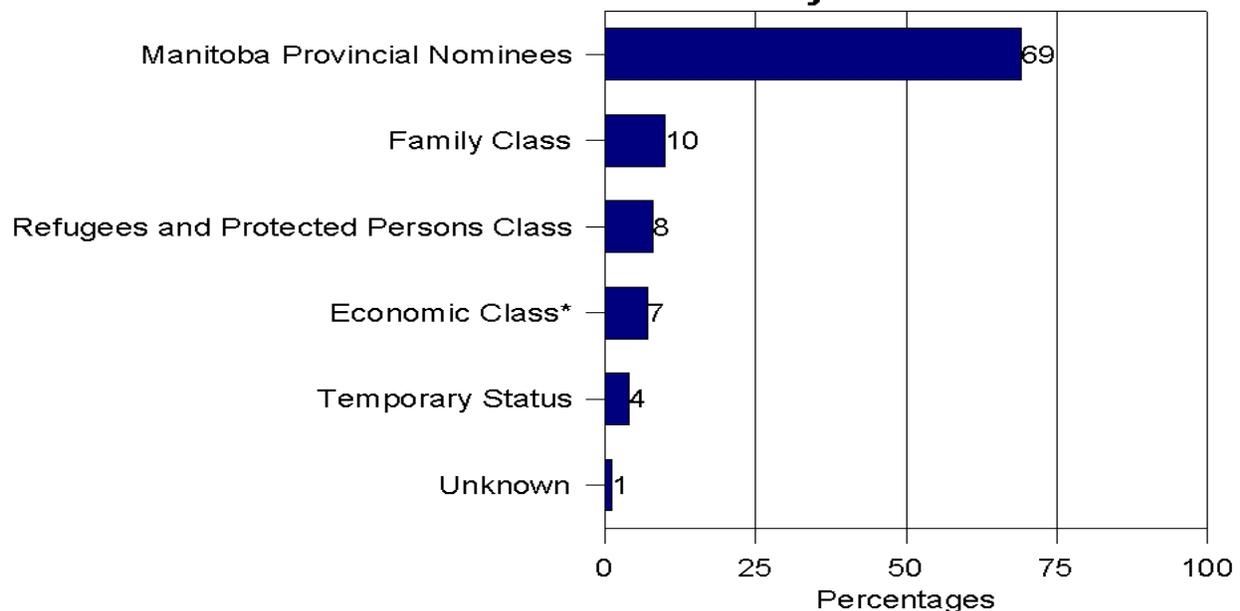
**Figure 3 Participants' Residency Classifications**



(N=1,905. Excludes Manitoba Start. Multiple responses are allowed.)

For Manitoba Start the largest component of their participants in 2013-2014 were Manitoba Provincial Nominees (69.0%), followed by Family Class (10.0%), Refugees or Protected Persons Class (8.0%), Economic Class (7.0%), or Temporary Status (4.0%). The classification of 1.0% of the participants was unknown (Figure 4).

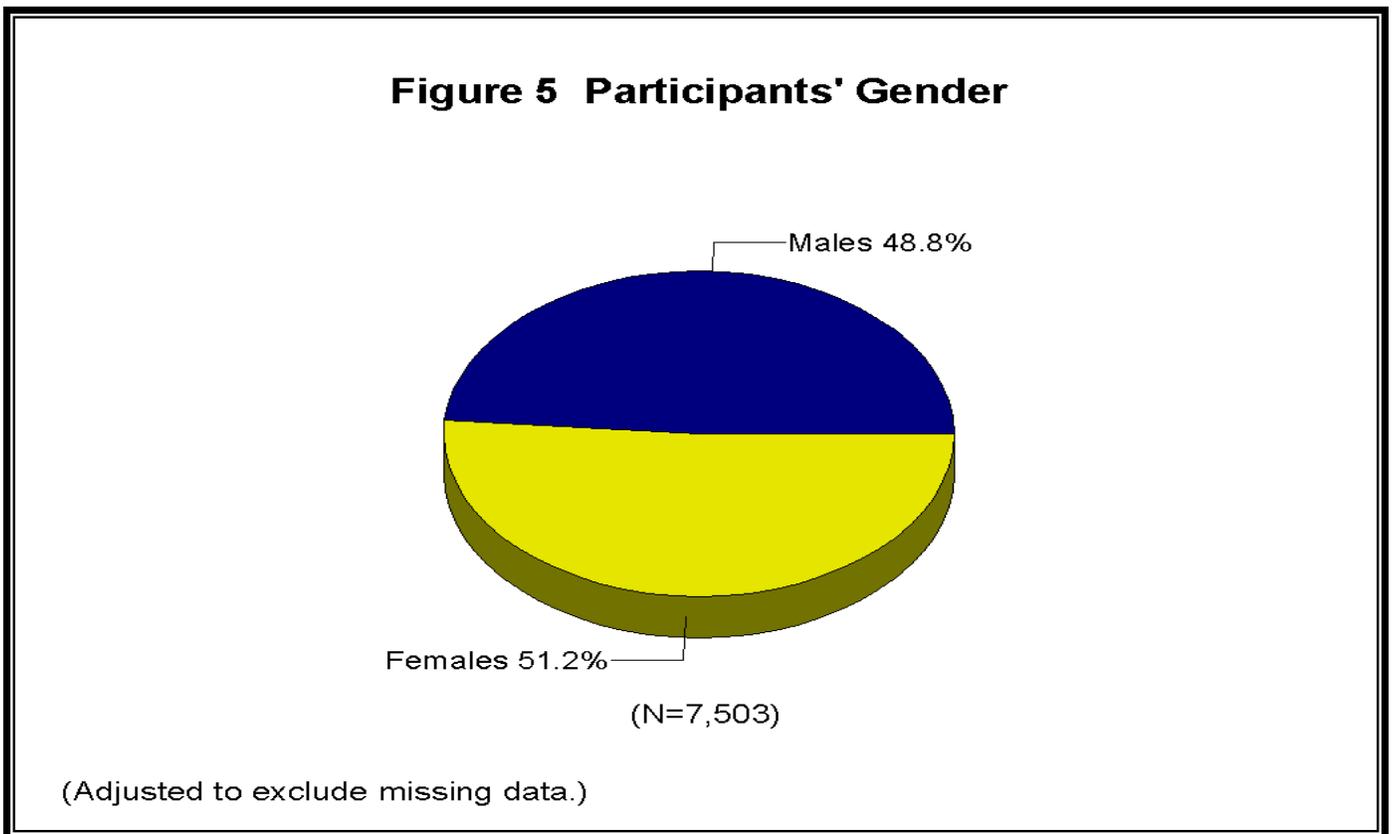
**Figure 4 Participants' Residency Classifications:  
Manitoba Start Only**



(N=5,630. \*Excludes Manitoba Provincial Nominees. Single responses only.)

### 3.2) Gender:

Participants for the seven organizations were evenly divided by gender (Figure 5). Just over half of the participants in 2013-2014 were female (51.2%, N=3,839) with 48.8% (N=3,664) being male.



### 3.3) Age Categories:

The largest percentage of participants were from 35 to 50 years of age (43.7%, N=3,292), followed closely by those who were from 25 to 34 years of age (41.4%, N=3,121) (Figure 6). Of the remainder, 0.3% were under 18 years of age (N=21),<sup>7</sup> 8.1% were from 18 to 24 years of age (N=609), 6.2% were from 51 to 64 years of age (N=470), and 0.3% (N=21) were 65 years of age or over.

### 3.4) Countries of Origin:

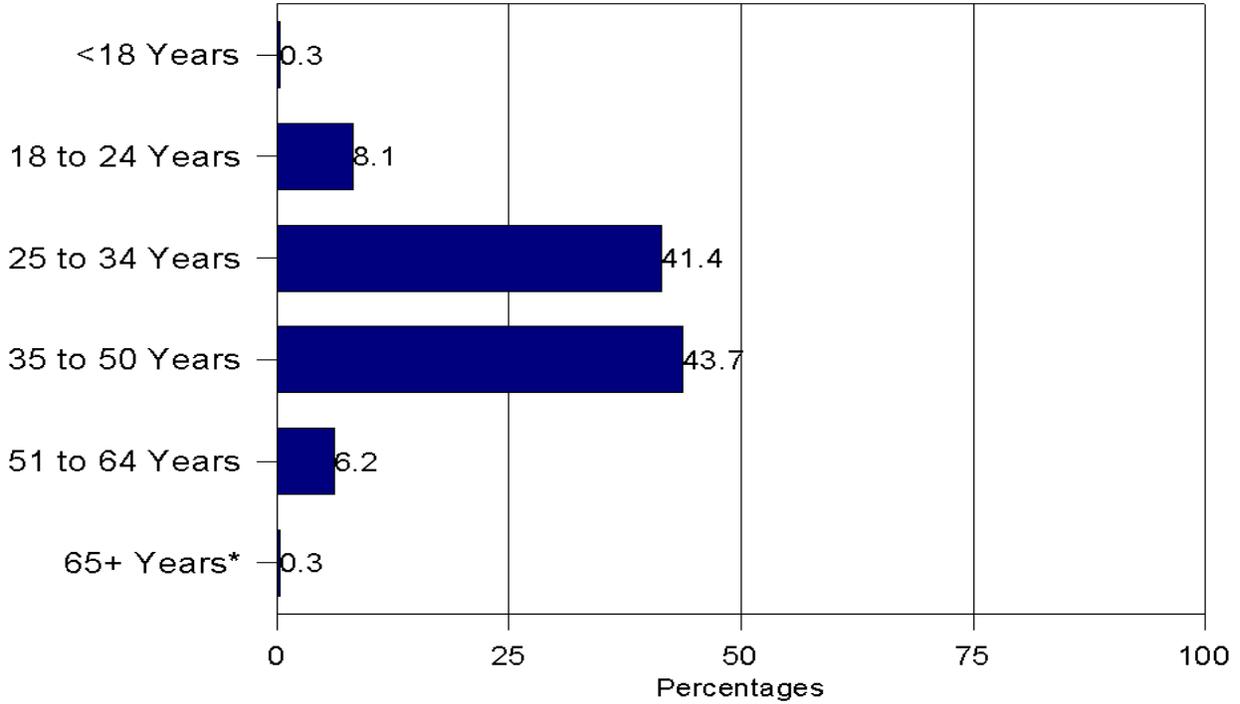
The seven participating organizations serve participants from over 32 different countries (Figure 7). The countries with the largest number of participants included:

- The Philippines (40.2%, N=2,679)
- India (18.5%, N=1,229)
- Nigeria (8.3%, N=554)
- Eritrea (4.6%, N=309)
- China (4.5%, N=300)
- Ethiopia (4.1%, N=270)

These six countries accounted for **80.2%** of all of the participants involved with these seven organizations.

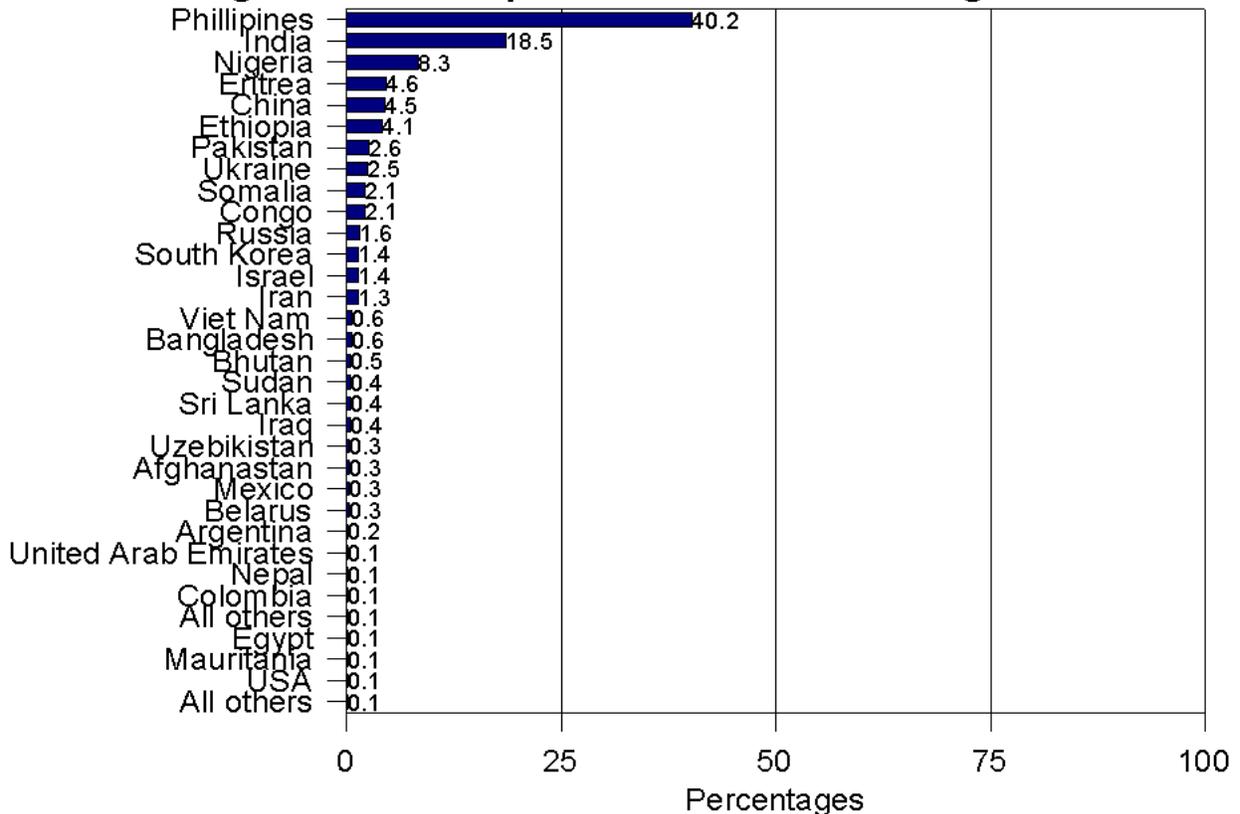
<sup>7</sup> Two participating organizations provide youth employment services.

**Figure 6 Participants' Age Categories**



(N=7,534. Adjusted to exclude missing data. )

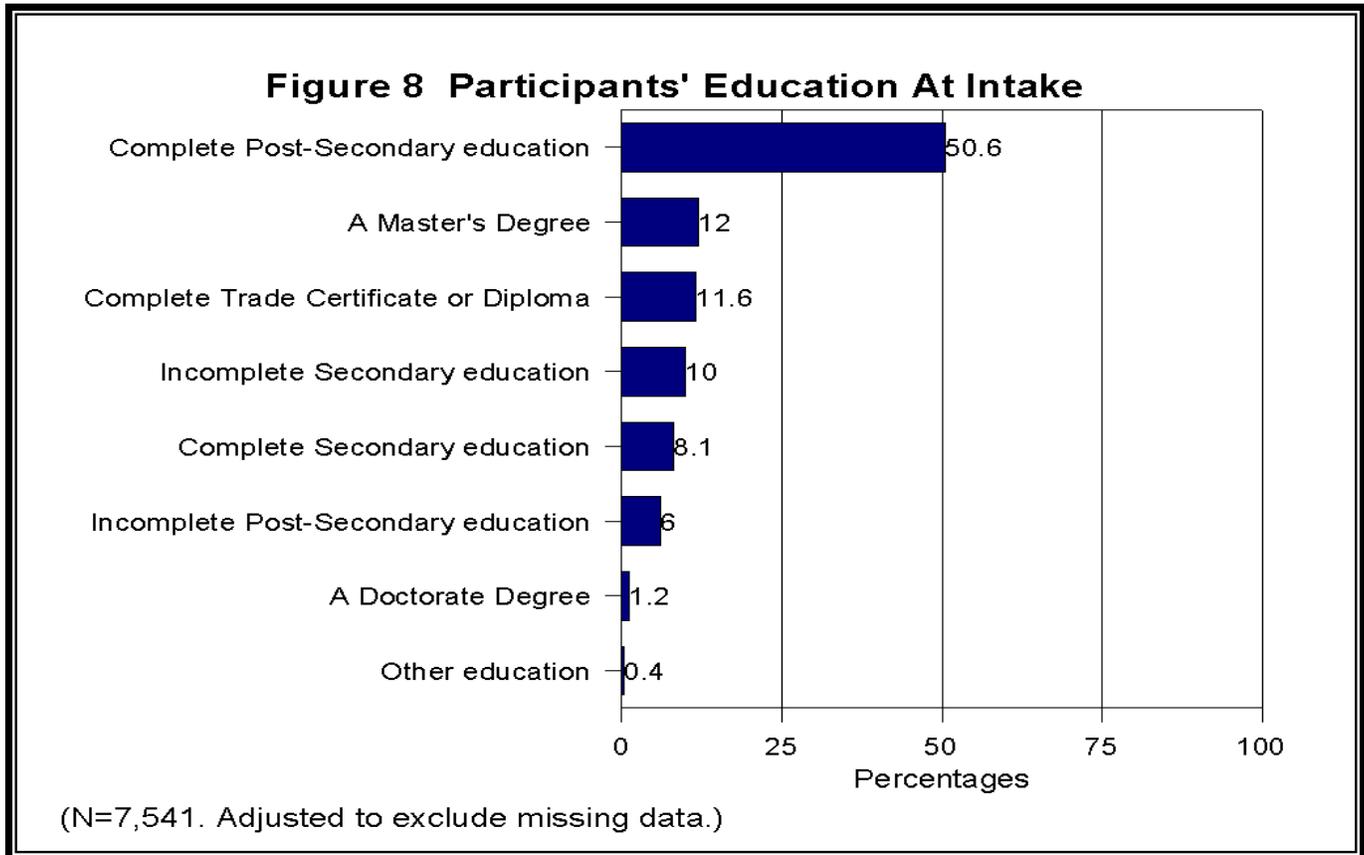
**Figure 7 Participants' Countries Of Origin**



(N=6,660. Adjusted to exclude missing data.)

### 3.5) Educational Attainment at Intake:

The majority of participants seeking employment services from these organizations had a high level of education (Figure 8). Three-quarters of all participants had completed a diploma, certificate or university degree. This included 50.6% with a completed post-secondary education, 12.0% with a completed master's degree, 11.6% with a completed trades certificate or diploma, 8.1% completed their secondary education, and 1.2% completed a doctorate degree. Of the remainder, 10.0% had an incomplete secondary education, and 6.0% had an incomplete post-secondary education.



### 3.6) Participants' Proficiency with the English Language at Intake:

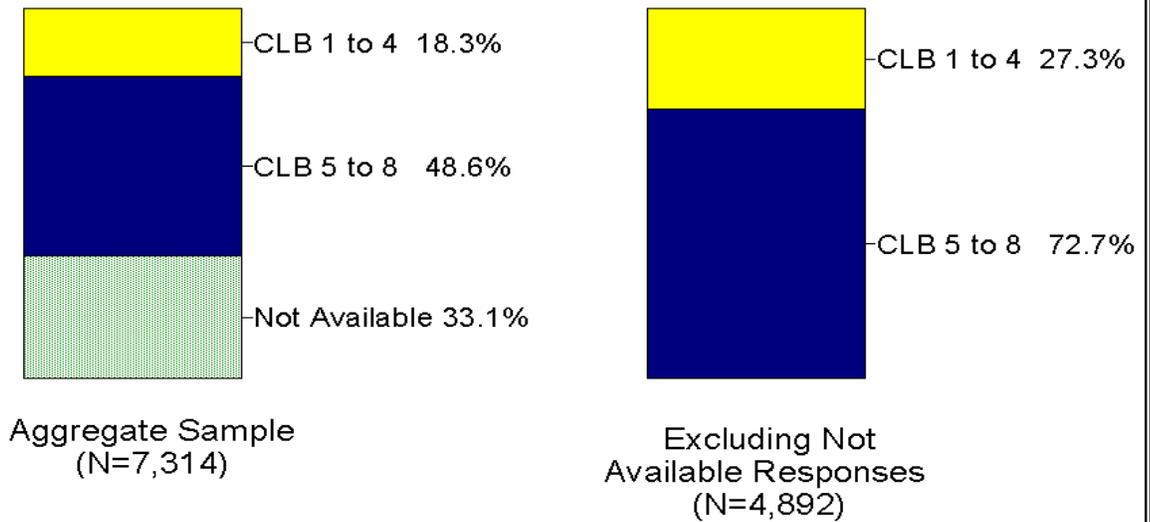
Adjusting for those with known CLB rankings, 72.7% of the participants had CLB 5 to 8 rankings (Figure 9). The remaining 27.3% had CLB 1 to 4 rankings. In 33.1% of the cases CLB rankings were unavailable.

### 3.7) Participants' Occupational Sectors at Intake:

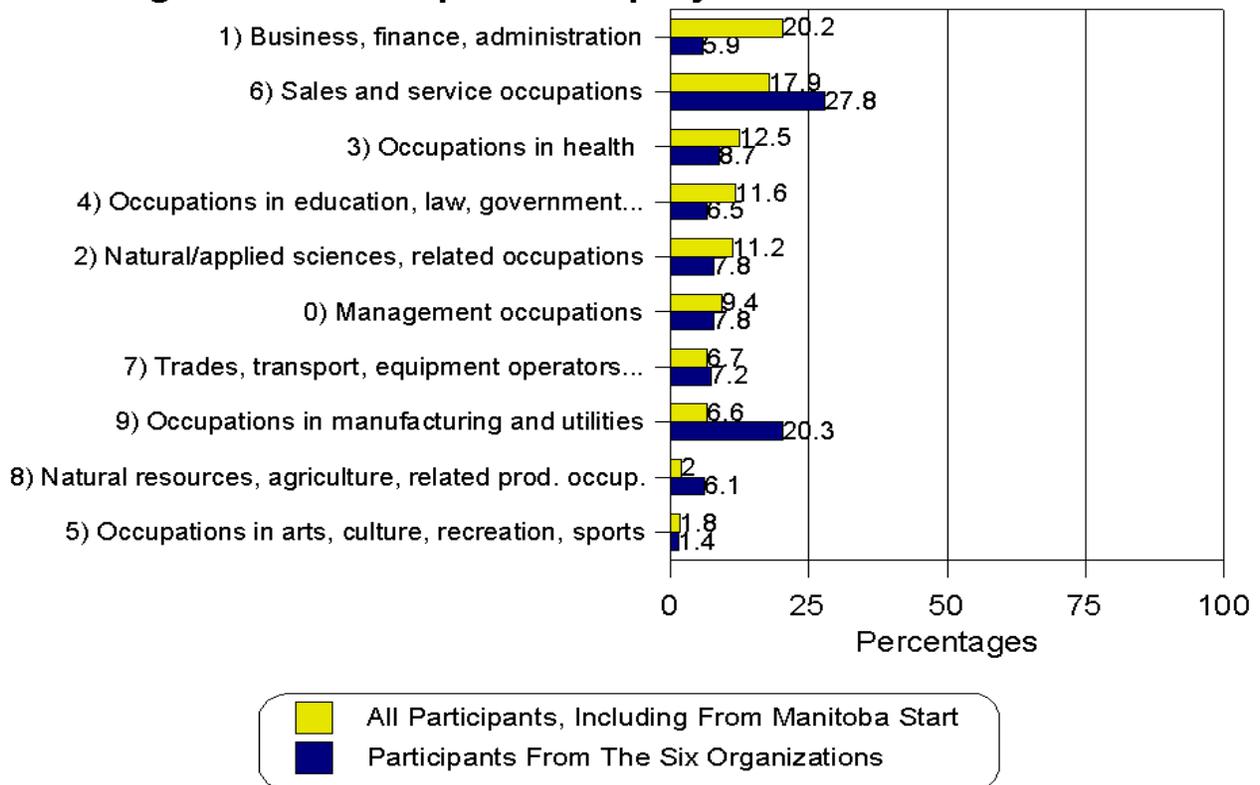
The organizations were asked to identify the number of their participants who had been employed in each of the ten sectors tracked through the NOC codes. Including participants from Manitoba Start there was fairly even representation across eight of these codes (Figure 10). The most frequently identified sectors included, in ranked order:

- Sector 1: **Business, Finance and Administration** (20.2%, N=1,341)
- Sector 6: **Sales and Service occupations** (17.9%, N=1,186)
- Sector 3: **Occupations in Health** (12.5%, N=831)
- Sector 4: **Occupations in Education, Law, Government** (11.6%, N=771)
- Sector 2: **Natural and Applied Sciences and related occupations** (11.2%, N=744)

**Figure 9 Participants' English Language Skills**



**Figure 10 Participants' Employment Sectors At Intake**



(N=6,640, 1,615. Based on NOC codes. Adjusted to exclude missing data.)

Sector 0: **Management occupations** (9.4%, N=627)

- Sector 7: **Trades, Transport, Equipment Operator occupations** (6.7%, N=456)
- Sector 9: **Occupations in Manufacturing and Utilities** (6.6%, N=437)

The two sectors least frequently represented by all participants included:

- Sector 8: **Natural Resources, Agriculture and related occupations** (2.0%, N=133)
- Sector 5: **Occupations in the Arts, Culture and Recreation** (1.8%, N=114)

However, a different picture emerged when the Manitoba Start participants were removed from this analysis. In that instance the most frequently occurring sectors reported by the remaining organizations were:

- Sector 6: **Sales and Service occupations** (27.8%, N=445)
- Sector 9: **Occupations in Manufacturing and Utilities** (20.3%, N=337)

They were followed by participants who had previously worked in the following sectors:

- Sector 3: **Occupations in Health** (8.7%, N=140)
- Sector 2: **Natural and Applied Sciences and related occupations** (7.8%, N=128)
- Sector 0: **Occupations in Management** (7.8%, N=127)
- Sector 7: **Trades, Transport, Equipment Operator occupations** (7.2%, N=117)
- Sector 4: **Occupations in Education, Law, Government** (6.5%, N=105)
- Sector 8: **Natural Resources, Agriculture and related occupations** (6.1%, N=99)
- Sector 1: **Business, Finance and Administration** (5.9%, N=95)
- Sector 0: **Management occupations** (9.4%, N=627)
- Sector 7: **Trades, Transport, Equipment Operator occupations** (6.7%, N=456)
- Sector 9: **Occupations in Manufacturing and Utilities** (6.6%, N=437)

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- Sector 4: **Occupations in Education, Law, Government** (6.5%, N=105)

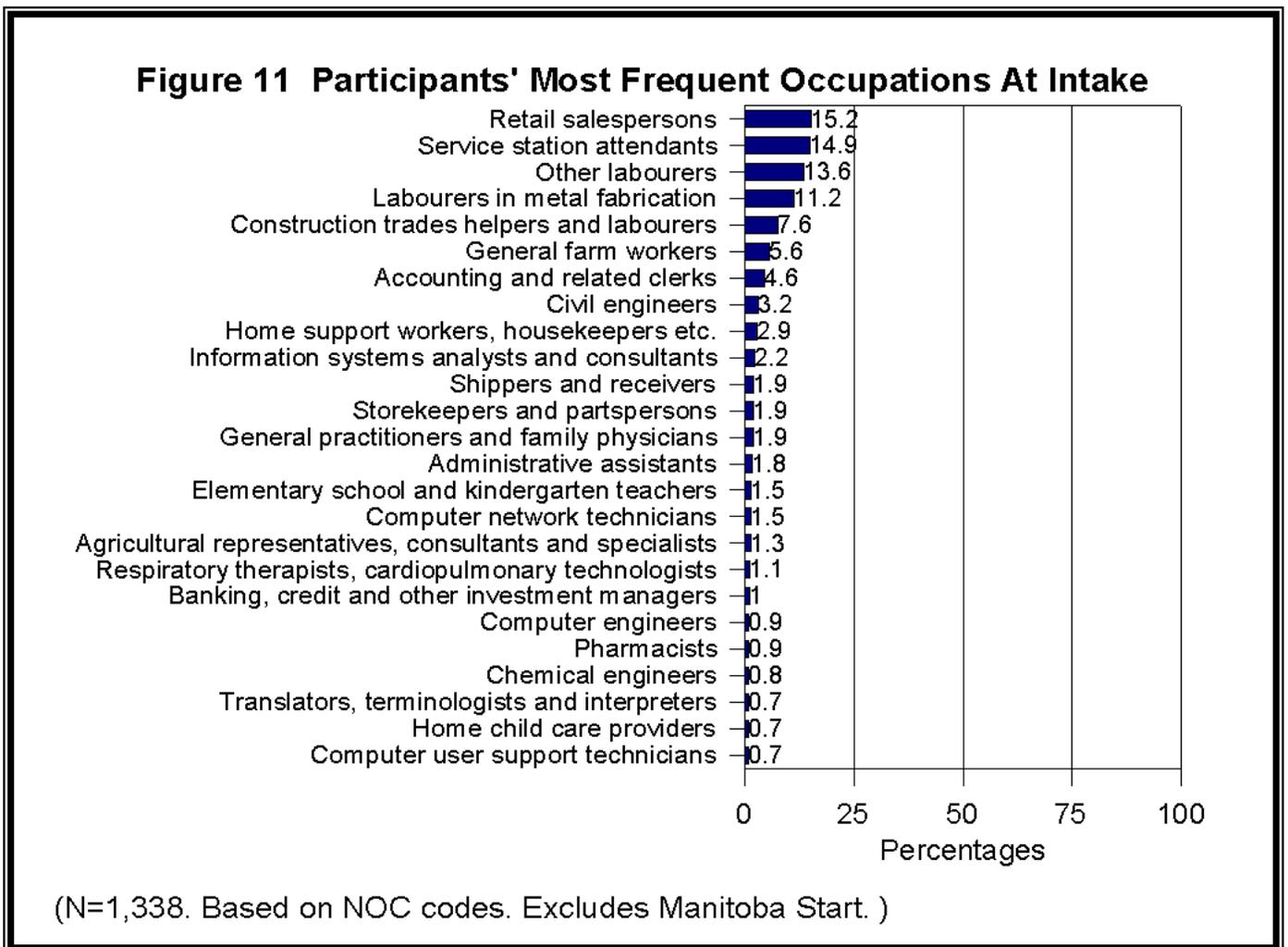
- Sector 8: **Natural Resources, Agriculture and related occupations** (6.1%, N=99)
- Sector 1: **Business, Finance and Administration** (5.9%, N=95)

It is notable that the top ranked occupation when participants from Manitoba Start are included in the analysis (**Business, Finance and Administration**) is ranked second last when only participants from the six organizations are included (20.2% compared with 5.9%, respectively). Conversely, participants from the six organizations were much more likely to have prior experience in **Manufacturing and Utilities** than did all participants (including Manitoba Start) (20.3% compared with 6.6%). To a lesser degree, this trend continued with respect to the percentage of respondents with previous experience in **Sales and Service occupations** (27.8% compared with 17.9%).

### 3.8) Occupations at Intake:

Representatives of the six organizations<sup>8</sup> were asked to indicate the four-digit NOC codes of the occupations most frequently indicated by their participants at intake in 2013-2014, along with the number of participants who were employed in each occupational group. Twenty five occupational NOC codes emerged (Figure 11). It is notable that, notwithstanding participants' educational attainment and apparent proficiency with English, the most frequently indicated occupations did not generally require a post-secondary education. These included:

- Retail salespersons (15.2%, N=204)
- Service station attendants (14.9%, N=200)



<sup>8</sup> This information was not available from Manitoba Start.

- Other labour occupations (13.6%, N=182)
- Labourers in metal fabrication (11.2%, N=150)
- Construction trades helpers and labourers (7.6%, N=102)
- General farm workers (5.6%, N=75)
- Accounting and related clerks (4.6%, N=62)

Under twenty percent of these participants (17.9%, N=240) were employed in the professions. These included:

- Civil engineers (3.2%, N=43)
- Information system analysts and consultants (2.2%, N=30)
- General practitioners and family physicians (1.9%, N=25)
- Elementary school and kindergarten teachers (1.5%, N=20)
- Computer network technicians (1.5%, N=20)
- Agricultural representatives, consultants and specialists (1.3%, N=18)
- Respiratory therapists, cardiopulmonary technologists (1.1%, N=15)
- Banking, credit and investment managers (1.0%, N=14)
- Computer engineers (0.9%, N=12)
- Pharmacists (0.9%, N=12)
- Chemical engineers (0.8%, N=11)
- Translators, terminologists and interpreters (0.7%, N=10)
- Computer user support technicians (0.7%, N=10)

### 3.9) Perceived Strengths and Attributes of Participants:

Representatives of the six organizations were asked to assess the strengths and attributes of their participants in 2013-2014. The list of strengths and attributes were developed in conjunction with the steering committee. Organizational representatives were asked to estimate the percentage of their participants for 2013-2014 who were felt to possess each characteristic. Possible responses included: All or Almost All (90% to 100%); Most (70% to 89%); Many (50% to 69%); Some (30% to 49%); A Few (10% to 29%); None or Almost None (0% to 9%). The data were converted to mean scores, with All or Almost All being scored as 5 and None or Almost None being scored as 0.

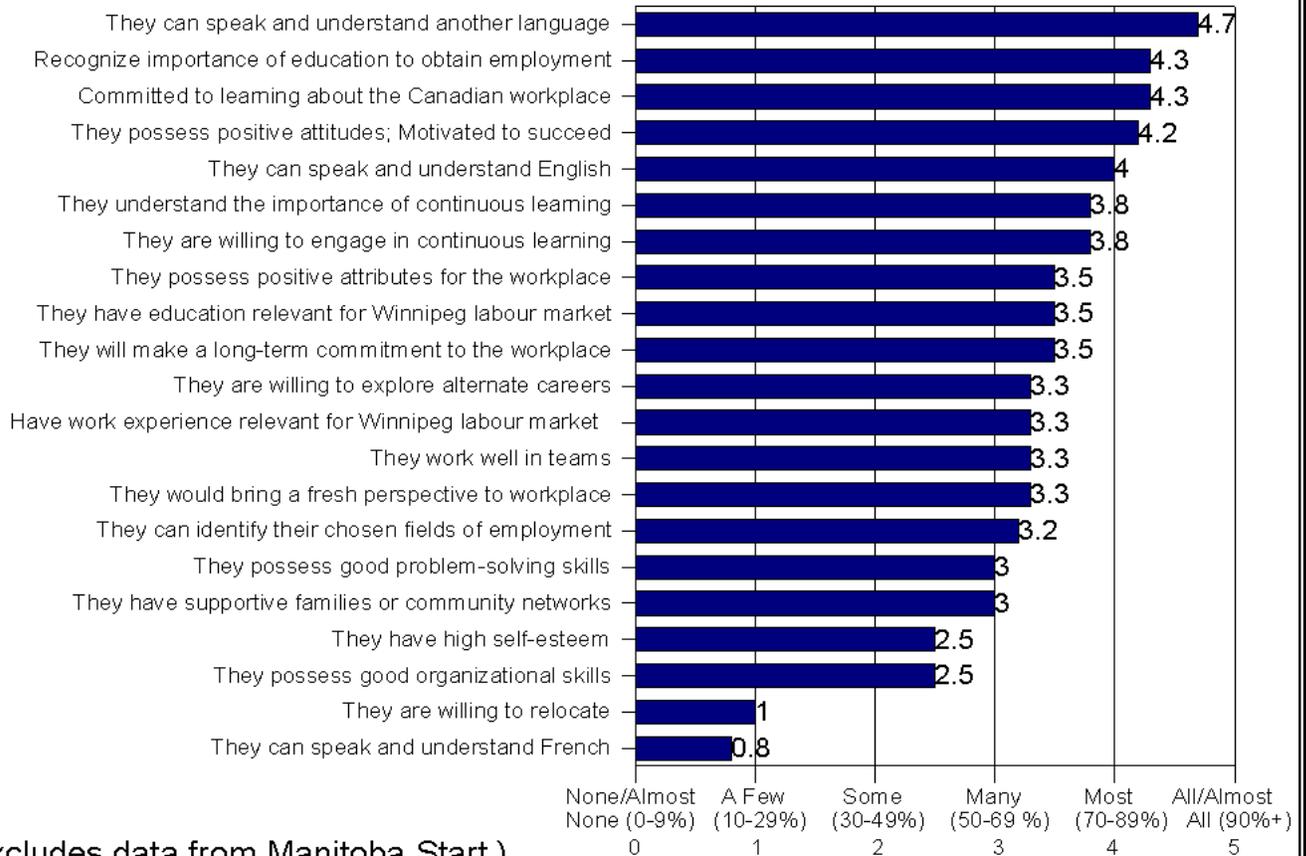
The strengths and assets identified for **Most, All or Almost All** participants included, in ranked order (Figure 12):

- Being able to speak and understand another language (A mean of 4.7 out of 5; the 94<sup>th</sup> percentile)
- Recognizing the importance of education as a key factor to obtain higher employment or a better career (4.3; the 86<sup>th</sup> percentile)
- Being committed to learning about the Canadian workplace (4.3; the 86<sup>th</sup> percentile)
- Possessing positive attitudes; being highly motivated to succeed (4.2; the 84<sup>th</sup> percentile)
- Being able to speak and understand English (4.0; the 80<sup>th</sup> percentile)
- Understanding the importance of continuous learning (3.8; the 76<sup>th</sup> percentile)
- Being willing to engage in continuous learning (3.8; the 76<sup>th</sup> percentile)

The ten strengths and assets identified for **Many** participants included:

- Having education relevant for Winnipeg labour market (3.5; the 70<sup>th</sup> percentile)
- Being willing to make a long-term commitments to their workplaces (3.5; the 70<sup>th</sup> percentile)
- Possessing positive attributes for the workplace (e.g. being flexible, responsible, punctual, having good social skills) (3.5; the 70<sup>th</sup> percentile)
- Having work experience relevant for Winnipeg labour market (3.3; the 66<sup>th</sup> percentile)
- Being willing to explore alternate careers (3.3; the 66<sup>th</sup> percentile)
- Working well in teams (3.3; the 66<sup>th</sup> percentile)
- Bringing fresh perspectives to the workplace (3.3; the 66<sup>th</sup> percentile)

**Figure 12 The Number Of Participants In Employment Services Possessing The Following Strengths And Attributes**



- Being able to identify their chosen fields of employment (3.2; the 64<sup>th</sup> percentile)
- Possessing good problem-solving skills (3.0; the 60<sup>th</sup> percentile)
- Having supportive families or community networks (3.0; the 60<sup>th</sup> percentile)

The four strengths and assets identified for **Some, A Few, or None or Almost None** of their participants, included:

- Having high self-esteem (2.5; the 50<sup>th</sup> percentile)
- Possessing good organizational skills (2.5; the 50<sup>th</sup> percentile)
- Being willing to relocate (1.0; the 20<sup>th</sup> percentile)
- Being able to speak and understand French (0.8; the 16<sup>th</sup> percentile)

### 3.10) Perceived Barriers to Employment for Participants:

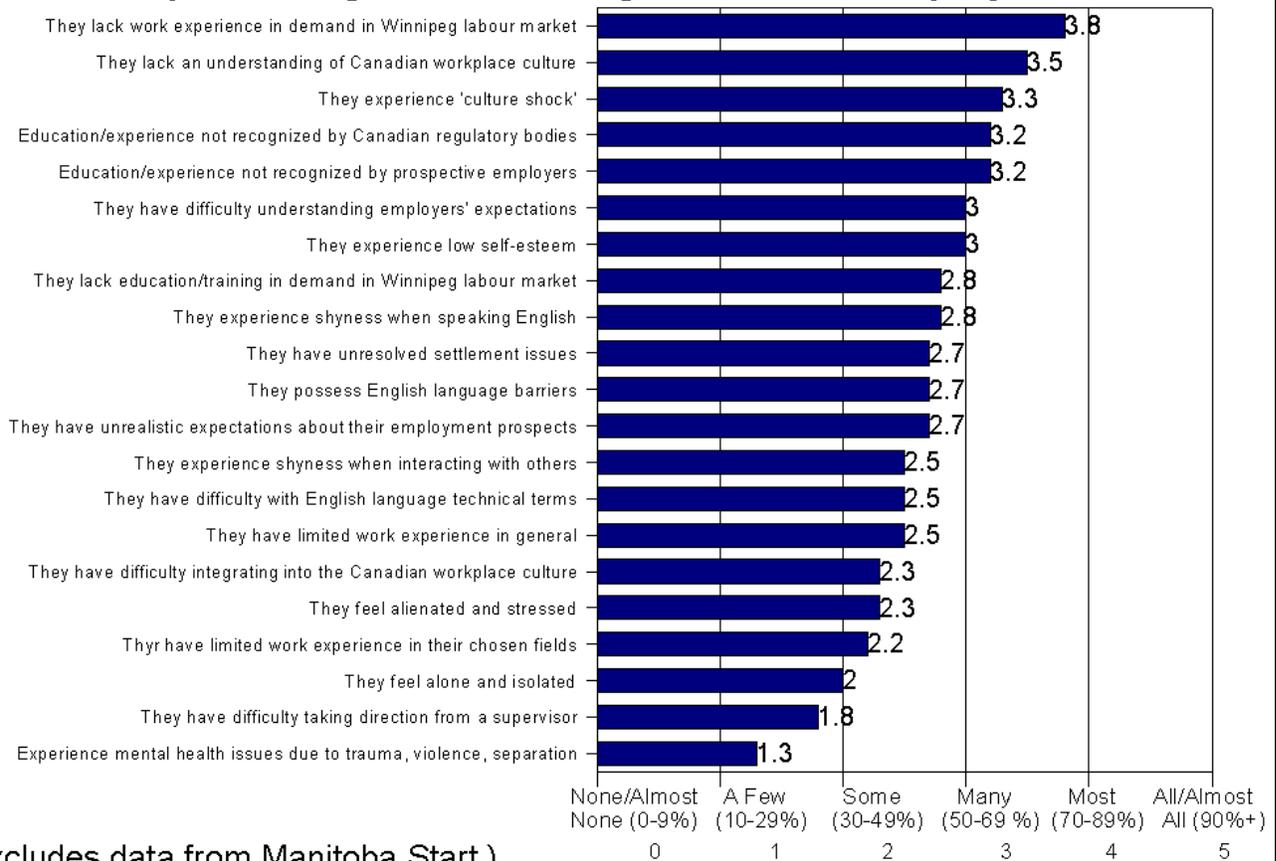
As a corollary to the preceding question, representatives of the six organizations were asked to identify the barriers to employment of their participants in 2013-2014. The list of twenty-one specific barriers were also developed in conjunction with the steering committee. The same rating scale was used for both questions.

There was only one barrier to employment that was identified for **Most or All or Almost All** participants (Figure 13): Lacking work experience in demand in the Winnipeg labour market (a mean of 3.8 out of 5.0; the 76<sup>th</sup> percentile).

The six barriers to employment identified for **Many** participants included:

- Lacking an understanding of the Canadian workplace culture (3.5; the 70<sup>th</sup> percentile)<sup>9</sup>
- Experiencing 'culture shock' (3.3; the 66<sup>th</sup> percentile)
- Their education/experience not recognized by Canadian regulatory bodies (3.2; the 64<sup>th</sup> percentile)
- Their education/experience not recognized by prospective employers (3.2; the 64<sup>th</sup> percentile)
- Experiencing low self-esteem (3.0; the 60<sup>th</sup> percentile)
- Having difficulty understanding employers' expectations (3.0; the 60<sup>th</sup> percentile)

**Figure 13 The Number Of Participants In Employment Services Experiencing The Following Barriers To Employment**



The final fourteen barriers were identified for the smallest number of their participants (i.e. for **Some, A Few** or **None or Almost None** of them). These included:

- Being shy when speaking English (2.8; the 56<sup>th</sup> percentile)
- Lacking the education/training in demand in Winnipeg labour market (2.8; the 56<sup>th</sup> percentile)
- Experiencing English language barriers (2.7; the 54<sup>th</sup> percentile)
- Having unrealistic expectations about their employment prospects (2.7; the 54<sup>th</sup> percentile)
- Having unresolved settlement issues (e.g. housing, childcare, transportation) (2.7; the 54<sup>th</sup> percentile)
- Having difficulty with English language technical terms (2.5; the 50<sup>th</sup> percentile)
- Having limited work experience in general (2.5; the 50<sup>th</sup> percentile)
- Being shy when interacting with others (2.5; the 50<sup>th</sup> percentile)

<sup>9</sup> Parenthetically, one of the greatest assessed strengths of these participants is their commitment to learn about the Canadian workplace culture.

- Having difficulty integrating into the Canadian workplace culture (2.3; the 46<sup>th</sup> percentile)
- Feeling alienated and stressed (2.3; the 46<sup>th</sup> percentile)
- Feeling alone and isolated (2.0; the 40<sup>th</sup> percentile)
- Having difficulty taking direction from a supervisor (1.8; the 36<sup>th</sup> percentile)
- Experiencing mental health issues due to trauma, violence, separation (1.3; the 26<sup>th</sup> percentile)

**IV) PARTICIPANTS' AND EMPLOYERS' ISSUES, AND RELATED SOLUTIONS:**

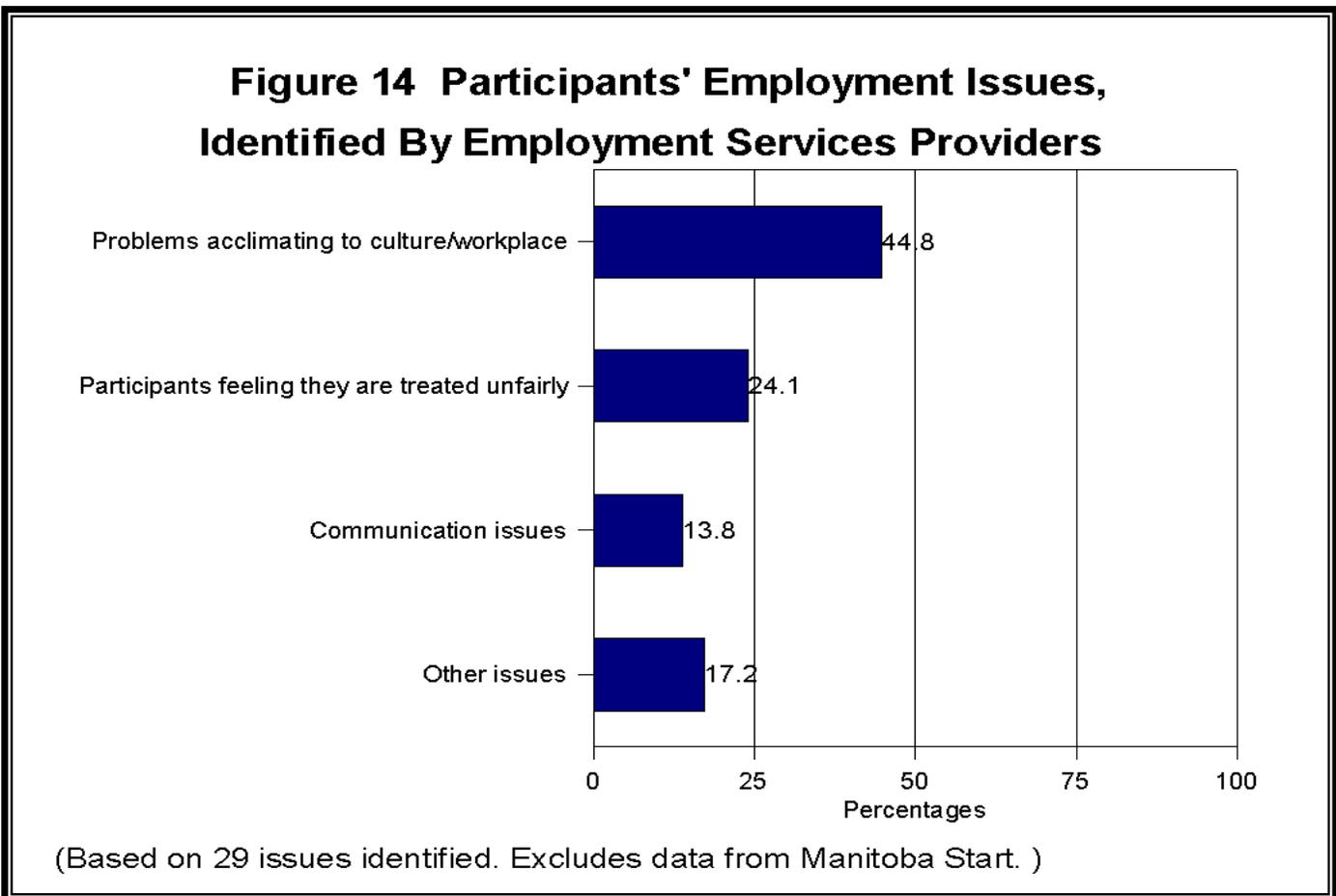
**4.1) Participants' Issues and Related Solutions:**

Representatives of the six newcomer employment services were asked to identify some of the employment issues that have arisen for their participants who have found employment, along with the ways in which they resolved them. This was an open-ended question.

**4.1.1) Issues Identified:**

Three specific themes emerged from their comments (Figure 14; Appendix A):

- Problems adjusting to the work culture or the workplace itself (44.8% of the comments provided)
- Participants who felt that they were treated unfairly (24.1)
- Communication issues in the workplace (13.8%)
- Other issues (17.2%)



The specific points relating to each theme are provided below and on the following pages:<sup>10</sup>

- **Participants having problems adjusting to the workplace and employers' expectations:**
  - Participants not being punctual
  - Not being able to keep pace
  - Listening to their co-workers rather than their supervisors
  - Not fitting into the workplace culture; being shy
  - Being unable to transition beyond entry-level part time employment
  - [Needing a] place to pray
  - Not understanding the chain of command
  - Participants [inappropriately] buying gifts for co-workers
  - Having difficulty working for female supervisors
  - Feeling isolated at work
  - Cultural and adaptation issues experience by some participants
  
- **Participants feeling that they have been treated unfairly:**
  - Having schedules cut or not getting as many hours as promised
  - Being made to work overtime for regular wages or no wages
  - [Perceived] sexual harassment of female participants by superiors
  - Feeling that they were unjustly terminated
  - Feeling that they were inadequately trained and then left to work independently
  - Last minute, and sometimes unannounced, changes that are confusing for new employees (e.g. schedule changes)
  - Feeling that they might have been treated unfairly because they are newcomers who are from different cultural and/or religious backgrounds
  
- **Participants' communication issues:**
  - Participants who didn't understand training
  - Other employees who felt uncomfortable that [newcomer] co-workers were speaking their cultural group's language rather than English, and they didn't understand their conversation and felt isolated
  - Participants' communication skills
  - Participants not being understood by others in the workplace
  
- **Other issues:**
  - Participants lacking proper training
  - Participants' childcare issues
  - Participants' transportation issues
  - Participants lacking the 'soft skills'
  - Issues relating to participants' resumes, cover letters and interviews

#### 4.1.2) Related Solutions:

The representatives were asked to provide the related solutions they applied to each of the above-noted issues. Not every issue was accompanied by a related solution. Some solutions were applied to more than one issue. Their solutions included:

- **For participants having problems adjusting to the workplace and employers' expectations:**
  - Resource Specialist helping participants work through their problems. This related to eight of the issues noted for this section

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<sup>10</sup> The verbatim comments are provided as an appendix to this report.

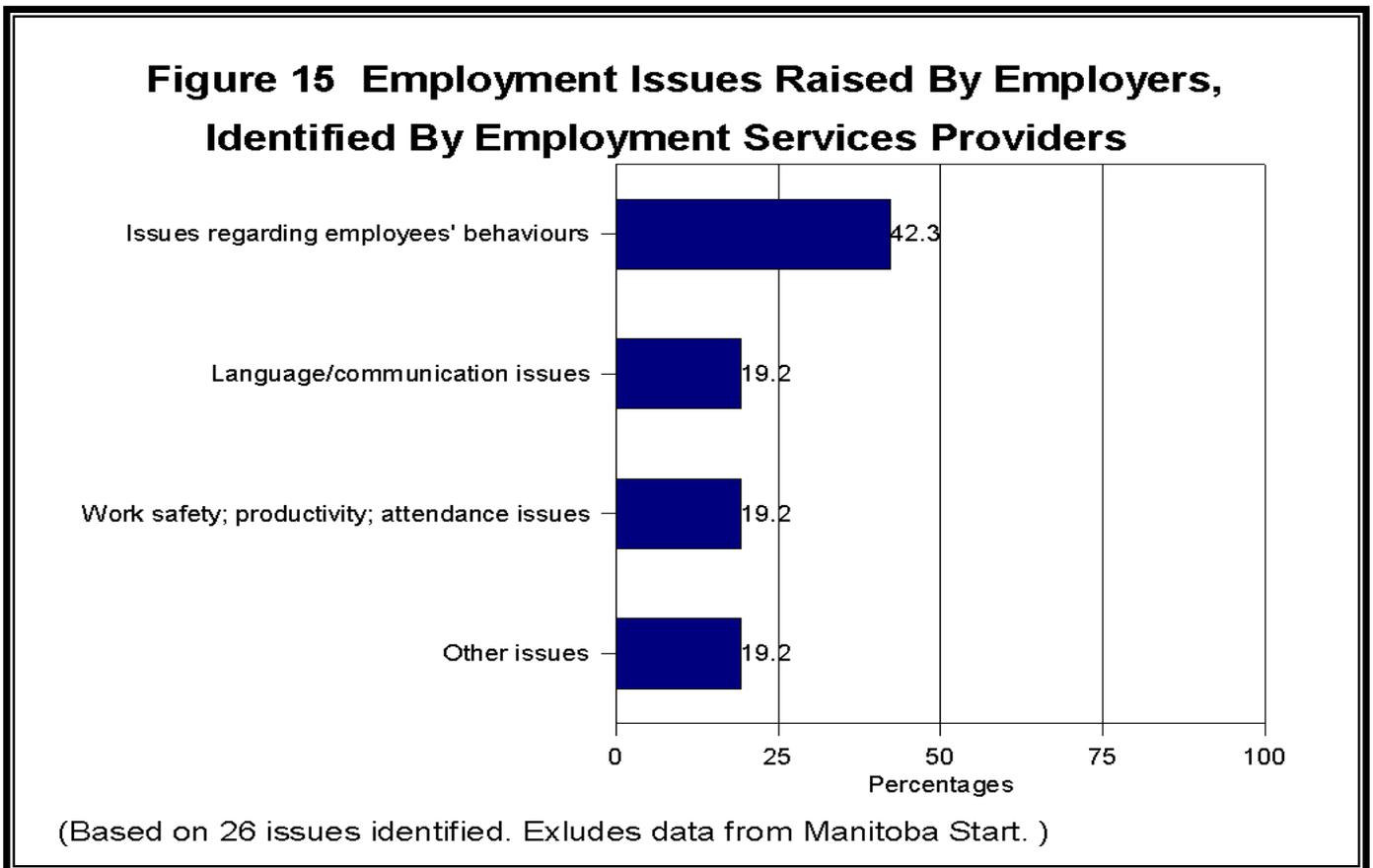
- Providing job search supports and market services to employers regarding a participant who was having problems transitioning past his or her entry-level position
  - For a participant needing a special place to pray, having the client talk to their employer about prayer breaks in a private location
  - For a participant experiencing cultural adaptation issues, providing cultural awareness for the workplace
- **Participants feeling that they have been treated unfairly:**
- Participants who either felt they were unfairly putting in too much overtime, being sexually harassed, or being unjustly terminated, were referred either to the Employment Standards or to Legal Aid for assistance
  - The participant who felt that he or she was not working as many hours as promised was sent to a “Canadian Workplace Culture Workshop”
  - The participants who felt that they were inadequately trained, or were confused by their work schedules, were encouraged to discuss their issues with their supervisors
  - The participant who felt that he or she had been treated unfairly because of his or her newcomer status worked with the program staff to “validate [his/her] feelings and plan how he/she could approach the supervisor to resolve this within the workplace. Further the staff person asked if this was actually due to cultural differences.”
- **Participants’ communication issues:**
- A participant with communication issues was referred to **Toastmasters** and for additional English classes
  - Participants who did not understand the training that they received, or were not being understood at work, and were supported by the Resource Specialist with problem-solving techniques
  - Participants who felt uncomfortable because other [newcomer] co-workers were speaking their language rather than English, the worker “explained that they should approach their supervisor about this concern as the workplace might have policies on speaking English. Program staff provided some social skills to introduce themselves to the group and try to include themselves in the conversations.”
- **Participants experiencing other issues:**
- The participant with childcare issues was assisted to obtain a childcare subsidy
  - The participant with transportation issues was provided with information about how to get a drivers’ license
  - The participant who felt that he or she lacked the proper training was offered job-related training including WHIMS, First Aid and CPR training, and the Food Handlers certificate
  - The participant needing soft-skills training was offered relevant training sessions
  - The participant lacking Canadian work experience was provided with this through internship programs
  - The participant needing assistance with his or her resume, covering letter, and interview skills was offered assistance through related workshops

#### 4.2) Employers' Issues and Related Solutions:

##### 4.2.1) Issues Identified by Employers:

The representatives of these six newcomer employment services were then asked to describe some of the issues that have been expressed to them by employers, and how they sought to resolve them. Three themes emerged in this instance as well (Figure 15). They included:

- Issues regarding the behaviours of specific employees (42.3% of the comments to this question)
- Language and communication issues (19.2%)
- Issues regarding newcomer employees' work safety, productivity and attendance (19.2%)
- Other issues (19.2%)



The specific points relating to each theme are provided below and on the following page:

##### ➤ Issues regarding newcomer employees' behaviour:

- Participants not taking initiative
- Participants not talking to customers
- Participants not talking to coworkers
- Participants being too shy to talk to customers
- Participants not asking questions
- Participants not calling in when sick or late
- Participants' [perceived] rudeness
- Participants being unmotivated to work
- Participants' cross-cultural issues and adaptation
- Participants' soft skills
- Participants not fitting in within the company (personality, attitude)

- **Employees' communication issues:**
  - Specific vocabulary in workplace (i.e. tools, clothing)
  - Not continuing to improve their English once employed
  - A group of employees speaking their language of origin around colleagues and customers
  - Lack of communicative skills
  - Lack of English skills to communicate in workplace
- **Work safety, productivity, attendance issues:**
  - Employees not working fast enough
  - Employees not working safely
  - Quitting without giving proper notice
  - Issues regarding punctuality, attendance, calling in sick
  - Asking to change hours/Asking for days off
- **Other issues:**
  - Employers trying to apply for labour market opinions
  - Difficulty for rural employers to recruit qualified candidates
  - Credentials not being recognized
  - A lack of Canadian work experience
  - Jobs requiring less education than clients bring

#### 4.2.2) Related Solutions:

When the representatives provided their solutions to the issues raised by the employers, many of these were directed toward the employees (participants). Again, there were instances in which one solution was applied to several issues, while some issues were not accompanied by related solutions. The solutions included:

- **Issues regarding employees' behaviours:**
  - The solution to assist participants who were non-communicative generally related to program staff broaching the topic with the employees to bring about positive changes. This included employees who did not talk with customers or co-workers, or those who did not ask questions. This was also applied to situations in which employees did not call in when missing work due to sickness, or arriving late to work.
  - With more overt behaviours, such as perceived rudeness on the part of the employees, employees who seemed unmotivated at work or excessive shyness, some resolutions related to mediation and validation, working with the employees to develop strategies to change their behaviours and, in one instance, confirming with the employee that the behaviour (rudeness) was unintentional. This misunderstanding was then communicated to the employer.
- **Issues regarding employees' communication:**
  - The solution for employees with insufficient English language skills and communication skills, were for them to attend to additional English language programs, including EAL classes, English At Work classes, conversational groups, and one-on-one tutoring.
  - The solution for employees from the same language groups speaking their languages around co-workers and customers was for the program staff to meet with these employees to reinforce the importance of consistently using English in the workplace.

➤ **Issues related to employees' work safety, productivity and attendance:**

- The solutions for employees who were working too slowly, and for those who were working unsafely, involved attendance at Canadian Workplace Culture Workshops as a preventative measure.
- The solutions for employees who quit without giving proper notice, who called in sick too often, who otherwise had poor attendance, or who were not punctual was two-fold. On one hand it involved clearly explaining to participant the expectations regarding attendance and terminations, and the importance of being punctual. On the other hand, in at least one instance, the employer was contacted to ensure that these “messages [were] shared with the participants by the supervisor or manager consistently, and [were] easy to understand.”

➤ **Other issues raised by employers:**

- The employer who was attempting to apply for a labour market opinion was referred to Service Canada.
- For employees who are over-qualified for the jobs they've attained, sometimes the solution is that the employers do not hire them, or the employment service renegotiates the work placement with the employer
- For employers who are having difficulty attracting qualified newcomer employees to rural areas, the solution, in one instance, was for the organization to “host information sessions about company and community”
- For employees who lack Canadian work experience, the solution has been to arrange internships and work experience opportunities for them

**V) PARTICIPANTS' OUTCOMES:**

This section explores the percentage of participants who completed services with the six organizations in 2013-2014, those who obtained employment, and those who obtained employment in their chosen fields; their employment status, the sectors into which they were employed, and their occupations. Both participants' sectors and occupations are predicated on the NOC codes.

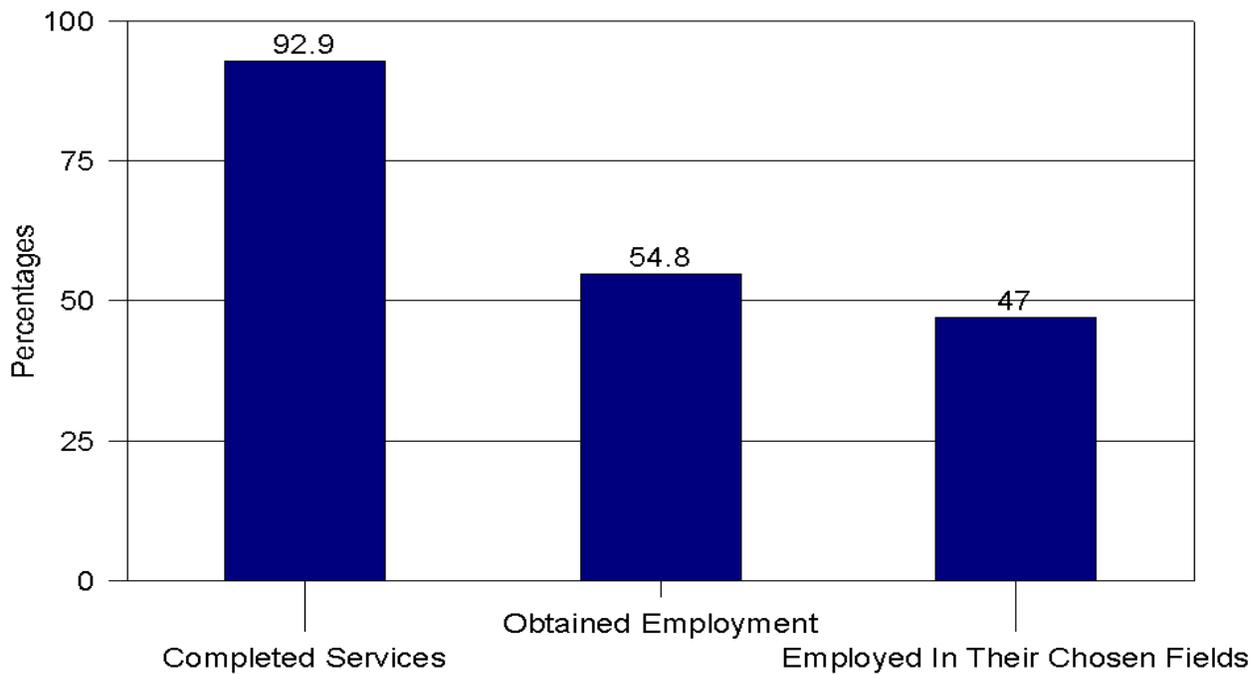
**5.1) Participants Experienced Positive Outcomes:**

The six newcomer employment services had a total of 1,905 participants recorded who had received services from them in 2013-2014. Of these, they reported that 92.9% had completed these services (N=1,770) (Figure 16). Of these, 54.8% obtained employment through these organizations (N=1,044), and 47.0% obtained employment in their chosen fields (N=895).

**5.2) Employment Status at Exit:**

Of the participants who were employed upon exiting the six newcomer employment services, the largest percentage (34.6%) were employed full-time, and another 32.9% were employed on a part-time basis (Figure 17). Of the remainder, 10.4% were employed on a casual basis, 0.9% on an unpaid work experience, and 21.3% had some other form of employment. The nature of the “other” employment situations was not tracked for this study. Multiple responses were allowed for this question.

**Figure 16 Based Upon Total Number Of Employment Participants in 2013-14, The Percentages Who...**



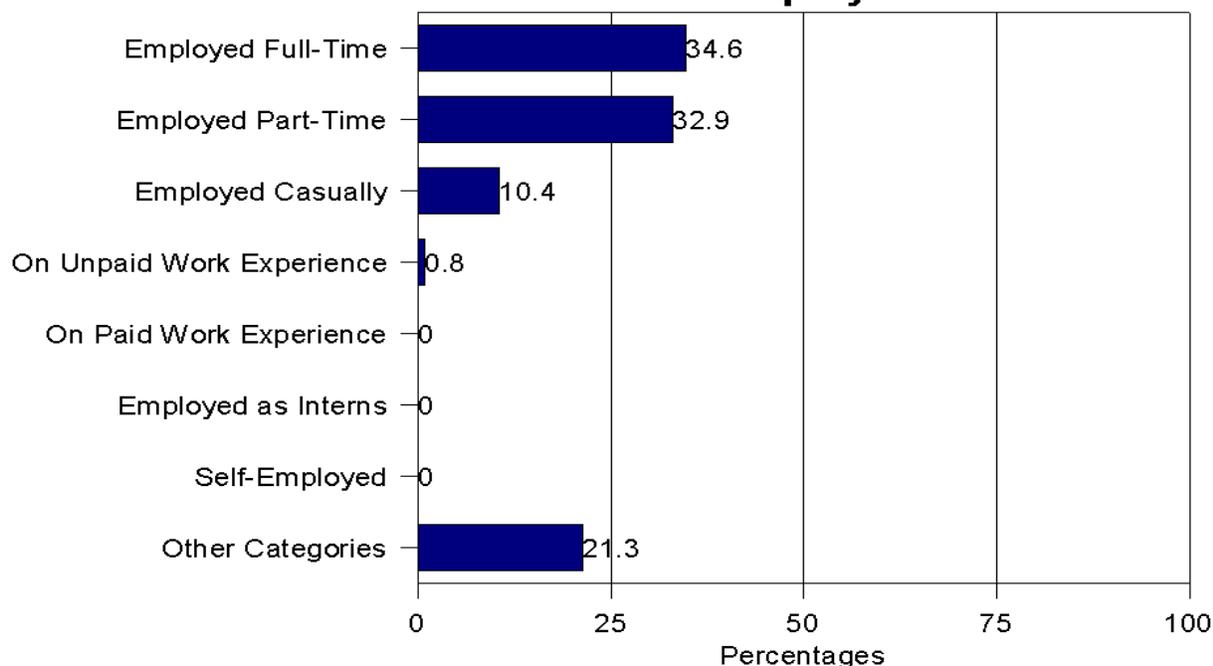
(N=1,905. Excludes data from Manitoba Start.)

### 5.3) Employment Sectors at Exit:

Information is available regarding the employment sectors of 987 of the participants who attained employment through these organizations, based on the NOC codes (Figure 18). The number and percentage of participants in each of the nine NOC sector codes included:

- Sector 6: **Sales and Services occupations** (39.2%, N=387)
- Sector 1: **Business, Finance and Administration** (12.7%, N=125)
- Sector 2: **Natural and Applied Sciences and related occupations** (10.9%, N=108)
- Sector 3: **Occupations in Health** (9.9%, N=98)
- Sector 9: **Occupations in Manufacturing and Utilities** (7.6%, N=75)
- Sector 4: **Occupations in Education, Law, Government** (7.3%, N=72)
- Sector 7: **Trades, Transport, Equipment Operator occupations** (5.8%, N=57)
- Sector 8: **Natural Resources, Agriculture and related occupations** (4.2%, N=41)
- Sector 5: **Occupations in the Arts, Culture and Recreation** (2.5%, N=24)

**Figure 17 Participants' Employment Status, At Exit,  
Of Those Who Gained Employment**



(N=1,132. Of those employed upon exit. Excludes data from Manitoba Start.)

While the preceding data cannot be compared to participants' employment sectors upon entry, given that the former includes data from Manitoba Start, there are some *qualified observations* that can be made. First, the percentage of participants finding employment in the sales and services sector (39.2%) is more than twice as high as the percentage of participants recorded in that sector upon entry (17.9%).

#### 5.4) Occupations at Exit:

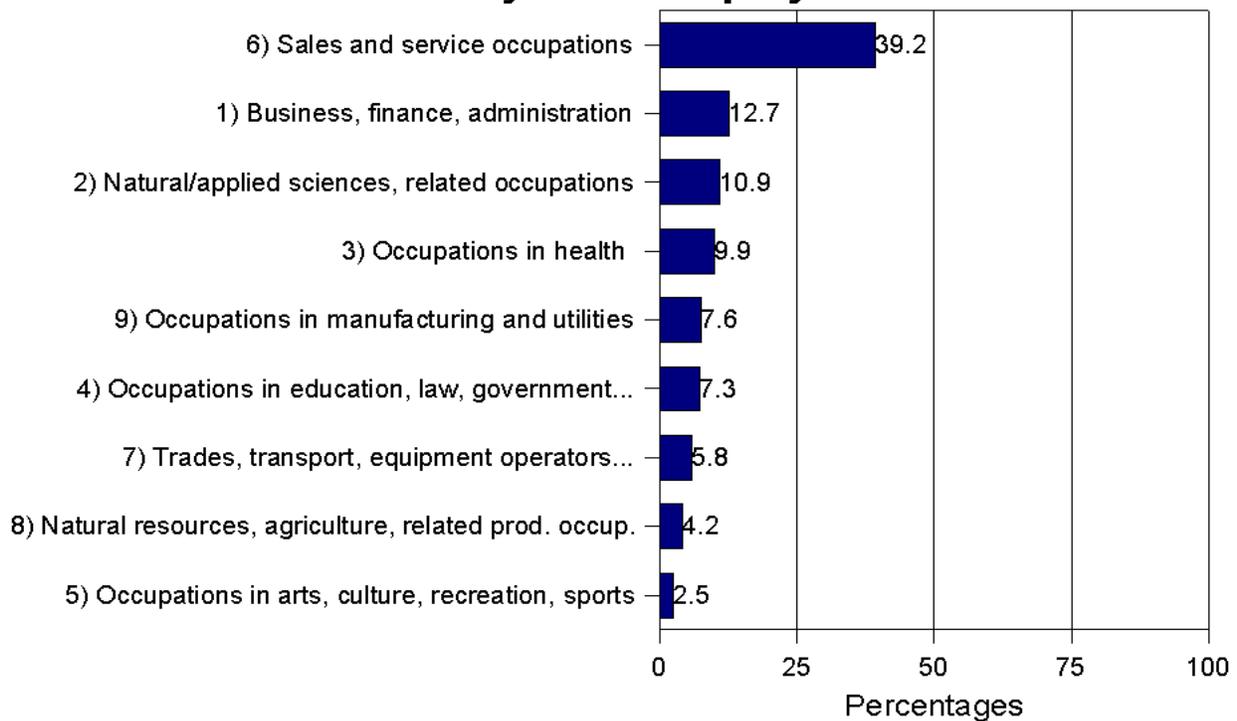
Representatives of the six newcomer employment services were asked to identify up to six four-digit NOC occupational codes for each of the sectors noted above. Given the complexity of these data, they were not asked to identify the number of their participants who were employed in each occupation. These 987 participants<sup>11</sup> accessed employment in 62 different occupations.

These included **professional** occupations such as:

- Accountants
- Chemists
- Dentists
- Engineers in a range of fields
- Information systems analysts and consultants
- Nurses
- Pharmacists
- Physicians

<sup>11</sup> The number of participants who found employment in each occupation, for whom this information was available.

**Figure 18 Participants' Employment Sectors  
In Which They Were Employed At Exit**



(N=987. Based on NOC codes. Excludes data from Manitoba Start.)

They included participants in working in the **trades**, such as:

- Welders
- Construction workers
- Machine operators
- Mechanics
- Automotive service technicians

They included participants working in **administrative and support roles**, such as:

- Storekeepers
- Retail sales supervisors and staff
- Hospitality industry supervisors and staff
- Food and beverage servers
- Security guards and related security service occupations
- Cashiers
- Service station attendants
- Administrative assistants
- Office clerks in a range of sectors
- General office support workers
- Shippers and receivers

Finally, they included participants working in **machine operations, related support and labour roles**, such as:

- Machine operators
- Assemblers and inspectors
- Labourers in metal fabrication
- Labourers in food, beverage and associated products processing
- Construction trades helpers and labourers
- General farm workers

The full results of this analysis are provided below and on the following page, sorted by sector.

➤ **Sales and Service Occupations (N=387)**

- Retail sales supervisors
- Retail salespersons
- Financial sales representatives
- Accommodation, travel, tourism and related services supervisors
- Food and beverage servers
- Security guards and related security service occupations
- Cashiers
- Service station attendants
- Store shelf stockers, clerks and order fillers
- Other sales related occupations
- Food counter attendants, kitchen helpers and related support occupations
- Light duty cleaners
- Dry cleaning, laundry and related occupations

➤ **Business, Finance, Administration (N=125)**

- Professional occupations in advertising, marketing and public relations
- Supervisors, general office and administrative support workers
- Property administrators
- Purchasing agents and officers
- Administrative assistants
- Accounting technicians and bookkeepers
- Accounting and related clerks
- General office support workers
- Accounting and related clerks
- Banking, insurance and other financial clerks
- Shippers and receivers
- Storekeepers and partspersons

➤ **Natural/Applied Sciences (N=108)**

- Chemists
- Biologists and related scientists
- Civil engineers
- Mechanical engineers
- Electrical and electronics engineers
- Industrial engineering and manufacturing technologists and technicians
- Civil engineering technologists and technicians
- Mechanical engineering technologists and technicians
- Electrical and electronics engineering technologists and technicians
- Computer network technicians

- Information systems analysts and consultants
- User support technicians
- **Occupations in Health (N=98)**
  - Nursing coordinators and supervisors
  - General practitioners and family physicians
  - Dentists
  - Dental assistants
  - Pharmacists
  - Medical laboratory technicians and pathologists' assistants
  - Dental technologists, technicians and laboratory assistants
  - Opticians
  - Nurse aides, orderlies and patient service associates
  - Other assisting occupations in support of health services
- **Occupations in Manufacturing/Utilities (N=75)**
  - Plastics processing machine operators
  - Plateless printing equipment operators
  - Assemblers and inspectors, electrical appliance, apparatus and equipment manufacturing
  - Furniture and fixture assemblers and inspectors
  - Labourers in metal fabrication
  - Labourers in food, beverage and associated products processing
  - Other labourers in processing, manufacturing and utilities
- **Occupations in Education, Law, Government (N=72)**
  - Post-secondary teaching and research assistants
  - Elementary and secondary school teacher assistants
  - Secondary school teachers
  - Lawyers and Quebec notaries
  - Social workers
  - Education policy researchers, consultants and program officers
  - Early childhood educators and assistants
  - Home child care providers
  - Home support workers, housekeepers and related occupations
- **Trades, Transport, Equipment Operators (N=57)**
  - Welders and related machine operators
  - Contractors and supervisors, mechanic trades
  - Automotive service technicians, truck and bus mechanics and mechanical repairers
  - Printing press operators
  - Material handlers
  - Transport truck drivers
  - Construction trades helpers and labourers
  - Other trades helpers and labourers
- **Natural Resources, Agriculture, Related Occupations (N=41)**
  - Supervisors, logging and forestry
  - General farm workers

➤ **Occupations in Arts, Culture, Recreation (N=24)**

- Program leaders and instructors in recreation, sport and fitness
- Translators, terminologists and interpreters
- Graphic designers and illustrators
- Interior designers and interior decorators
- Graphic arts technicians

**VI) PERSPECTIVES OF EMPLOYERS WHO HIRE NEWCOMERS:**

**6.1) Background:**

The previous findings were provided by representatives of seven newcomer employment organizations operating in Winnipeg. This section reports on the perceptions of employers of newcomers.

The original research plan was to conduct two focus groups with managers of Winnipeg-based companies and organizations that are known to hire newcomers as part of their employment strategies. However, this was not possible given the inability of most managers to set aside two hours to participate in focus groups, or even to be interviewed. In discussions with a manager with **Manitoba Labour and Immigration (LIM)**, it came to our attention that LIM had recently administered its own study of managers who hire newcomers, and that the questions included in the related survey were very similar to the questions planned for our focus groups. LIM had not yet analyzed these qualitative data. We were given permission by LIM to incorporate the results of their research process into this study, providing that we maintain confidentiality regarding the specific companies or organizations that responded, and that we provide a copy of the study report to LIM. In tandem with the meeting at LIM the Researchers met with the President and Chief Executive Officer of the **Manitoba Business Council**. He agreed to promote an online survey for his members, based on the content of the LIM survey.

In the end we were able to attain the feedback of thirteen managers: eleven through the LIM process and two through the online survey promoted by the Manitoba Business Council. They included representatives of the following eight sectors:

- Construction
- Financial
- Health care
- Security services
- Motor vehicle fabrication
- Furniture construction industry
- Manufacturing
- Utilities

The questions to which these managers responded included:

- *As an employer who hires immigrants, how would you describe this experience in your workplace? How have you benefited as a business? What have been the strengths? Challenges?*
- *What difficulties do you have finding and retaining newcomer employees?*
- *From your experience, what difficulties do immigrants in particular have in finding and keeping jobs? What might prevent prospective employers from hiring immigrants?*
- *What are some of the settlement and language learning challenges that your immigrant employees experience?*
- *What are some of the accommodations that you believe make a workplace a “welcoming community” to new immigrant workers? Does your workplace need any supports to make it more welcoming?*

- From your perspective as an employer of immigrants, what advice would you give to government and to potential employers? What further supports are needed?

## 6.2) Results of the Employer Consultation:

### 6.2.1) As an employer who hires immigrants, how would you describe this experience in your workplace? How have you benefited as a business? What have been the challenges?

#### Perceived Benefits of Hiring Newcomers:

The majority of respondents said that the experience in hiring immigrants has been a good and/or positive experience for their companies or organizations. They have had better success sustaining newcomers in employment than workers already settled in Manitoba. One related benefit was being able to fill all job vacancies and therefore meet the demands of their clients.

The majority of the respondents said that a strength related to hiring newcomers is that it provides diversity in the workplace; the employers can see things from other cultural experiences. They also said that newcomers tend to have a good work ethic, are motivated, go out of the way to fit in, are grateful to have jobs, are excited about working, and have good attendance.

One respondent noted that newcomers also come with specialized skills, and become role models for their younger employees.

#### Perceived Challenges of Hiring Newcomers:

The majority of the respondents identified communication as the biggest challenge to hiring immigrants. Some of the comments included:

- Some immigrants communicating in their own languages and using translators
- English is not practiced or developed because they speak their own language in their cultural groups and in their homes
- Because of a lack of English language skills it is difficult for some newcomers to understand company paperwork, benefits packages, policies and procedures
- As a result, they believed that there is a need for effective **English in the Workplace** sessions

Another challenge identified by some respondents was the turnover rate. They felt that some immigrants were looking to obtain credentials or Canadian work experience and then move on to other employment.

Some other challenges mentioned by respondents included:

- Some newcomers need extended vacations to return to homelands to visit family
- They might not be the right fit for jobs based on their experience
- They can be over-qualified for their positions
- Problematic community-of-origin dynamics can affect the workplace
- There may not be a family support network to help at home which causes employees to miss a lot of work

### 6.2.2) What difficulties do you have in finding and retaining newcomer employees?

#### Difficulties Finding Employees from Newcomer Communities:

Many respondents stated that it was not difficult to find new employees from their communities, as current [newcomer] staff refer [other newcomers] to the job. One respondent acknowledged that there is a tight

labour market so it is difficult to find the right employees. They did, however, state that they can have difficulty finding people with the right skill-sets, classifications and trades. They also have difficulty finding employees who are capable of moving into more responsible positions within their businesses.

Finally, it can be hard to follow through on newcomers' references, and the experience they listed [in their resumes] may not be accurate. However there is no way to find this out until they have been hired.

### **Difficulties Retaining Employees from Newcomer Communities:**

The retention of newcomers did not seem to be an issue for these respondents. Many stated that they have no problem retaining general labourers or employees, as long as they have hired employees with the proper education, qualifications and experience to do the job.

Other respondents identified having difficulty retaining employees because they may leave once they have their credentials, they may leave because they have found employment with a higher wage, they may move to other provinces or they may return to their homelands. They may also leave for extended vacations to their home countries, or take a leave of absence to further their education.

### **6.2.3) From your experience, what difficulties do immigrants in particular have in finding and keeping jobs? What might prevent prospective employers from hiring immigrants?**

Almost all respondents identified newcomers' limited English skills as the greatest difficulty for new-comers finding and keeping jobs. This included limitations regarding speaking, writing and comprehension in English. This limitation also made job interviews difficult.

Relevant qualifications and training were also identified as a difficulty. Newcomers can take jobs for which they are over-qualified, and then believe they should be in higher level positions. However, they need to start at entry level jobs to acquire skills.

Systemic hiring barriers included:

- Newcomers not being able to provide good evidence of their previous work experience
- No supervisory referrals from [former] Canadian employers
- Employers' resistance to hiring immigrants because it takes more time to help newcomers than for other employees
- Difficulty understanding some newcomers' accents
- Racism

Some other issues respondents identified as barriers to newcomers' employment success included:

- [Some newcomers] not used to working 8 hours per day and 40 hours per week
- Family commitments can interfere with being 'good employees'
- Some move back to their home countries
- Newcomers not finding jobs themselves but relying on family and friends, with the result that they can follow one another to different jobs in groups

#### 6.2.4) What are some of the settlement and learning challenges your immigrant employees experience?

Consistent with their responses to newcomers' hiring barriers, respondents also identified English language skills as the biggest challenge to newcomer employees once they are hired. Respondents variously noted that:

- [Some newcomers are] unable to understand less formal manners of speaking [idioms, slang]
- They don't ask questions for clarification because they do not know what they don't understand
- They lack confidence in their English language skills
- There is a [perceived] inability to understand company policies, procedures and documents
- They need English reading, writing, comprehension and listening skills at a higher level

Some settlement issues mentioned by respondents included:

- A lack of family supports
- A lack of reliable and affordable childcare
- A lack of affordable housing
- Acclimatizing to winter in Winnipeg
- Settlement is slow moving: there are many steps that need to occur prior to starting work
- Adjustment to culture in Canada (gender equality, able to question your boss, admit you are wrong)
- Pre-existing fights and clashes between cultures

#### 6.2.5) What are some of the accommodations that make a workplace a “welcoming community” to newcomer workers? Does your workplace need any supports to make it more welcoming?

Respondents were able to identify a range of workplace accommodations that they believed would make newcomers feel more welcome at work. This included suggestions regarding newcomers' English language skills, and newcomers being properly oriented to their workplaces; employers and co-workers seeing newcomers as an asset; being aware of newcomers' family needs; and employers and co-workers' being accepting of, and welcoming newcomers. Their specific suggestions are provided below:

- Provide or enhance the **English at Work** (EAW) program or onsite English classes
- Employ an EAL trainer as part of HR team
- Develop an effective workplace orientation package by creating training, policy, and procedure manuals with more pictures and fewer words
- Embrace cultural differences with your employees. Encourage all staff to share their cultural back-grounds through potlucks, presentations and informal discussions. Introduce coworkers of similar cultural backgrounds, meet and greets, celebrations to create a sense of community within the workplace.
- Pay attention to family needs, ask questions, allow Leaves of Absence for newcomers to go back to visit their home countries and families
- Appreciate the skills and traits new Canadians bring to the workplace and invest in their training
- Emphasize to other employees and leaders that they also have a responsibility to become culturally competent and to mentor newcomers. Provide community awareness and adaptations.

### 6.2.6) From your perspective as an employer of immigrants, what advice would you give to government and potential employers? What further supports are needed?

Respondents' suggestions related to the need for more supports in the workplace to improve newcomer-employees' English language skills; to ensure that newcomers applying for jobs requiring specific knowledge and skills are qualified for these positions; to ensure that newcomers have realistic expectations regarding their employment prospects, including the average time required to find employment, local employment opportunities in their fields, and the fact that the "immigration process is long and expensive."

In terms of the additional supports that are needed to facilitate newcomers' acclimation into the Canadian workforce, it was suggested that all newcomers should participate in settlement programs; newcomers should attend sector-specific workshops to "prepare for work"; Canada [assumedly the Federal Government] should do more to welcome rather than discourage newcomers; that all students in Canada should attend courses on 'cultural competency'; and that employers of newcomers should form partnerships with community-based organizations that support them. Specific comments are provided below:

- The majority of respondents identified the need for further supports related to English language skill development. Employers should continue to encourage participation in English classes for all immigrants to properly integrate into Canadian society outside their homes. They felt that there is also a need for English language skills high enough for basic communication in order for them to do banking, grocery shop, and so on, and a need for English classes in the workplace.
- A need to look at qualifications and equivalencies closely. We don't want people working in fields that they are not trained for.
- The government needs to give immigrants a realistic picture of their employment prospects in Canada. The immigration process is long and expensive and immigrants are not given a clear picture of how difficult it is to find employment. There is a need for immigrants with skills and abilities to fit the job.
- Immigrants should attend settlement programs before looking for work to learn about the Canadian culture, and attend workshops in their fields, such as using basic power tools, to prepare for work.
- Canada should continue welcoming immigrants rather than restricting and reducing the eligibility numbers.
- Cultural competence should be taught as part of curriculum in all levels of education in Canada.
- Employers should form partnerships with cultural diversity and job readiness organizations. [There is a] need for organizations that help provide trade workshops and training.

## VII) REPORT SUMMARY AND CONCLUSIONS:

This section provides a summary of the findings of the Labour Market Assessment along with related conclusions.

### 7.1) General Observations:

The seven newcomer employment services provided data collectively representing 7,529 newcomers seeking employment in the City of Winnipeg during the 2013-2014 fiscal year. This is a significant number to allow us to draw conclusions regarding the demographics and employment related goals of newcomers seeking employment in this city. The ability to extrapolate the data provided by the six organizations, excluding Manitoba Start, to the larger population of newcomers in the city, is limited. However, these data can be said to reflect the characteristics, situations and employment outcomes of these six service providers which participated in this study.

This report does not constitute an evaluation of the newcomer employment services that participated in this Labour Market Assessment, but it does provide an overview of whom they serve, the services they provide, and the outcomes of their services.

### 7.2) Newcomer Employment Services Provide a Wide Range of Services:

The six employment services in this study provide a wide range of services for newcomers seeking employment in Winnipeg. They include helping newcomers acclimate to the Canadian culture; the provision of employment services and supports; carrying out skills assessments; assisting newcomers in the job search process, career planning, and providing lifeskills supports; identifying prospective employment opportunities; assisting with the interview processes; and providing newcomer employees and employers of newcomers with ongoing support and mediation when needed. On average each of these organizations provided participants with **29.5 different related services**.

### 7.3) Characteristics of Newcomers Receiving Employment Services in Winnipeg:

- The **residency classifications** of employment services participants varied depending on which organizations responded. Based on classifications developed in conjunction with the Research Steering Committee for the Labour Market Analysis survey, the largest percentage of participants of the six organizations were permanent residents (77.4%), followed by Provincial Nominees (17.9%), and Temporary Foreign Workers (13.3%).

By contrast, most of the participants of Manitoba Start were Manitoba Provincial Nominees (69.0%), followed by Family Class (10.0%).

**Refugees**, in both cases, constituted a smaller percentage of the participant groups: 9.0% of the participants of the six organizations, and 8.0% of the participants of Manitoba Start. This is consistent with the fact that, overall, refugees represent between 9-10% of total immigration to Manitoba.

- Participants were very evenly divided by **gender**, with females representing 51.2% of all participants, and males representing 48.8%. This is a notable finding, in that it supports the equal role of both males and females as earners.
- With regard to their **ages**, the largest percentage of participants were from 35 to 50 years of age, followed closely by those 25 to 34 years of age (43.7% and 41.4%, respectively). However, there were also notable numbers of younger newcomers seeking employment (18 to 24 years of age; 8.1%), as well as older newcomers (51 to 64 years of age; 6.2%).

- Participants came from 31 different **countries of origin**, reflecting a broad range of languages and dialects. The most frequently cited countries of origin were the Philippines (40.2%), India (18.5%), Nigeria (8.3%), Eritrea (4.6%), China (4.5%) and Ethiopia (4.1%). These six countries represent **80.2% of all newcomers in this study**. It is notable that, with the exception of newcomers from the United States (0.1%), the dominant language of all of the other countries of origin is not English.
- The majority of participants were well-educated. **Over 80.0%** of all participants had completed some form of education prior to becoming participants of these employment services. Over half had completed a post-secondary education, 12.0% had completed a Master's degree, 11.6% had completed a certificate or diploma in the trades, 8.1% had completed their secondary education, and 1.2% had completed a Doctorate degree.
- Most participants appeared to be proficient in the **English language** based on their CLB levels. Of those for whom their CLB levels were known, 72.7% were at CLB 5 to 8 levels, with the remaining 27.3% being at the CLB 1 to 4 levels.
- In terms of their **employment sectors**, based on the NOC codes for all participants, they appeared to have previous work experience across most sectors, with no sectors appearing to predominate. The most frequently noted sectors were business, finance and administration (20.2%); sales and service occupations (17.9%); occupations in health (12.5%); occupations in education, law and government (11.6%); natural and applied sciences and related occupations (11.2%); and management occupations (9.4%).

One notable finding of this study is the degree of variation between the NOC Sector codes for the aggregate participant sample, including Manitoba Start, compared with the related findings for participants from the six organizations. For the latter group of participants, the most frequent prior employment sectors were sales and service occupations (27.8%) and occupations in manufacturing and utilities (20.3%).

**NOTE: The remaining findings and conclusions are based on data that exclude Manitoba Start participants (N=1,905)**

- The previous **occupational sectors** identified for participants of the six organizations appeared consistent with the sectors that predominated. These most frequently included:
  - Retail sales (15.2%)
  - Service station attendants (14.9%)
  - Labourers in other sectors (13.6%)
  - Labourers in metal fabrication (11.2%)
  - Construction trades helpers and labourers (7.6%)
  - General farm workers (5.6%)
  - Accounting and related clerks (4.6%).

**Conclusion One:** Based on the preceding demographic characteristics, it appears that most of these participants could be considered good candidates for employment. They are evenly represented by gender, they appear to be in their prime working years (25 to 50 years), they tend to be well-educated, they tend to have good English language skills, and they appear to have prior experience in a wide range of occupational sectors.

**Conclusion Two:** There was a notable variation in participants' prior employment sectors when the Manitoba Start participants were removed from the analysis. While the cause of this variation is not apparent from participants' demographic characteristics, this might be an area of value for further analysis.

#### 7.4) Participant Strengths and Barriers to Employment:

- Representatives of the six organizations were able to identify a range of **strengths and attributes** of their participants that would make them desirable employees (those that were seen in most or almost all of their participants). They included, in ranked order:
  - Being able to speak and understand languages other than English or French
  - Recognizing the importance of an education to obtain employment
  - Being committed to learning about the Canadian workplace
  - Possessing positive attitudes; being motivated to succeed
  - Their ability to speak and understand English
  - Understanding the importance of continuous learning
  - Being willing to engage in continuous learning
  - Possessing positive attributes for the workplace
  - Having an education that is relevant for the Winnipeg job market
  - Being able to make long-term commitments to their workplaces
  
- When these same representatives were asked to identify the number of their participants who experienced each of a range of **barriers to employment**, there were five that somewhat stood out (those seen in many of their participants, but not most). They included those:
  - Lacking work experience in demand in the Winnipeg labour market
  - Lacking an understanding of Canadian workplace culture
  - Experiencing ‘culture shock’
  - Those whose education and/or experience are not recognized by Canadian regulatory bodies
  - Those whose education and/or experience are not recognized by prospective employers

It is important to note that the mental and emotional health of their participants were generally quite positive. These included, in reverse ranked order, the small number of participants who:

- Experience mental health issues due to trauma, violence or separation
- Have difficulty taking direction from a supervisor
- Feel alone and isolated
- Feel alienated and stressed

In addition, there were few participants who were deemed to have:

- Limited experience in their chosen fields

- When representatives of the six organizations were asked to identify issues or concerns **experienced by their participants**, similar themes emerged:
  - Problems adjusting to the local workplace cultures
  - Some participants feeling that they had been treated unfairly at work
  - Participants with communication issues

When these representatives were asked to note the **issues experienced by employers** regarding their newcomer employees, they included:

- Issues regarding employees’ behaviours (not talking to customers or co-workers, being shy, being rude, lacking ‘soft-skills,’ not asking questions, not taking the initiative)
- Issues regarding employees’ communication skills
- Issues regarding workplace safety, productivity and attendance

- Their related solutions most commonly included:
  - Providing employees with additional language training (including a referral to Toastmasters)
  - Program staff assisting participants to work through their issues or concerns, or advising participants to meet with their employers to resolve issues
  - The provision of cultural awareness training in workplaces
  - Facilitating participants to attend Canadian Workplace Culture Workshops
  - Participants who felt they were being treated unfairly being referred to Employment Standards or Legal Aid
  - Assisting participants with childcare needs to apply for a childcare subsidy
  - Facilitating additional training in WHMIS, First Aid, CPR training
  - Mediating disagreements between participants and their managers
  - Reinforcing the need for participants to use English in the workplace

**Conclusion Three**      **Based on the assessments of the representatives of the six organizations, their participants demonstrated many strengths and assets that should be of interest to most employers. These include being committed to continuous learning, wanting to adapt to the Canadian workplace, having positive attitudes and a motivation to succeed, and being willing to make a long-term commitment to their workplaces. These attributes can be added to their levels of education, and their proficiency in English (in many cases) based on their CLB levels.**

**Where issues have emerged these related to newcomers' lack of work experience in demand in the Winnipeg labour market, and lacking an understanding of the Canadian workplace culture. Solutions to these issues tended to involve the use of work placements and facilitating volunteer opportunities to provide participants with more workplace exposure.**

#### **7.5) Participants' Outcomes:**

- Virtually all participants (92.9%) who attended one of the six programs in 2013-2014 completed these services. Of these, 54.8% obtained employment. Of these, 47.0% were employed in their chosen fields.
- The largest percentage of participants who found employment (N=1,132), were employed on a full-time basis, followed closely by those employed on a part-time basis (34.6% and 32.9%, respectively). Only 10.4% were employed on a casual basis.
- Participants who found employment were employed in a range of sectors. The four most prevalent sectors included:
  - Sales and service occupations (39.2%)
  - Business, finance and administration (12.7%)
  - Natural and applied sciences and related occupations (10.9%)
  - Occupations in health (9.9%)
- Participants were employed in 62 occupations. These included participants employed in the professions, trades, in administrative roles, and in support and labour roles.

**Conclusion Four**      **While it is not the intent of this study to evaluate the processes or efficacy of these six newcomer employment services, the data appear to point to very positive outcomes for their participants. This relates to the high percentage of participants who had completed their programs, the percentage who found employment, and those working in their chosen fields.**

**It is notable to point out that the largest percentage of their participants (27.8%) had worked in sales and service occupations prior to attending their programs, and the largest percentage of participants (39.2%) had found positions in this sector as well.**

## 7.6) Perceptions of Employers:

The views of employers who regularly hire newcomers are consistent with much of the preceding findings. When asked about the benefits of hiring newcomers they found that it was easier to recruit newcomers for positions at their companies or organizations than other employees, and easier as well to retain them. Other benefits of hiring newcomers included adding diversity in the workplace, and broadening the cultural experiences of both the newcomers and their co-workers. These employers reported that newcomer employees have a positive work ethic, have good job attendance, are motivated, go out of their way to fit in, and are grateful and excited about having the opportunity to work. The key to their success was to hire newcomers with the proper education, qualifications, and work experience. For example, some newcomers take jobs for which they are over-qualified and start looking for more appropriate employment right away.

This was not to say that there were no challenges associated with hiring newcomers, especially with most coming from countries where English may be rarely or never spoken. Accordingly, the need for the continuous development of newcomers' English language skills was a theme that emerged over several of the questions posed in the employer survey. They also found that, if a groups of newcomers from the same countries work together, they can spend too much of their time speaking to each other in their own languages. This in turn impedes their ability to develop their English language skills, as well as alienating their co-workers or customers who may be in the vicinity.

Other possibly unanticipated challenges noted by employers include newcomers wanting to take extended vacations to return home, community dynamics entering the workplace (such as disputes between groups from their countries of origin emerging at work), and a lack of home supports. A lack of childcare and affordable and suitable housing can also create challenges.

Several employers noted that selecting newcomers was a difficult process. Without related Canadian job experience it can be difficult or even impossible for prospective employees to substantiate their education or qualifications. Reliable references can also be a challenge, especially references in English.

Additional challenges can include:

- Groups of employees from the same communities leaving together for new job opportunities
- Employees moving back to their home countries
- Difficulty understanding some accents
- Racism

Yet, with all of these challenges, these employers still view the hiring of newcomers to be an important aspect of their workplaces, as they continue to seek newcomer employees.

They were able to come up with a list of supports and initiatives to make the transition for their newcomer employees smoother. They included:

- Incorporating the **English at Work Program** into their workplaces
- Employing an EAL trainer within the workplace
- Developing company or organizational documents with a combination of text and pictures
- Embracing the cultural differences of all employees
- Appreciating the skills and positive traits that newcomers bring with them
- Paying attention to the family needs of newcomer employees
- Enforcing the need for all employees and organizational leaders to become culturally competent

Focusing on actions that governments can take to help newcomers successfully enter the workforce, they put forward the following suggestions.

- The need for more English classes both in the workplace and the community
- The need to ensure that newcomers' qualifications and equivalencies are closely scrutinized
- Ensuring that newcomers are given a realistic picture of their employment prospects early on
- Ensuring that all newcomers attend settlement programs
- Ensuring that Canada welcome newcomers rather than restricting and reducing eligibility
- Ensuring that employers partner with community organizations regarding cultural diversity and job readiness

#### **7.7) Research Questions that Could Not Be Answered:**

The Request for Proposal provided by the Social Planning Council of Winnipeg in association with Immigration Partnership of Winnipeg put forward nine questions that it wanted this Labour Market Analysis to explore. There were three questions which could not be answered given the scope and resources available for this study. They include:

- ***Who are the largest employers in Winnipeg? Do they employ local newcomers and/or tempo-rary foreign workers?***
- ***Who are the employers with diverse workplaces? How do they recruit and retain newcomer employees?***

There was a lack of readily available information to compile a comprehensive list of Winnipeg-based employers who successfully hire and retain newcomer employees. This information was available for the Province of Manitoba as a whole, but not strictly for Winnipeg. The Researchers had hoped to generate a Winnipeg-based list through the newcomer employment services with which we were in contact, but they were understandably hesitant to share this information.

- ***Are there any employment issues or trends that are unique to the city of Winnipeg? If so, what are they?***

This study was unable to detect any employment issues or trends that are unique to Winnipeg.

## APPENDIX A

Verbatim Responses Regarding Participants' Issues, and their Related Solutions, from the Perspective of Representatives of Six Newcomer Employment Services

| Issues raised by participants   | How they were resolved  |
|---|---|
| <b>Issues with participants adjusting to the workplace and employers' expectations</b>  |   |
| Not being punctual  | In all cases our Resource Specialist is available to work through problems. We offer supported employment   |
| Not being able to keep pace   |   |
| Not fitting into the workplace culture, being shy   |   |
| Not understanding chain of command  |   |
| Buying gifts for co-workers   |   |
| Having a female supervisor  |   |
| Didn't understand an employer's use of "softeners"  |   |
| Listening to coworkers rather than supervisor   |   |
| Unable to transition beyond entry-level part time employment  | Provide job search supports and market services to employers  |
| [Needing a] place to pray   | Had client talk to employer about prayer break in private location  |
| Cultural and adaptation   | Cultural awareness  |
| <b>Participants feeling that they have been treated unfairly</b>  |   |
| Clients made to work overtime for regular wages or no wages   | Referred clients to Employment Standards  |
| Clients having schedules cut or not getting as many hours as promised   | Canadian Workplace Culture Workshop or appointment (become more valuable employee)  |
| Sexual harassment of female staff by superiors  | Employment Standards Referral   |
| Clients felt they were unjustly terminated  | Referred clients to Employment Standards and Legal Aide   |
| They felt they were inadequately trained and then left to work independently  | Encouraged participants to be more assertive and ask for directions from supervisors  |
| Last minute changes, confusing for new employees (e.g. schedule changes) and sometimes unannounced                                | Explain that they genuinely do not understand. Liaised with supervisor on participants behalf to express concerns   |
| Participants felt they might have been treated unfairly due to them being newcomers/from different cultural/spiritual backgrounds | Discussed what they heard/experienced to result in this feeling. Validated their feeling and planned out how they could approach the supervisor to resolve this within the workplace. Further asked if his was actually due to cultural differences |
| <b>Participants' communication issues</b>   |   |
| Communication skills  | Refer to Toastmasters/English classes   |
| Didn't understand training  | Resource Specialist is available to work through problems. We offer supported employment  |
| Not being understood  |   |

| Issues raised by participants   | How they were resolved  |
|---|---|
| <b>Participants' communication issues (Continued)</b>   |   |
| They felt uncomfortable that coworkers were speaking their cultural group's language rather than English, and they didn't understand their conversation and felt isolated | Explained that they should approach supervisor about this concern as the workplace might have policies on speaking English. Provided some social skills to introduce themselves to the group and try to include themselves in the conversations |
| Clients lacking of proper training  | Offered job related training such as WHMIS, first aid/CPR and food handling   |
| <b>Other issues</b>   |   |
| Childcare   | Subsidy   |
| Transportations   | Driving license/information   |
| Soft skills   | Training sessions   |
| Canadian work experience  | Through the internship programs   |
| Resume, cover letter and interview  | Through the workshops   |

**Verbatim Responses Regarding Employers' Issues, and Their Related Solutions, from the Perspective of Representatives of Six Newcomer Employment Services**

| Issues raised by employers   | How they were resolved  |
|--|---|
| <b>Issues Regarding Employee's Behaviours</b>  |   |
| Not taking initiative  | Resolved with help of [Program] staff   |
| Not talking to customers   |   |
| Not asking questions   |   |
| Not calling in when sick or late   |   |
| Not talking to coworkers   |   |
| Too shy to talk to customers   | Validated concern, but sometimes as youth and newcomers they wouldn't know what to say. As much as the participants were expected to be outgoing, as a new employee they might need extra support. Suggested extra training from agency to improve the quality of service |
| Unmotivated to work  |   |
| Rudeness   | Client indicated it was unintentional   |
| Cross cultural and adaptation  | Cultural awareness [training]   |
| Soft skills  | [Provide participant with] supportive awareness   |
| Not fitting in with company regarding personality issues and their attitude [issues] | Work with client  |
| Shyness  | Change in behaviour after client informed   |

| <b>Employees' communication issues</b>   |   |
|--|---|
| Lack of English skills to communicate in workplace                                     | EAL classes, conversation groups, one-on-one tutoring, English at work  |
| Lack of communicative skills   | Direct clients to various language programs available   |
| A group of employees speaking their language of origin around colleagues and customers | Discussed concern with participants and emphasize that out of respect for the workplace and the Canadian culture, English should be used. Reserved the scenario and asked how they would feel if they experienced the same or similar situation |
| Specific vocabulary in workplace (i.e. tools, clothing)                                |   |
| Don't continue to improve English once employed  |   |
| <b>Issues regarding employees' work safety, productivity, attendance:</b>              |   |
| Employees not working fast enough  | CWCW (Canadian Workplace Culture Workshop) prevention   |
| Employees not working safely   | CWCW (safe work) prevention   |
| Clients quitting without giving proper notice  | Explained rules to clients  |
| Issues around punctuality, attendance, calling in sick                                 | Would provide extra training from agency. Were the messages shared with the participants by the supervisor/manager consistent and easy to understand?   |
| Always asking to change hours/asking for days off                                      |   |
| <b>Other employers' issues:</b>  |   |
| Employers trying to apply for labor market opinion                                     | Referred them to Service Canada   |

| <b>Employers' issues raised</b>                                | <b>How they were resolved</b>  |
|--|--|
| <b>Other employers' issues: (Continued)</b>                    |  |
| Difficulty for rural employers to recruit qualified candidates | Host information sessions about company and community                |
| Credentials not recognized                                     | Clients guided to process last goals                                 |
| Lack of Canadian work experience                               | Internships/work experience  |
| Jobs require less education than client brings                 | Sometimes employers don't hire, or employer accepts via negotiations |