

Attracting AND Recruiting Newcomers



**Finding committed, motivated
and qualified individuals,**
and capitalizing on the
economic benefits that
diverse populations
have to offer.



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Hiring well is an essential function of HR. Finding committed, motivated and qualified individuals is time-consuming but HR recognizes that hiring mistakes can be a huge financial burden. It can also have a high price on employee morale and disrupt your organization.

Changing demographics are having an impact on businesses in Winnipeg and other Canadian cities as unprecedented numbers of workers retire and fewer enter the labour market. The changes in our demographics mean that immigration is playing an increasingly critical role in alleviating our current and anticipated talent and skills shortage.

Manitoba is attracting an increasing number of skilled workers and their families from around the world. Over the last decade, immigration to Manitoba has more than tripled from 4,600 in 2002 to almost 16,000 in 2011, which is the largest influx since 1946.

Winnipeg competes for skilled international talent and our competitiveness in the world depends, in large part, on our ability to attract, integrate and retain international talent.

It is not always a simple matter to recruit and retain skilled immigrants as part of our workforce and while there are some challenges for employers, there are many benefits.



Increasingly,
worldwide there is
intense competition
for **young, educated and
skilled workers** to come into
established economies.

¹ This section contains materials adapted in large part from those found at www.hireimmigrants.ca.

Laying the Groundwork for Inclusive Hiring

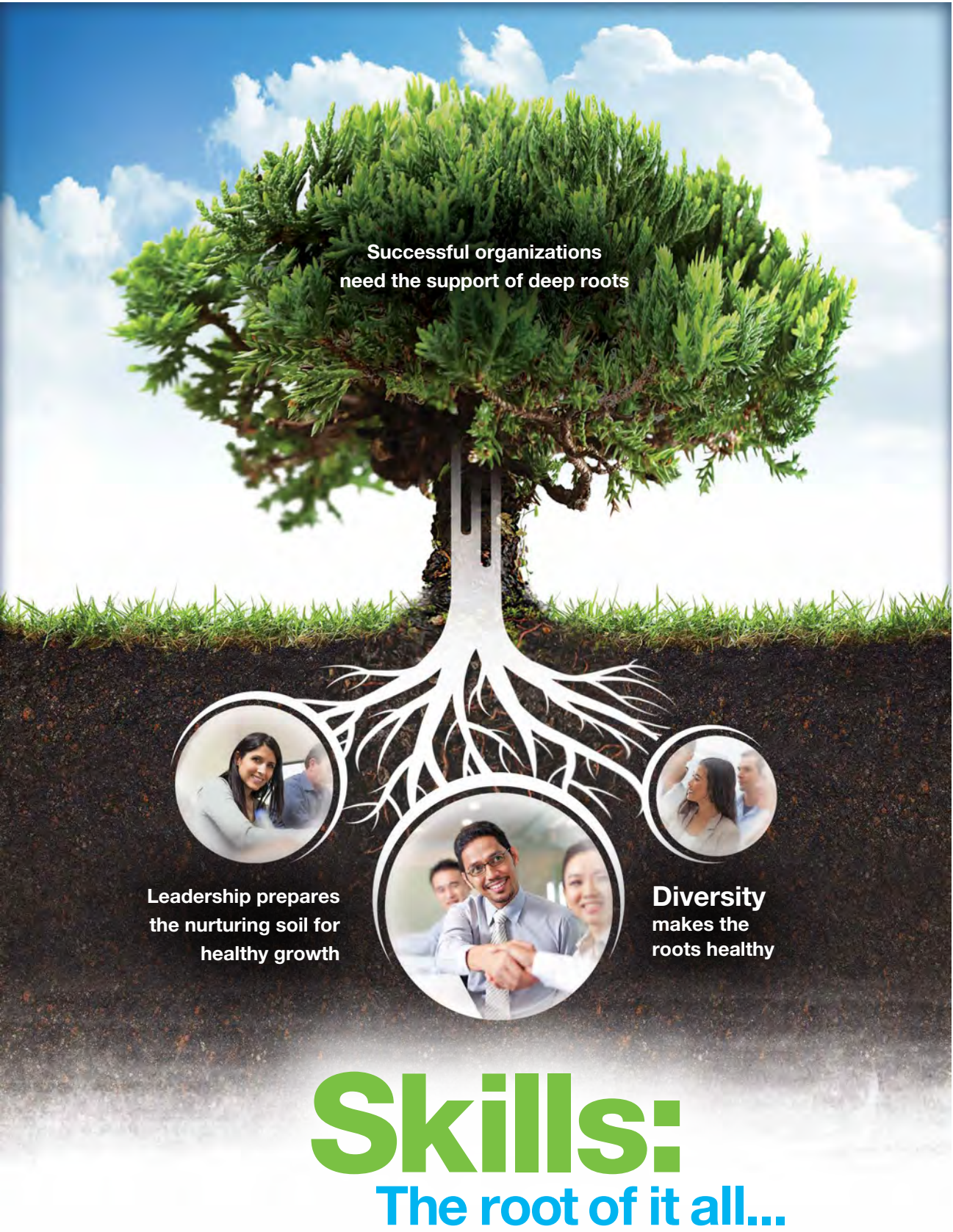
Growing an inclusive workplace requires setting the groundwork in order for that the organization to grow strong like a tree. It is leadership that sets the direction, preparing the soil to ensure healthy growth.

While recruitment is a Human Resources function, developing a strategy for inclusive hiring must be embraced, supported and anchored in the C-Suite (slang term referring to a corporation’s most important executives) as part of a strategy of inclusion. Without the support from the top, discussions about inclusion will grow no roots.

Leadership Models²

Effective leadership requires different approaches in homogeneous and diverse workplaces. Here are some examples:

Aspect of Leadership	Homogeneous Model	Diversity Model
Management Philosophy	Golden Rule Management: I treat everyone the way I want to be treated.	Expanded Golden Rule: I find out how people want to be treated and I respond accordingly.
Perception of Difference	Difference = Less Than	Difference = Value Added
Leader’s Role	Mentor and Coach: emphasis on helping people fit into existing culture	Facilitator and Catalyst: flexibility and knowledge of other cultural norms shape evolving workplace culture
Communication Mode	Communication is direct and to the point	Communication can be less directive; attention to individual preferences



Creating an Inclusive Recruitment Strategy

Before you start recruiting skilled immigrants, your organization must first ensure it has a recruitment strategy that is inclusive. To do so, you need to establish a recruitment philosophy specifically focused on skills, regardless of where or how those skills were developed.

Based on that philosophy, you can create a clearly stated recruitment policy that ensures capable and qualified individuals are considered, regardless of heritage and experience. The policy should also state the organization’s commitment to creating a diverse and accepting workforce.

Your policy should then guide how you conduct your workforce analysis and write job descriptions, as well as where and how you advertise employment opportunities to ensure you are reaching out to the broadest possible talent pool. (See Appendix 1.)



Establish a recruitment philosophy specifically focused on skills, regardless of where or how those skills were developed.

1 Knowing Your Needs and Your Labour Force

Conducting a Workforce Analysis

A workforce analysis helps you understand employment needs in light of your internal strengths, thereby informing whether you need to recruit externally.

Ask Yourself:

- In what areas are you under-resourced?
- To fill these gaps, do you intend to create a new position, fill a vacancy or add to an existing position?
- If creating a new position, what are the role and responsibilities associated with this position?
- What are the skills, competencies and qualifications required to perform this job successfully?
- Can you staff the position internally?
- What are the long-term objectives for the position?

Measuring Your Needs Against Your Organizational Objectives

If your workforce analysis requires you to tap external recruitment sources, the next step is to weigh the hiring opportunity against your organizational objectives. After all, recruiting a new employee gives your organization an opportunity to move closer towards achieving a business objective.

Are you looking to deepen your understanding of and engagement with your multicultural local community (for example, for sales opportunities)? If so, what cultures are represented in your community?



Are you seeking to tap international markets for greater operational or supply chain cost-effectiveness and efficiencies? If so, which countries?



Does your organization wish to sell its products and services in foreign markets? If so, which markets?



Is the available employment opportunity positioned to give others in the organization a chance to leverage that hire’s cultural knowledge?



In asking these questions, you may also examine whether your existing employee base reflects the diversity of your local or international markets. Your next hire may give your organization a unique opportunity to gain a resource that helps meet one or more business objectives.

2 Developing Barrier-Free Job Descriptions

Job descriptions serve as central documents expressing the employee’s responsibilities, both professional and technical, providing new employees with a solid understanding of expectations for the position. They also inform how job advertisements and interview questions are developed, while providing a foundation for performance management and compensation planning.


Barrier-free job descriptions will ensure that qualified candidates are not eliminated from your recruitment process. For instance, a job description that requests simply experience (instead of Canadian work experience) will greatly increase the pool of qualified applicants, giving you greater access to top talent. Canadian experience is not a good way to tell if you have the right skills or experience to do a job. Ask about previous work - where you got your experience should not matter.

You may also include language for “equivalent” Canadian education, experience and skills, giving greater clarity to all applicants—Canadian- or foreign-born. Focus on objective criteria such as education, skills, competencies and experience without making value judgments on the quality of North American credentials versus international credentials.

Use clear and concise language that describes essential professional and educational qualifications for effective and efficient job performance.

Avoid phrases that may lead to subjective interpretation. For example, stating a requirement for “excellent communication skills” without a more objective description (“experience making sales presentations,” or “experience conducting internal and external training”) may encourage unqualified candidates to apply, resulting in more work on your part to assess each applicant.

Barrier-Free Job Description	Traditional Job Description
Focuses on what needs to be achieved	Focuses on how a deliverable should be achieved
Lists only education and experience vital to successful job performance	May list education and experience not vital to successful job performance
Differentiates essential from non-essential qualifications	May confuse between must-have and nice-to-have qualifications
Reads in clear, concise language	Communicates in exclusionary HR or organizational lingo, North American or sector-specific terminology
Highlights interesting aspects of the position, work environment and organization to attract skilled immigrants to the position (for example, describing your organization as “welcoming 30 cultures, speaking 12 languages”)	Communicates in exclusionary HR or organizational lingo, North American or sector-specific terminology



Have you ever noticed how job descriptions are often reviewed, revised or created? A vacancy occurs and the team gets together and remembers some of the previous person’s shortfalls. Because he/she was often late for work impacting the team production negatively, at the top of the revised job description, instead of stating, “punctuality essential,” you state, “must have a vehicle.” The list becomes a reference to all the mistakes former employees made rather than identifying what the position really needs.

Job descriptions are important in the hiring process, but the question, “What duties, tasks, and responsibilities are involved in this job?” has become, “What competencies are required to succeed on the job?”

A competency-based job description includes the job title, relevance of the position, major responsibilities, critical criteria and preferred criteria.

Traditional Job Description What tasks, duties, and responsibilities are required to perform the job well? For instance, expertise in software use, employee management systems, etc. Does the candidate have experience performing the tasks in similar settings?

Competency-Based Job Description What competencies are required to succeed on the job? For instance, “leadership” is a competency that may require knowledge of various management techniques, effective verbal communication skills, the ability to inspire and empower others, and the motivation to be a change agent.

A competency-based job description will provide greater flexibility in assigning work to your employees, allow you to group multiple jobs that require similar competencies under a single job description, and lengthen the life cycle of your job descriptions. Appendix 2 offers an example of a good job description.

Establishing Bona Fide Occupational Requirements (BFOR)

- 1

Establish a rational connection.

Was the rule adopted for a purpose rationally connected to the performance of the job?
- 2

Establish good faith.

Did the employer adopt the rule in an honest and good faith belief that it was necessary to the fulfillment of a legitimate work-related purpose?
- 3

Establish reasonable necessity.

Is the rule reasonably necessary to the accomplishment of that legitimate work-related purpose?

3 Job Posting and Advertising

Knowing something about where your talent pool may be coming from can help you identify where to advertise. For example, Manitoba Immigration Facts Report provides information on the source countries of recent immigrants and the occupational skills they come with. Knowing these factors would provide you with information regarding which community papers to advertise in and what the best medium to use would be. Advertising in English as Additional Language (EAL) schools is inexpensive, gives your company name exposure and may land you the top candidates. Get to know how to contact cultural community groups, local community centres, local ethnic and community newsletters or newspapers, associations and organizations that serve ethnic communities and language schools. Manitoba Start hosts career fairs where employers have an opportunity to meet newcomers and interview them on the spot.

Whether you need accountants or truck drivers, knowing that applicants may come from the Philippines or Germany, you might advertise in their community newspapers, or start to build a relationship within the community you want to hire from in order that word of mouth speaks for your company.

A local company had the experience where persons arriving to Canada were applying for jobs with applications already filled out on their second day in Canada because they had heard it was a good place to work and friends had provided them with applications upon their arrival.

If you are not attracting newcomer applicants into your applicant pool, ask yourself these questions:

- ✓ How widely am I marketing employment opportunities?
- ✓ Am I reaching any and all potential candidates?
- ✓ Am I doing anything that discourages or excludes skilled immigrants from applying for my job openings?
- ✓ How can I expand my pool of potential candidates?
- ✓ What changes must I make to my recruitment practices to attract newcomers?



Be aware of the barriers that may be present in each of the four steps in the recruiting process.

Job Posting – Your sourcing channels may not give access to skilled immigrants.

CV Screen – Someone/technology unable to read between the lines.

Phone Screen – Accent may be a barrier to communication.

Interview – Interviewer may need to improve their cultural competency skills in order to interview immigrants more effectively.



4

Selection and Hiring

Even within the Canadian workplace there are many different formats for resumes and we all have our favourites. Take a resume for review to five different professionals within Winnipeg and you will get five different opinions on what to highlight and how to highlight. But there will be a general consistency in what you see.

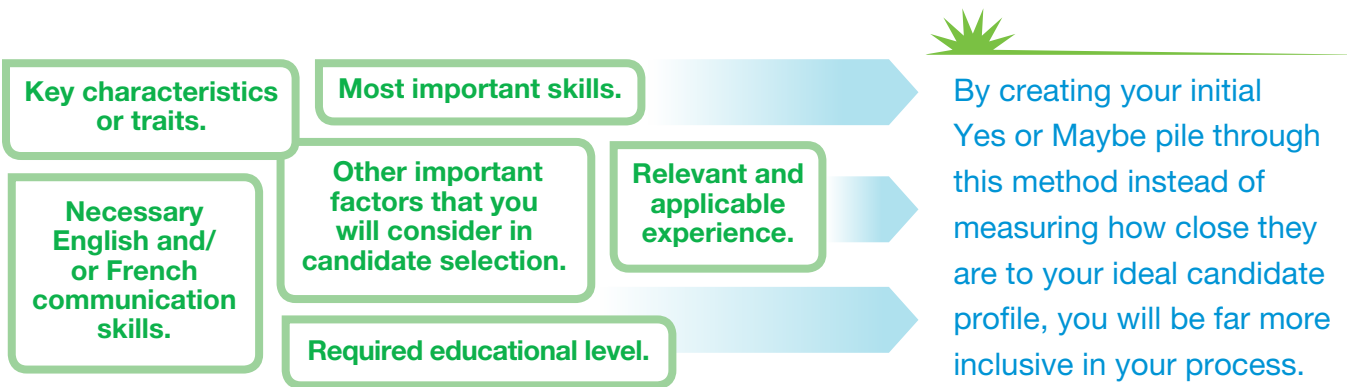
Resumes from skilled immigrants will show even more variances that are a reflection of cultural differences, not a reflection on their ability to do a job. For example, some resumes will provide personal information that would contravene Manitoba Human Rights Law. We may find extreme formality in a resume disconcerting or be annoyed by long resumes. We may value experience and find the resume places emphasis on education. Accomplishments will be underplayed and considered bragging in cultures where teamwork is highly valued.

Looking past those differences to find essential information to make an informed screening decision reduces the chance that you will screen out high potential candidates.

4

A Guide to Screening Resumes⁴

Remember to look for the must-have skills, or the minimum requirements a candidate must possess to be successful. Create a list or chart that spells out the minimum requirements a candidate must have in order to be successful, distinguishing between must-have and nice-to-have elements, as opposed to creating a picture of your “ideal” candidate. Include such considerations as:



You will likely end up needing to screen your pile again to further narrow down the candidate pool to determine who you will telephone screen and/or interview. However, by approaching this process with the mindset that all of these candidates meet the minimum requirements, you can now look at their unique individual qualifications and experience to see what each might bring to the organization and determine what backgrounds present the most interesting profiles. This approach to candidate screening, instead of measuring distance from an ideal, will result in a more diverse and interesting selection of candidates from which you may find unique backgrounds that would add value to your organization. It also ensures fair and equitable consideration to all candidates.

five points when reviewing resumes:

one Overall readability, spelling and grammatical errors

Errors in resumes are often viewed as a lack of attention to detail and a sign of the potential work ethic the candidate brings. The danger in making this assumption is that you may be overlooking a great candidate for the sake of a typo. Remember that there are different forms of English (US, UK, Australian etc.). A person whose first language is not English may not have mastered the language fully but can still communicate at an acceptable level to competently do the job. So unless you’re looking at hiring a book editor, or the resume is riddled with errors and completely illegible, balance the typos with the quality of overall experience the candidate has to offer, before disqualifying the resume.

two Length of time at previous jobs

Long tenure can be interpreted as a sign of loyalty or a lack of ambition. Neither conclusion is likely to be correct; few people spend an entire career with one company, and likewise, organizational restructuring, contract work and other work arrangements drive a certain level of job changes. Some degree of movement from one employer to another also provides learning opportunities, so scan the resume for acquired skills instead of immediately discounting based upon tenure. The best way to address a person's motivation for frequent job changes is to ask this question during the interview.

three Types of positions held at previous jobs

While it is always a plus to hire someone who has done a job similar to the one you are hiring for, there are also benefits to bringing in someone with different skills who can learn the job. Consider candidates who have not necessarily held the same job in another organization but bring complementary skills that broaden their expertise. You can train them on specific processes, while your company benefits by acquiring a more broadly skilled and diverse talent pool. This is especially true of hiring skilled immigrants, who may not have necessarily worked in an organization identical to your own, but have relevant skills and additionally bring international experience and knowledge of other cultures.

four Gaps in Employment History

Gaps in a candidate’s work history can send signals that the candidate is unreliable or likely to quit your new job soon. However, job seekers leave the workforce for a variety of reasons, such as pursuing additional training, family responsibilities, or personal circumstances. The visa process for skilled immigrants can also be lengthy, thereby delaying their ability to secure work and creating an employment gap. The best strategy to deal with this issue is to simply address any major gaps in a candidate’s employment history during the interview. This way, you are not prematurely disqualifying anyone on the basis of assumptions, and you may find out that there is a solid explanation for any gaps.

five Education

Unless a specific license is required for the position, take into consideration both education and work experience. Capability and know-how can be acquired through formal accreditation and through life and work experience. This is especially true for candidates who have worked internationally, or for skilled immigrants, as these individuals bring a broader perspective from having worked with diverse cultures.

Also keep in mind that different labeling systems for foreign credentials may lead you to believe that a particular candidate does not meet the minimum requirements, when in fact they do. Just look at accreditation courses within Canada; many degree institutions offer college certificates, and many colleges have teamed up with universities to offer degrees. The best way to not overlook a potential candidate from an educational requirement perspective is to proceed with an interview to gain more information.

To understand and reach a wider pool of qualified candidates:

- Understand your recruitment objectives and your community.
- Define job descriptions in ways that don't exclude any qualified candidates.
- Use barrier-free language in advertisements.
- Establish networks within the skilled immigrant talent pool.
- See examples of companies who are reaching skilled immigrants well.

4 B Assessing Credentials

B1 Foreign Credentials and Work Experience

Job applications and resumes from internationally trained immigrants can be difficult to assess. Terms like job titles, industry sectors, academic qualifications and names of educational institutions and programs don't always translate well into more familiar Canadian terms. That's a big reason why, as an employer, you may prefer to see several years of successful Canadian work experience in an immigrant job applicant's resume. This would show evidence that the applicant's skills and knowledge are transferable, and also that the applicant has been able to culturally adapt to the Canadian workplace.



But, of course, every skilled immigrant arrives in Canada with no Canadian experience. You're likely to have some uncertainty and doubt about what the international qualifications and experience really mean. There are resources to help you remove some of that uncertainty and doubt. You could find that an immigrant applicant with no Canadian education or work experience is an excellent match with your skill requirements.

B2 Credentials and Comparisons

If you would like specific information on the educational systems in other countries and how credentials from these countries compare to educational standards in Canada, go to:
<https://www.alberta.ca/iqas-overview.aspx>

There are currently International Education Guides (IEGs) for ten different countries listed. You will find Placement Recommendations in the Table of Contents on each International Education Guide (IEG).

Republic of India

Document Title and Description	Date (dd/mm/yy)	Format
International Education Guide	20/07/09	
Detailed Credential Templates	10/06/09	

This is an example of what you will see when you open an IEG. Each document is an excellent resource.

For general information, visit the Canadian Information Centre for International Credentials at: <https://www.cicic.ca/>

B3 Foreign Credentials: Assessment versus Recognition

It's important to distinguish between credential assessment and credential recognition. Credential assessment is relatively straightforward. An employer, or any immigrant seeking employment, can have foreign credentials assessed for a reasonable fee through a number of channels.

"If it is necessary to have an assessment of a candidate's academic credentials completed, there is a free service available through Academic Credentials Assessment Service (ACAS).

The contact information is listed here:

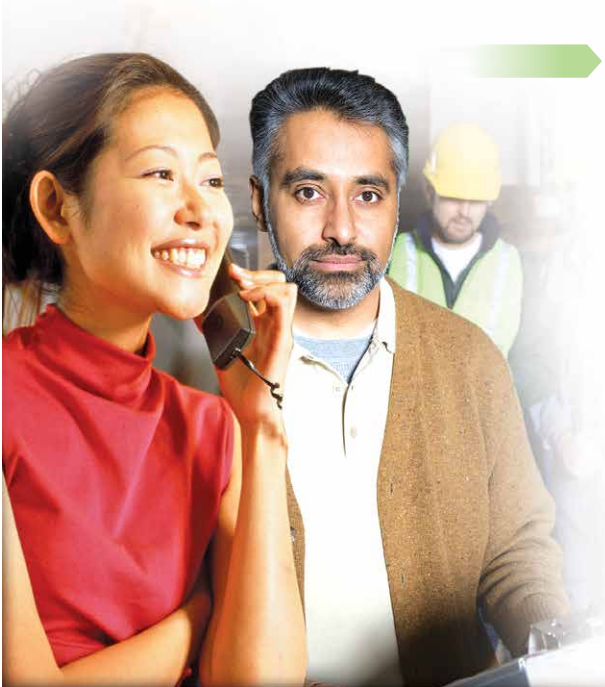
http://www.immigratemanitoba.com/asset_library/2013/01/manitoba-immigration-mpnp-acas.pdf."

Individuals can also have their academic credentials assessed for their own personal use by contacting one of the fee-for-service assessment agencies in Canada: <https://www.immigratemanitoba.com/settle-in-manitoba/credential-assessment/>. These agencies will provide a comparison of foreign credentials to more familiar local credentials.

Credential recognition, however, refers to the process that an immigrant must go through in order to work as a professional in a regulated profession (e.g. a doctor, lawyer, teacher, accountant, or many other professions). An assessment might suggest that a foreign credential is similar to a particular local credential, but that's not the same as actually having the local credential.

It is often very difficult and time-consuming for immigrants to obtain recognition for their international credentials, and to gain the required Canadian credentials to qualify for skills-appropriate employment in their profession. Generally speaking, the higher the level of clearance required, the more difficult and time-consuming it can be to obtain, and hence the more difficulty you may have in finding a qualified immigrant.

As an employer, you generally have little or no control over this process. While the procedures and associated delays are a frustration felt primarily by newcomers, it can also be frustrating for you as an employer wanting to hire an otherwise qualified immigrant. While governments, labour, industry associations, credentialing bodies and other stakeholders continue to work to improve the situation, it remains a significant hurdle in some sectors.



Culturally different people may look different or speak a different language; as well, they also think differently and have different values and approaches and norms.

It is therefore important to give all applicants the benefit of the doubt.

Strive to learn more about others' thought processes and work methods before rushing to conclusions.

Become aware of different resume presentation styles in other countries to avoid eliminating a candidate that may have all of the competencies you need to fulfill the position requirements.

B4 Regulated Positions

There are some professions in Manitoba that are regulated. As an example, below is a list of the potential City of Winnipeg positions that are regulated in Manitoba:

▶	Accountant, certified general
▶	Accountant, certified management
▶	Accountant, chartered
▶	Architect
▶	Engineer
▶	Engineering and Applied Science Technician, Technologist
▶	Land surveyor
▶	Lawyer
▶	Medical laboratory technologist
▶	Occupational therapist



For more information on regulatory positions:
<https://www.immigratemanitoba.com/settle-in-manitoba/regulated-professions-and-trades/>

4 C Language

Language is an important factor when you are considering an immigrant job applicant. Employees in many workplaces use a lot of sector-specific terminology and jargon as well as slang, idioms and colloquial language. These terms can be difficult for immigrants, and are usually only learned over time and through experience. Oral language skills are often more troublesome than reading or writing, especially when the speaker has a heavy accent in roles that involve front line customer service.

There are several programs and services currently available to help immigrants assess and improve their language skills. WELARC and Enhanced Skills for Employment are two of the many programs that respond to employer specific needs. As an employer, being aware of these programs can help you recognize some of the terminology you may encounter in an immigrant’s job application, and what the terminology means in terms of language proficiencies.

For more information on English classes available to Manitoba residents:
<https://www.immigratemanitoba.com/community-stakeholders/learner-resources/>

4 D Competency-Based Interviewing

D1 Prepare for the interview

Writing job descriptions and advertisements in barrier-free language and enlisting the free services of a local employment agency can bring qualified skilled immigrant candidates to your door. However, this is only part of the recruitment process.

Your level of immigrant-readiness is no more evident than in an interview, when you are interacting with a skilled immigrant, talking to them face-to-face and evaluating their prospects for employment in your organization.



Communication styles form the basis of many barriers between skilled immigrants and employers during interviews. **Greater awareness of these differences, coupled with keen preparation,** can help you evaluate skilled immigrant candidates more objectively at the interview phase of recruitment.



D2 The Interview: Rephrasing

Part of being a good interviewer is being able to provide all job candidates with a fair opportunity to present themselves for a position. In some cases, candidates may have all the skills for the job, but because English is not their first language, they may find the interview questions difficult to answer. Often rephrasing a question will provide an opportunity for any candidate to tackle the question appropriately. “Rephrasing Questions” provides a resource that gives some suggestions and reasons why rephrasing an interview question can sometimes make all the difference when interacting with a person who has English as a second (or third) language.

D3 Using Cross-Cultural Behaviour-Based Interviews

Many employers have moved to assessing competencies to predict job performance rather than the traditional approach that focuses on an individual’s education and experience. Focusing on competencies and behaviours is appropriate when interviewing new immigrants, because it allows you to recognize their ability to succeed at the job despite their lack of Canadian experience and credentials.

Developing Cross-Cultural Behaviour-Based Interview Questions

See Appendix 4: Developing Cross-Cultural Behaviour-Based Interview Questions.

Be aware that a competency-based approach should be used thoughtfully. Competencies can disqualify certain cultural groups from the selection process. For example, an assertive communication style may be included as a competency for a leadership position because it fits the current model of management. But a more collaborative approach may be just as effective.

Interview:
<http://www.hireimmigrants.ca/wp-content/uploads/Guide-to-Cross-Cultural-Recruitment-and-Selection.doc>

If you are a fisher, you may have specific rods and lures to attract specific fish. You know that you are likely going to catch more fish, and a greater variety of fish, with a net than your favourite old rod. You also know that if you want to add a salmon to your catch, you can’t fish in a trout pond. You need to fish in different pools.

Holding that analogy loosely, in order to attract the best candidates, cast the net wide and use creative tools to get the best results.

Attracting and recruiting newcomers requires incorporating inclusivity techniques into your HR practices so you can attract the widest range of talent. To start, it’s important to be realistically aware of your needs. Deciding what is required for any position involves consideration of the strategic plans and direction of your organization and the role your recruit will play in those plans.



The wider you cast your net,
the greater the diversity of your applicant pool.

Enlarging and diversifying the pool of candidates calls for non-traditional and active recruiting methods as well as the mandatory channels.



A local manufacturing firm had difficulty attracting skilled labour. Prospective employees had to pass a written test as well as build a widget in order to show they had the skill level required to perform in the necessary role. Turnover was also high. Upon review, it was realized that the skills to pass the test could be taught over a short period of time. A program was developed by which potential employees could take 12–15 hours of training to learn to use the pneumatic tools safely, learn the workplace vocabulary and gain some understanding of the relevance of teamwork on the job. The tests were then provided after the training. Potential employees, many of them newcomers, would also be observed throughout the training with regards to their motivation to learn and work within team dynamics.

The company saved money,
turnover was reduced, and
newcomers excelled
in their roles.

Appendix 1:

Recruitment Policy

Recruitment Policy

Last updated: (Month/Year)
Revision Number: 1
Approved by:

(Company Name) recognizes that it is essential to provide equal opportunities to all persons without discrimination. This is evident through these recruitment and selection guidelines. Our process ensures that the most capable and qualified individuals are selected with integrity and in accordance with legislation.

This policy applies to all employees and potential employees at (Company Name).

Discrimination occurs when one person is treated less favourably, whether intentionally or unintentionally, than another person based on protected grounds as outlined by Human Rights legislation (e.g. sex, race, marital status, age, sexual orientation, etc.).

Policy

The recruitment and retention of high quality staff is crucial for (Company Name) in order to meet our strategic objectives. (Company Name) is committed to a systematic approach to recruitment and selection in order to attract, select, and appoint the best people through a fair and merit-based process. We provide equality of opportunity in all employment areas and recognize the skills and abilities of all people regardless of their sex, sexual orientation, marital status, race, religion, age, creed, colour or nationality. This includes equal treatment of existing employees who are considered for promotions.

Procedure

(Company Name) will ensure that all recruitment, selection, and personnel actions are within the law. We are committed to having a diverse and accepting workforce.

(Company Name) advertises all vacancies internally to encourage internal opportunities for existing staff members. Other recruitment sources employed by the Company include online advertising, newspaper ads, education institutions, non-profit employment service agencies, search firms, and employee referrals.

(Hiring Family Members) (Optional Clause)

It is our policy that individuals shall not be hired in any full-time, part-time, or temporary capacity which would create a Manager / Employee relationship between two individuals who are related by blood, marriage, or law.

Appendix 2:

Sample Job Description

Position	Accounts Receivable Representative	
Position Information	Position Code Title: Accounts Receivable Representative	
Organizational Information	Department: Accounting Reports To: Controller Reporting Positions: 0 Number of Direct Reports: 0	
General Summary	Reporting to the Controller, the Accounts Receivable Representative is responsible for inputting, communicating, and collecting payment for all customer accounts. They are responsible for ensuring up to date accounts.	
Duties and Responsibilities	Enter all accounts receivable information into the <accounting> system Prepare and complete credit checks for all new customers Create new customer accounts in <accounting> system Adjust credit limits for customers with the approval of the Management Team Process VISA, MasterCard, Debit or Cheque payments received from customers and/or Customer Service / Sales Representatives Proactively communicate and resolve customer billing issues / questions Frequently review customer accounts to ensure payments are up to date	Follow up with sales representatives on overdue accounts Print COD and VISA receipts Process returns and prepare credit notes Follow up with customers regarding late payments and place accounts on hold where authorized Complete all month end, quarter end, and year end accounting transactions and run statements Deposit all money on-hand and complete bank transactions Assist with all other related projects where appropriate
Managerial / Supervisory Responsibilities	No formal reporting duties. May act as a peer coach where required.	
Financial Responsibilities	No formal financial responsibilities. Look for areas to reduce costs.	
Communication	Corporation/Department Outside: Suppliers and Customers Department/Position Inside: All employees (directly or indirectly)	

Job Requirements

Education Level
Post-Secondary Education in Finance, Accounting or Business

Computer Skills
Microsoft Office <Accounting System>

- Key Knowledge, Skills and Abilities**
- Able to read and analyze accounting information
 - Communication Skills (indicate level required for position – written and oral)
 - Problem-Solving Skills
 - Initiative
 - Attention to Detail
 - Strong Interpersonal Skills
 - Dealing with Difficult People
 - Word Processing Skills
 - Listening, Understanding and Responding

Professional Experience
2–5 years of related work experience

Working Conditions
Fast Paced Office Environment

Certification and Professional Designations

Competencies

Accepts Responsibilities
Learns from Mistakes: Studies past mistakes to understand what went wrong so it will not happen again; tries to improve performance by analyzing the past.

Concern for Order and Quality
Monitors Quality of Own Work: Assesses the accuracy of information being used and quality of own output.

Customer / Client Service Focus
Takes Personal Responsibility: Takes personal responsibility for meeting customer needs. Makes self fully available, especially when customer is going through a critical period (i.e. gives customer a means of easy access). Deals with customer needs promptly and undefensively.

Listening, Understanding and Responding
Listens Responsively: Actively seeks to understand. Goes out of the way to invite conversations. Seeks out the facts and pertinent information to gain understanding before drawing conclusions. Communicates with tact and composure.

Organizing, Planning and Resourcing
Collects Information and Arranges Resources: When approached with a project or as part of a planning cycle, independently collects information regarding resource needs and expectations, plans sourcing and fulfills requirements as needed. Appropriately warns of resource scarcity or costs.

Use of Expertise
Answers Questions: When asked, answers questions as an expert based on sound knowledge of subject matter. Will provide advice based on understanding of business technical issues. Keeps up-to-date on technical details.

Prepared by _____ Date _____

Revision No. _____ Revision Date _____ Approved by _____



Alen arrived in Canada from Bosnia with over 20 years’ experience as an Engineer, and found an assembly line job in a manufacturing firm. Although this position was not compatible with his level of experience, it gave Alen the opportunity to take language classes, gain cultural competence, and establish his family. An informal mentorship with a culturally competent manager provided him with the confidence and knowledge to build a network of experienced professionals which led to new employment as a supervisor in the construction industry. Alen’s knowledge, skills and abilities equipped him for the technical aspects of his job. The transition was challenging, but with the assistance of his mentor(s), he was able to understand, identify and articulate the soft skills required for his new role. On occasion, the differences in “how things were done” frustrated him, but he persevered. As he learned to navigate the cultural elements of his new role, both Alen and his coworkers gained experience in managing expectations and communicating between newcomers and professionals and tradespersons with varying degrees of intercultural experience. Alen has continued to grow in his career, taking on major projects in larger construction companies from Winnipeg to Churchill. Employing international talent does not automatically result in an inclusive workplace.

It takes staff working together to build intercultural competence and communication in order to remove invisible walls of misunderstanding and increase productivity.

Appendix 4:

Developing Cross-Cultural Behaviour-Based Interview Questions

Question 1 Tell us about yourself.

Purpose:

- Often used as an icebreaker question.
- Provides a sample of how well the individual can express him/herself and put ideas forward.

Typical responses to this question:

“I have over five years’ experience working as a _____. In this role, my responsibilities included ____.”

Potential challenges when asking a new immigrant candidate this question:

The individual may provide more information than you expect.

Alternatives:

“Could you please tell us about your work experience and how it relates to this position?”

Question 2 What kind of extracurricular activities do you enjoy?

Purpose:

Identify skills or experience that the individual may bring to the position, which were developed outside of previous work experience.

Typical responses to this question:

“I enjoy spending time with my family.”

Potential challenges when asking a new immigrant candidate this question:

A newcomer may not have had the opportunity to engage in activities beyond those related to the job search and meeting basic needs.

Alternatives:

Tell me about an experience you’ve had outside of work, which has helped you in your previous roles/career?

Question 3 Tell us/me about a time when you handled a difficult situation with a [supervisor, another department, client or vendor]. How did you go about it?

Purpose:

Assess how the individual manages conflict with different audiences.

Typical responses to this question:

“When a person in another department did not provide me with critical information which I had been promised, I had to…”

Potential challenges when asking a new immigrant candidate this question:

The interviewer and /or interviewee may use phrases or jargon which may not be familiar to the other

Alternatives:

Provide/ask for a definition of unfamiliar acronyms or phrases.

Question 4 Describe a situation when you had to go above and beyond the call of duty to get a job done.

Purpose:

Assess how the individual demonstrates initiative and entrepreneurship.

Typical responses to this question:

“I had to find a solution for _____, which involved taking on tasks that were _____.”

Potential challenges when asking a new immigrant candidate this question:

Cultural differences between how the individual would define “beyond the call of duty” as compared to what the interviewer expects.

Alternatives:

Please provide an example of an accomplishment in your previous role, which you/your supervisor did not expect you to perform/achieve.

Question 5 Tell me about a situation when you had to manage competing priorities and tight deadlines. How did you go about it?

Purpose:

Assess the individual’s time management and problem-solving skills.

Typical responses to this question:

“When I was asked to help out with a co-worker’s project deliverables, I had to _____. As a result, we were able to _____.”

Potential challenges when asking a new immigrant candidate this question:

Individual perception of a “tight deadline” may vary across cultures.

Alternatives:

What do you consider when prioritizing work, to ensure that you meet deadlines? Please walk me through the process you use to identify what is most important.

Question 6 Tell me about a time when you disagreed with your boss.

Purpose:

Assess the individual’s communication skills and ability to present ideas.

Typical responses to this question:

“I presented my suggestion in a way that made it sound like _____.”

Potential challenges when asking a new immigrant candidate this question:

The individual may be from a hierarchical culture, which does not allow or encourage disagreement with authority figures.

Alternatives:

In this environment, we encourage everyone to bring their ideas forward. How would you present a suggestion which could seem to contradict your boss?

Question 7 Where do you expect to be in your career in the next five years?

Purpose:

Provide an idea of the individual’s career goals

Typical responses to this question:

“I see myself as a manager in this organization.”

Potential challenges when asking a new immigrant candidate this question:

New immigrants may not be familiar with specific career paths and differences in position titles within the Canadian workplace.

Alternatives:

How do you see your responsibilities evolving over the next five years?
What type of work do you see yourself doing in five years?



Question 8 Describe a situation where you had to stand up for a decision you made, even though it was unpopular.

Purpose:
Assess the individual’s critical thinking and decision-making skills.

Typical responses to this question:
“I was responsible for accomplishing _____, so I told my team that they had to do things as I had already defined.”

Potential challenges when asking a new immigrant candidate this question:
The individual may come from a role which granted broader scope and authority to make decisions

Alternatives:
Among the responsibilities of this position is to _____, which would be similar to your position as _____. Please give me an example of an unpopular decision you made in that role.

Question 9 You have a lot of experience, more than this job needs. Won’t you be bored in six months’ time?

Purpose:
This question is often raised when the interviewer has concerns that the candidate may not stay with the organization for too long. The employee may leave when a job that better reflects his/her experience and skills comes up, or as soon as professional certification is complete.

Typical responses to this question:
The candidate reassures the interviewer that he/she is a committed and loyal employee.

Potential challenges when asking a new immigrant candidate this question:
The new immigrant candidate’s scope of experience, based on previous job titles may not accurately reflect actual responsibilities.

Alternatives:
Tell me about your responsibilities as _____. Describe a typical day in that role. How might it compare with the position that you are applying for?

Question 10 What would you consider to be your weaknesses?

Purpose:
Assess the individual’s level of self-awareness regarding areas of development, and how he/she has taken steps to address the challenge.

Typical responses to this question:
“My greatest weakness is that I’m too much of a perfectionist and I hold myself to a higher standard than I expect from others.”

Potential challenges when asking a new immigrant candidate this question:
A new immigrant interviewee may define “strengths” and “weaknesses” differently from the interviewer. These differences, which are based on cultural differences, may result in the interviewee’s inability to accurately express self and the interviewer misunderstanding the interviewee’s responses

Alternatives:
Tell me about a time when you found a task difficult. What skill or knowledge did you need and what did you do about it?

Debrief
To what extent are behaviour-based interviews used in your organization?

- Share some of your experiences when using behaviour-based questions during interviews. These experiences may be presented from the perspective of the interviewer or interviewee, or both (if time allows).
- Of the sample questions provided, select 2-3 that you have found useful to accurately assess “fit” for the role, from either perspective (recruiter/hiring manager or interviewee). What made these questions effective?
- Of the sample problems provided, select 2-3 that you found most problematic in the past, from either perspective (interviewer or the interviewee).
- What made you realize that the question was problematic?
- Why do you suppose it was problematic?
- How might these challenges be related to cultural differences?
- Having gone through the exercise, what would you do to change the outcome for that question?





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A Resource For Manitoba Employers

As Canada's demographic landscape continues to change, businesses must also embrace the realities of engaging with a culturally diverse workforce and consumer market. To enhance economic growth, maintain the leading edge, and attract the best talent, Manitoba employers must find ways to effectively integrate diversity and create welcoming and inclusive workplaces. This Toolkit is designed to provide employers with the basic tools and resources needed to recruit, retrain, retain, and engage with all employees in a manner that is respectful and accepting of diverse cultural factors in the work environment.

Information obtained for this project encompasses research and best practices from across Canada. A list of resources surveyed and generously borrowed from is provided.

Disclaimer: The content of this program reflects a compendium of the most current resources available at the time of research and development. The material in this Toolkit is provided for information purposes only and is designed to be used as a resource tool to supplement other current information, best practices, and user discretion. Employment Solutions for Immigrants Inc. assumes no liability for any inaccurate, delayed or incomplete information, nor for any actions taken in reliance thereon.

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