

Defining Expectations: Canadian Workplace Experience

Final Report

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The Canadian Tourism Human Resource Council

Submitted by:



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1.0 Executive Summary

Tourism is one of the leading job-creating sectors in the Canadian economy, providing over 1.66 million jobs and representing 10.1% of all employment in Canada in 2006.¹ Labour demand, however, is increasing in all five industries of the tourism sector, and labour shortages are cause for national concern. The CTHRC projects that by the year 2015, the net growth of the Canadian labour force will depend entirely on sources of immigrant workers. This shortage is of particular concern for tourism operators across Canada, as they face difficulties recruiting and retaining skilled workers. These difficulties are compounded further by the fact that new immigrants face many barriers to seeking employment in the tourism sector.

The CTHRC contracted Future Learning Inc. to conduct pan-Canadian research with key stakeholders in the tourism sector to:

- identify the “Canadian Workplace Experience” for new immigrants;
- enumerate the skills and competencies that employers look for when making hiring decisions; and
- recommend tools to increase the successful integration of immigrants into the workforce and ease the recruitment, hiring, and employment of immigrants in the tourism sector.

The research project was designed to define skills and competencies that characterize the Canadian workplace experience for immigrants within the five major tourism industries: Food and Beverage, Accommodations, Travel Services, Transportation, and Recreation and Entertainment.

The key objectives of the research were to:

1. Conduct representative, pan-Canadian research with key stakeholders in the tourism sector to understand what constitutes, for them, the “Canadian Workplace Experience” to facilitate the employment of new immigrants in tourism-related occupations.
2. Declare the minimum required competencies and other traits or conditions expected of new immigrants working in the tourism sector.
3. Determine the barriers faced by: i) immigrants seeking employment in the tourism sector, and ii) tourism operators recruiting and hiring new immigrants.
4. Identify skills and traits required by tourism operators for new immigrant hires at entry, supervisory and management levels.
5. Recommend the adaptation of existing tools or development of alternative tools that assess and recognize the “Canadian Workplace Experience” amongst new immigrants.

The research team conducted primary research by holding pan-Canadian focus groups and conducting telephone and web-based surveys. The team’s secondary research involved Internet research and a literature review. CTHRC’s *Tourism Essentials* program—which identifies the transferable skills that are essential in the Canadian tourism sector—was used as the basis for identifying the skills required for new immigrants to work in the tourism sector.

Four day-long focus groups were conducted, one in each of the following regions in Canada: the Atlantic region, the Central and Prairie region, the Quebec region, and the Western and Northern region. Focus-group participants were drawn from three groups: tourism operators, immigrants, and immigration services agencies. In all, 50 individuals attended the focus groups and provided their perspectives on the “Canadian Workplace Experience” for immigrants in the tourism sector.

¹ “Labour Market Information,” Canadian Tourism Human Resource Council, available online at http://www.cthrc.ca/eng/page.aspx?id=labour_market.htm

The information gathered from the focus groups was integrated into development of the telephone and web-based surveys. The surveys targeted tourism operators representative of the sector’s employer pool, taking into account regional representation as well as the different industries, sizes of businesses, languages and urban/rural areas. Special consideration was given to small- and medium-sized businesses in the Food and Beverage industry. Both the telephone and online surveys respected and protected the rights and welfare of the participants. In addition, the surveys also asked participants for their assistance to validate survey results at a later date (this request was optional).

Secondary research consisted of a comprehensive analysis of materials gathered through Internet searches, reviews of relevant literature, and information on existing tools (this came from tourism operators and immigration services participants). The scope and analysis of this research included such areas as barriers, requisite skills, and the “Canadian Workplace Experience” as it relates to new immigrants working in the tourism sector.

The research revealed that at the time of hire, new immigrants working in the tourism sector must, at a minimum, ‘show respect for others,’ ‘demonstrate ability to work with others,’ ‘demonstrate honesty and ethical behaviour,’ and ‘communicate verbally on a narrow range of subject matter.’ Ninety percent of respondents claimed that ‘providing customer service’ was the most important basic skill required by new hires. Significantly, these results reveal that the majority of skills required of new immigrants are similar, if not identical, to the basic skills expected of any new employee entering the tourism sector. Research further revealed that limited or no knowledge about the Canadian workplace culture severely limits new immigrants in gaining or retaining employment. Participants discussed several areas where it was deemed important that immigrants understand the unique characteristics of the Canadian workplace culture. These areas include ‘demonstrating non-verbal communication,’ ‘demonstrating confidence,’ ‘initiating conversation,’ ‘maintaining a healthy personal regimen,’ ‘being punctual,’ ‘expressing personal opinions,’ ‘asking questions,’ ‘socializing with the work team,’ and ‘understanding organizational culture.’

The research also concluded that language and cultural differences are the primary barriers to an immigrant accessing employment and being successful in the Canadian tourism sector. Some of the unique characteristics of the Canadian workplace—such as its highly social environment, flexible yet understood expectations of personal grooming and hygiene, the importance of punctuality, demonstrating confidence, and understanding the organizational culture and chain of command in a relaxed environment—also present barriers to new immigrants entering the industry. Lastly, the research revealed that there are significant resources available to aid in the advancement of new immigrants’ language skills, to connect job seekers with potential employers, to ease and facilitate the transition of immigrants to a Canadian workplace environment, and to educate immigrants on the most essential skills required to enjoy success in the Canadian tourism sector.

As a result of this research, the following recommendations have been made to CTHRC to address barriers to new immigrants working in the tourism sector:

1. Create *Tourism Essentials* training programs targeted towards new immigrants.
2. Create a customized cultural orientation program for new immigrants entering the tourism sector.
3. Partner with English-as-a-second-language (ESL) and other English language programs to develop a contextual language course for the tourism sector.
4. Develop cultural training programs for tourism employers.
5. Develop TOWES tests for tourism.
6. Adapt existing *Essential Skills Toolkit* tools.
7. Partner with related programs and organizations.
8. Offer training programs on-site.

9. Create descriptive charts relevant to the tourism sector that outline and explain trademarks, customs and details about different cultures.

2.0 Introduction and Background

The tourism sector in Canada employs over “1.6 million Canadians, from coast to coast to coast.”² The sector consists of five industries: Food and Beverage, Accommodations, Recreation and Entertainment, Transportation, and Travel Services. For the purpose of this project, research was collected in three principle industry groups: Food and Beverage, Accommodations, and ‘Other’ (which included Travel Services, Transportation, Recreation and Entertainment). An estimated 200,000 of the businesses that fall within these three industry groups are categorized as small- to medium-sized enterprises.³

The Canadian Tourism Human Resource Council (CTHRC) is dedicated to the promotion of human resources development in the Canadian tourism sector, and the integration of new immigrants into these development efforts is an increasingly central focus. Currently, the Council is interested in bridging the gap between the bounty of available jobs in the tourism sector and the lack of qualified employees willing and able to fill these positions. To address this issue and other concerns, the CTHRC and its partners developed *emerit* tourism training resources, which include training tools, national professional certification programs and national occupational standards.⁴ Under the *emerit* brand, the CTHRC developed and published the *Tourism Essentials* program, a self-study educational tool that identifies essential skills required for various positions in the five tourism industries. While this program is a comprehensive tool designed to help people master the fundamental skills toward national certification and recognition, it is unknown at this time how this valuable content can be geared to better benefit and train new immigrants entering the Canadian tourism sector.

The CTHRC recognizes the need to implement innovative strategies to attract and gainfully employ qualified, foreign-trained workers to ensure the tourism sector thrives. The CTHRC is engaged in projects that facilitate the integration of newcomers into the labour market, and has developed programming that prepares individuals to enter the tourism workforce. While *Tourism Essentials* programming specifies the expected foundational, transferable skills and abilities of employees, existing resources have not adequately addressed the sector’s needs and expectations of new immigrants. Thus, consultations with employers, immigrant services agencies and other key stakeholders and program-delivering agencies were required to clearly define their perspectives and better define their needs. The findings from these consultations will provide input in determining the most effective tools or programs that facilitate the recognition and integration of new Canadians and qualified, internationally trained individuals into the tourism sector.

The project objectives were to conduct representative, pan-Canadian research with key stakeholders in the tourism sector to understand what constitutes, for them, the “Canadian Workplace Experience” to facilitate the employment of new immigrants in tourism-related occupations. The research also sought to declare the minimum required competencies and other traits or conditions expected of new immigrants working in the tourism sector, to determine the barriers faced by immigrants accessing employment in the tourism sector, and barriers faced by tourism operators recruiting and hiring new immigrants. Furthermore, the research sought to identify the skills and traits required by tourism operators for new immigrant hires at entry, supervisory and management levels. The final objective of the research was to recommend the adaptation of existing tools or development of alternative tools that assess and recognize the “Canadian Workplace Experience” amongst new immigrants.

² Tourism Industry Association of Canada (TIAC), <http://www.tiac-aitc.ca/english/welcome.asp> (last accessed 20 July 2007).

³ TIAC, available online at <http://www.tiac-aitc.ca/english/welcome.asp> (last accessed 29 October 2007).

⁴ *emerit*, available online at http://www.emerit.ca/eng/page.aspx?id=about_us.htm (last accessed 20 July 2007).

This research report presents the findings of the team’s primary and secondary research, offers discussion and analysis of the most significant trends and findings, and recommends tools that could be developed to assist in the recruitment, hiring, training, and retention of new immigrants in the tourism sector. Section 3.0 of this report details the methodology used for the focus groups, telephone surveys, web-based surveys and tools research. This is followed by a *Findings* section that presents the concrete results from the primary research; secondary research findings for existing programs and tools are also included in this section. An *Analysis* section examines the findings and synthesizes the survey data and focus group feedback into a clear narrative outlining dominant trends, comments and recommendations for tools. This section also provides an examination of the barriers for immigrants seeking employment and for tourism operators seeking employees, as discussed at the focus group meetings. The analysis also combines the data synthesized from telephone and web-based surveys to provide a clear description of the requirements for entry, supervisory and management levels in the tourism sector in Canada. Section 5.0 of the report, entitled *Recommendations*, outlines the conclusions for tool recommendations that have been reached as a result of the focus group consultations and completed questionnaires, telephone and web-based surveys.

3.0 Methodology

The methodology included focus groups, telephone surveys, web-based surveys, Internet research and document review.

3.1 Focus Groups

Four regional focus groups were held with sector stakeholders across Canada, including tourism operators, immigrant services agencies and immigrant workers. Recruitment was aimed at tourism operators in three industries: Food and Beverage, Accommodations, and 'Others', which included Travel Services, Recreation and Entertainment, and Transportation. While research and recruitment for the focus groups was all-representative, special consideration was given by way of increased representation for employers in small- to medium-sized operations within the Food and Beverage and the Accommodations industries. In total, 85% of tourism operator participants represented the Food and Beverage and Accommodations industries (with 70% from Food and Beverage and 15% from Accommodations, as prescribed by the CTHRC project manager), and with 78% representing small- to medium-sized enterprises.

Focus group recruitment

Recruitment targets were established to best achieve a representative sample of feedback from across the tourism industries, from small, medium, and large enterprises, and from urban and rural areas of the country. Although final numbers for the groups varied, the matrix to define the participants was as follows:

- Approximately 72% of participants were tourism employers. Of these:
 - approximately 60% should represent small to medium-sized enterprises, and approximately 40% should represent large-sized enterprises; and
 - approximately 70% should come from Food and Beverage, 15% from Accommodations, and 15% from remaining industries.
- Approximately 17% of participants were immigrants with experience working in the tourism sector.
- Approximately 11% of participants were immigration services agency representatives.

Recruitment for the three English focus groups began on Friday, June 15, 2007 and ended on Friday, July 6, 2007. Initial contact was made with the Human Resource Organizations (HROs) and their respective counterparts from each province and territory. HROs were contacted based on information solicited from lists provided by CTHRC. Immigration services agencies were also contacted in each province and territory. In addition to the lists provided by CTHRC, the research team also used a database of past contacts from previous CTHRC projects to recruit participants. The invitation and information letters for the English focus group are included in Appendix A.

Recruitment for the French focus group originally coincided with that of the English groups. However, upon request from the Conseil québécois des ressources humaines en tourisme (CQHRT), to avoid conducting the focus group during the height of the summer tourism season, the focus group was postponed until September. More than 60 e-mails were sent to managers and human resource personnel within food and beverage establishments, immigration services, and tourism accommodations within the first 10 days of September. Contacts were sought predominantly in Quebec, but also in French New Brunswick. In addition to e-mails, over 100 calls were made to various restaurants, hotels, parks and recreation establishments, and immigrant services agencies to solicit participation in the focus group. Representatives of the establishments who were unable to participate in the focus group were offered the option to participate in the telephone survey as a way of sharing their experience. While recruitment in

Quebec proved difficult, some businesses and enterprises that were contacted noted that similar studies (on immigration and the tourism sector) had recently been conducted by the Conseil québécois des ressources humaines en tourisme (CQRHT) and thus were disinclined to attend another conference on a similar topic. The invitation and information letters for the French focus group are included in Appendix B.

The following table outlines the location, composition and attendance details of the four regional focus groups:

Location and Date	Facilitation Detail	Group Composition	# Recruited	# Attended
Central Focus Group Toronto, Ontario 10 July 2007	Terry Allen, Lead Facilitator Kathryn Morrell, Recorder	Tourism Operators = 6 Immigrants = 3 Immigrant Services Agencies = 7	17	16
Western and Northern Focus Group Edmonton, Alberta 12 July 2007	Terry Allen, Lead Facilitator Kathryn Morrell, Recorder	Tourism Operators = 8 Immigrants = 2 Immigrant Services Agencies = 3	16	13
Atlantic Focus Group Halifax, Nova Scotia 17 July 2007	Bernadette Allen, Lead Facilitator Kathryn Morrell, Recorder	Tourism Operators = 11 Immigrants = 1 Immigrant Services Agencies = 3	17	15
French Focus Group Montreal, Quebec	Isabelle Boucher, Lead Facilitator Stacey Riley, Recorder	Tourism Operators = 6 Immigrants = 0 Immigrant Services Agencies = 0	8	6
Totals		Tourism Operators = 31 Immigrants = 6 Immigrant Services Agencies = 13	58	50

Focus group approach

The focus group included two main components: a group discussion of barriers in the sector, both for new immigrants entering the sector and for employers seeking to hire new immigrants; and an individual written questionnaire to identify the essential skills required of new immigrants. Focus group agendas are included in Appendix C.

Each focus group included introductions and a brief explanation of the content and intent of the focus group. Consent was obtained from focus group participants to permit the recording of the sessions and to use their perspectives for research purposes. The focus group agenda emphasized five main research questions that were open to discussion, including:

- What are your expectations of a new immigrant hire?
- What barriers prevent an employer from hiring a new immigrant?
- What are the barriers faced by new immigrants when seeking employment in tourism?

What makes the Canadian workplace experience unique?

What tools are needed to assist immigrants in gaining employment in tourism?

The focus group facilitator followed a Facilitator’s Guide of questions and prompts to help generate discussion. The complete guide is included in Appendix D.

Following the focus group discussion, participants were requested to complete a *Tourism Essentials Skills* questionnaire, which is included in Appendix E. This questionnaire was conducted to determine:

- which skills are most required ‘at the time of hire’;
- which skills ‘could be developed later’;
- which skills are viewed as least important or ‘not applicable’ in the tourism sector; and
- which are the most important competency areas of new immigrant workers in the sector.

Finally, tools currently employed in the tourism sector to facilitate the recruitment, hiring and integration of immigrants were discussed. The research team followed up these programs and tools, and findings were combined with and supported by further Internet research.

3.2 Telephone Surveys

Telephone surveys were initiated after the focus groups were completed. The research team integrated the ideas and information from the focus groups and developed the telephone survey to balance focus group results. Basing the total number of target calls on population, surveys were targeted to represent the employer-pool in tourism across the country.

The targeted number of completed surveys per province/territory was as follows:

- Ontario: 20
- Quebec: 20
- British Columbia: 15
- Alberta: 15
- Manitoba: 10
- Saskatchewan: 10
- Nova Scotia: 10
- New Brunswick: 8
- Newfoundland and Labrador: 8
- Prince Edward Island: 5
- Nunavut: 3
- Northwest Territories: 3
- Yukon Territory: 3

Respondent targets were established to best achieve a representative sample of feedback from across the tourism industries, from small, medium, and large enterprises, and from urban and rural areas of the country. While research and recruitment for the focus groups were all-representative, special consideration was given in the way of increased representation for employers in small- to medium-sized operations engaged in the Food and Beverage and Accommodations industries. In total, 85% of tourism operator participants represented the Food and Beverage and Accommodations industries (with 70% from Food and Beverage and 15% from Accommodations, as prescribed by the CTHRC project manager), and with 78% representing small- to medium-sized enterprises.

The contact list for telephone surveys was created utilizing current CTHRC contacts, and through the generation of a random and representative sample of contacts in small, medium and large tourism

enterprises across the country. Additionally, tourism operators who were previously informed about regional focus groups but who were unable to attend were contacted to determine their availability for the telephone survey. Initial information gathered through reviews of CTHRC contact lists provided the necessary foundational data to develop a randomly generated, representative sample of tourism operations. The final call lists were created by selecting—at random—from a wide database of tourism operations in the Food and Beverage, Accommodations, Transportation, Travel Services, Recreation and Entertainment industries and determining each operation’s interest in participating. The database was properly compiled in accordance with statistical principles, ensuring that each tourism operation had an equal opportunity of being selected for participation in the survey.

Where coordinates for potential contacts were made available (for example, by HROs), informative e-mails were forwarded and followed up with a call to complete the survey at a time convenient to the respondent. A copy of the e-mail is available in both English and French in Appendix F. Following this methodology, calls were made with contacts to schedule an appointment to complete the survey, and further calls were made to supplement the contacts that were obtained using the *Business Yellow Pages*. Four research team members conducted the telephone calls manually, without the use of computer technology. In total, 130 telephone surveys were completed.

The research team used the *Transferable Skills National Occupational Standards* and *Tourism Essentials* programming as the basis for developing the telephone and web-based surveys. Surveys were created, tested, adjusted, translated, and were then conducted following a contact list of tourism operators across the nation. The surveys were concise to elicit the required information from respondents most successfully. Survey content was approved by the CTHRC project manager. Furthermore, the survey protected and respected the confidentiality of participants, and granted participants the optional opportunity to be involved in the validation of the survey findings. The specific findings for the survey results are presented, discussed, and analyzed in greater detail later in this report.

The main objectives of the survey were:

- to introduce the ideas and tools discussed by focus group participants to a wider audience and to confirm or deny their promise and usefulness;
- to identify the perceived level of importance of *Essential Skills* required of new hires in the tourism sector;
- to identify the skills and traits required for new hires at the entry, supervisory and management levels;
- to identify the most important traits and abilities for new immigrants to enable them to be successful in the Canadian tourism sector; and
- to confirm or deny the usefulness of tools that, once implemented, would help immigrants transition into the Canadian tourism workplace.

3.3 Web-based Surveys

There was no set target number for the web-based survey, as it was not the main source of information for the report; however, the completed responses provided helpful additional information to confirm and deny research findings. Invitations to the web survey were sent out by members of provincial/territorial Human Resource Organizations. The research team sent a letter of invitation in English and French to the HROs via CTHRC’s project manager to invite businesses in the HROs’ respective communities to complete the online survey. The web-based survey was identical to the telephone survey in content. Like the telephone survey, the web survey respected the confidentiality rights of participants, and the final web survey results were combined with the telephone survey results to provide a greater sample size from which responses could be collected. The specific findings for the survey results are presented, discussed, and analyzed in greater detail later in this report.

3.4 Tools Research

The primary resources for researching existing tools were the four regional focus groups held with tourism operators, recent immigrants working in the sector, and immigrant services agencies. Focus group participants were asked to describe and discuss tools that they use in the recruitment, hiring and integration of new immigrants in the tourism sector. The research team followed up with participants for additional information by e-mail.

The team conducted extensive Internet research as a means of exploring the tools currently employed by tourism sector stakeholders and immigrant services organizations, and accumulated a wealth of information, descriptions and samples of helpful tools. The findings from this research were combined with prior knowledge and experience possessed by the research team (as gained through previous projects such as *Essential Skills*), to further help locate and identify existing tools. The specific findings for the tools research are presented, discussed, and analyzed in greater detail later in this report.

3.5 Validation

To verify that research findings reflected accurate, valid and reliable data, once preliminary results had been calculated for the project, the research team contacted focus group participants who had expressed interest in verifying results through a validation exercise. Interested parties were sent a summary report including focus group discussion summaries, questionnaire results, and telephone and web-based survey response results, and were asked to review and comment on the content using a standard validation feedback form. The validation e-mail and feedback form are included in Appendix I. Participants in the validation exercise were initially given one week to review the content and submit their feedback; however, this deadline was extended to permit all interested parties to adequately verify the findings. In total, six parties committed to verifying the findings, and feedback was submitted by a total of five sector stakeholders.

4.0 Findings

This section outlines the most significant findings of the quantitative research. Focus group discussion and focus group questionnaire results are presented first. Telephone and web-based survey results are detailed, summarized and presented in bar graphs and tables following the focus group findings. The *Tools Findings* section outlines tools discovered through the research process. While not all numerical results are included, the full record of Telephone and Web-based Survey Results can be found in the research report in Appendix G. The findings in this section will be discussed and analyzed in Section 5.0 of this report.

4.1 Focus Group Discussion Findings

Tourism operators did not deem specific Canadian workplace experience to be a requirement of new hires; however, focus group participants noted certain skills as highly valuable. Knowledge of Canadian culture was a principal concern for tourism operators because of certain Canadian expectations. “We need to meet the expectations of the Canadian customer – [it] doesn’t matter where the employees come from, it’s just that they need to provide the service that is expected” (Edmonton). Tourism operators agreed that limited or no knowledge about the Canadian workplace culture severely limited immigrants in gaining or retaining employment. Focus group participants discussed several areas where it was important that immigrants understand the unique characteristics of Canadian workplace culture. These areas included **demonstrating non-verbal communication, demonstrating confidence, initiating conversation, maintaining a healthy personal regimen, being punctual, expressing personal opinions, asking questions, socializing, and understanding organizational culture.**

Focus group participants noted that **positive non-verbal communication** was key to demonstrating a positive attitude. For many, it was also considered a form of communication; therefore, a certain level of proficiency in non-verbal communication was required. Non-verbal communication plays a pivotal role in first impressions, which tourism operators explained was the difference between getting a job or not. Many participants said they usually decide in the first five minutes of an interview whether they will hire a job candidate. Focus group participants also acknowledged the impact of culture on attitude, as the definition and expectations differ by country and custom. “Canadian tourism operators,” noted an Edmonton focus group participant, “define a positive attitude as a smile and a great tone of voice . . . and shaking hands.” Illustrating this very point, an immigrant participating in the Edmonton focus group noted that this was a good example, as in that particular immigrant’s culture people do not shake hands.

Positive non-verbal communication such as having positive body language and making eye contact was also noted as important for **demonstrating confidence and respect** in the Canadian workplace. Participant tourism operators referred to these as “customer service skills,” explaining that different cultures had varying views on how to demonstrate these skills. Immigrant participants explained that this was a cultural barrier for them, as they did not know what the national ‘norm’ was. Participants noted that Canadian cultural norms are something that new immigrants are often expected to develop over time, usually without specific or directed guidance. One participant noted that in her country, for example, “it is [out of] respect [that] we don’t look at you directly in the eye, not a lack of confidence.”⁵

Tourism operators also related confidence to a new immigrant’s ability to **initiate a conversation**, although they did acknowledge that immigrants, new to a foreign culture and language, may find this difficult. One operator noted that in his experience, “they speak more softly [than Canadians]. Many hours of communication [practice] are required.”⁶ When immigration services representatives asked

⁵ Edmonton focus group.

⁶ Edmonton focus group.

immigrants how they interact with customers, “90% of them say, ‘I stay away because they want their privacy.’ ” (Edmonton). In Canadian culture, however, operators noted that “you have to sell the product and suggest or promote things,” (Toronto) and this requires employees in most cases to initiate conversation with the customer. The mentality that ‘the customer is right and you have to keep them happy’ may be a new concept for many immigrants, but participants maintained that it is one that must be explained and developed. It was also noted that “in other countries, employees are not often required to have the initiative. They have the supervisor to tell them what to do.” The Canadian workplace also demands a certain pace and speed of service when dealing with clients, and participants noted that service protocol appears to differ enormously by country and culture.

New immigrant hires must also maintain a **healthy and respectful personal regimen** inside and outside of the workplace. Participants listed attributes such as respecting personal space, being punctual, socializing, and maintaining a high level of personal hygiene as being crucial to Canadian workplace integration as well as to social integration in general. Many participants discussed how the idea of personal space is culturally relative. One immigrant claimed that it “was a huge cultural difference” for them as “in my culture we touch all the time” (Halifax). Participants concurred that it was an employer’s responsibility to explain what is—and what is not—acceptable in their workplace. **Punctuality** was also identified as culturally relative, and one participant noted that in his country, “we just look at time differently” (Toronto). However, participants agreed that punctuality was a fundamental approach to the Canadian workplace, and should be expected of new hires regardless of cultural origin or background.

Participants commented, significantly, that the most important skills required of a new immigrant working and enjoying success in the Canadian tourism sector were actually not related to or dependent on that job incumbent’s status as an immigrant worker. While cultural and linguistic differences present varying challenges for a worker, the basic skills required of an employee—including positive attitude, demonstrating responsibility, working with others, and providing customer service—were required of any job incumbent, regardless of position level, nationality, or cultural or linguistic background.

Showing initiative by **expressing personal opinions and asking questions** is also culturally relative; however, it is an important part of the Canadian workplace. Participants noted that many immigrants come from top-down, hierarchical societies where they are expected to do what they are told, and are often under constant supervision. In such environments, opinions and questions are not prompted from workers. One Edmonton participant shared that “a client of ours was fired because they did not show initiative. The new immigrant worker did not understand, though, because they did everything they were asked to do.” It is important in the Canadian workplace for immigrants to understand that it is acceptable to ask questions, to voice concerns or make suggestions, and that most work environments promote two-way communication between employees and employers.

While **socialization skills in the workplace** were not rated as being among the most important skills for new immigrants to be successful in the Canadian tourism sector, focus group participants stressed that skills that foster socialization in the workplace are highly important. These skills include a willingness to socialize with work team, to initiate conversation, and to express personal opinions. The importance of these skills to workplace integration—as well as to wider community integration—was reiterated. Focus group participants revealed that in their experience, new immigrant workers who are willing and able to build friendly personal relationships with their co-workers through conversations and informal or extra-curricular socializing enjoyed faster integration, greater success in the workplace, and tended to remain with a given organization or establishment.

Barriers

The focus group discussions were instrumental in highlighting the main tourism sector issues for immigrants, immigrant services agencies, and tourism operators. While interests and concerns were

expressed from different perspectives by participants, it is notable that the barriers to employment for immigrants and the barriers to hiring immigrants for tourism operators were recurring and very similar in nature.

A participant in Edmonton claimed that Canadians are "not recognizing the labour shortage" and "it is affecting customers because [tourism operators] can't meet their needs." This sentiment was echoed in all other focus groups, as the limited number of willing and able tourism sector workers has impacted the level of service provided in Canada. This impact may be found in both urban and rural areas. Many rural operators noted that it was impossible for them to acquire employees even if they offer food and shelter in addition to an hourly wage. "They just don't show up to work," explained one operator. "They may at first, come for a day or two, but then they disappear" (Toronto). Limited transportation infrastructures and the cost of lodging were discussed, as they both present special concerns in rural, 'resort' areas of the country. The reality is that many immigrants "head to the cities to find better paying jobs and to live in an area where there is a more significant immigrant community" (Montreal).

Some participant operators claimed to have turned to temporary workers outside of Canada to fill many positions. In many cases, these foreign workers "have raised the bar for their existing staff" (Edmonton). The problem, it seems, is not with the workers or the nature of the work, but with the processes involved in recruiting and hiring suitable and qualified immigrant workers. Participants voiced concerns about regulations that impede or slow an employer's ability to recruit and hire willing employees, since "a lot of people in Canada [are] too highly qualified for our jobs" (Edmonton). Several employees noted they were working with a provincial nominee program to get employees into the country, but that this was a very slow process.

Language is the principal barrier for immigrants seeking employment, and contributes to further barriers such as isolation and lack of training. Transportation is another significant barrier for immigrants who live outside of the city or who work shift work, as most immigrants do not have their own modes of transportation. Many new immigrants are also over-qualified for the positions the tourism sector needs filled, and often view the tourism sector as 'gateway' or 'fallback' positions from which they may improve their language skills and gain valuable experience in the Canadian workplace environment. The over-qualification for jobs can also manifest in immigrants withholding information about their personal qualifications for a given position to ensure they will be hired.

The following section presents the main barriers identified by focus group participants. While they are presented individually, they are inter-related.

Language was identified universally by focus group participants and survey respondents alike as being the leading barrier preventing qualified immigrants from gaining employment in Canada. It is also a fundamental root of other barriers including isolation, lack of personal contacts, and credential acknowledgment within the tourism sector. For most credential and training programs offered in the tourism industries, a level 6 on the Canadian language benchmark is required. Immigration services employment officers noted that, "60 percent of clients are benchmark level 1."⁷ The majority of immigrants have only a level 1 or 2, and immigrant services, more often than not, have the funding to offer ESL courses to—at highest—only level 3. Immigrants with low language benchmarks experience dramatically lowered or limited employment options.⁸ Many of the positions in tourism require a 'polished' level of English that is not feasible for the majority of new immigrants. Frequently, they are able to work to achieve the requisite level of English for a position, but not before many tourism jobs have been filled.

⁷ Toronto focus group.

⁸ Toronto and Edmonton focus groups.

Several tourism operators questioned the need for considerably high levels of English for positions such as housekeepers⁹; in this way, language requirements also emerged as a barrier for the tourism operator wanting to hire a new immigrant. Operators noted that a potential job incumbent’s lack of proficiency is especially problematic and apparent in interviews. Immigrants may not understand the questions being asked of them, and as a result be unable to adequately represent themselves, their skills, and their interest. Some participants claimed to have arranged for a translator to attend initial interviews, but said that this is not always practical, possible or affordable. One participant noted that, in the participant’s experience, hiring immigrants whose mother tongue is not English or French is made easier if the company already has employees on staff who speak the same language. However, operators noted that this is also a problem, as it may impede the new immigrant’s progress in learning Canada’s official languages.¹⁰

The French capacities required of new immigrants working within the tourism sector in Quebec were emphasized as presenting an additional difficulty in the recruitment, hiring and retention of new immigrant workers. This linguistic barrier, however, was perceived as being only a secondary concern of a job incumbent’s success when compared to the importance of putting forth a positive attitude, willingness to learn, and an honest, respectful approach to work, the workplace, and relations with co-workers. Succinctly stated, a recent immigrant’s positive and ambitious approach to learning in the workplace will help ensure the ability to overcome the challenges presented by working in a language distinct from his or her mother tongue.

The **tourism sector** has, itself, been a barrier for immigrants. There was consensus among focus group participants that many immigrants do not understand the Canadian tourism sector. In addition, the need for workers to have highly flexible hours and (often) their own transportation limits immigrants as hires. Child care and transportation were noted by all group participants to be leading barriers for immigrants finding work in tourism. For many, daycare is not an affordable option or is unavailable, resulting in what some felt was a need for tourism operators to consider supplying this. Participants noted that most transportation systems have limited schedules, particularly in the early morning hours when many tourism employees need to travel to or from work. Several operators explained that this meant many of their employees had to take a bus *and* a cab to get home, incurring further expenses. Also, many immigrants take language or other training classes that conflict with work schedules. Operators explained that immigrants need to be flexible, like all potential hires for this sector, but noted that training for general areas of development—such as language, safety, or cultural understanding—could potentially be offered on-site to alleviate some of these conflicts.

The fast-paced, highly demanding and seasonal nature of the tourism sector itself presents particular barriers to the hiring of immigrant workers. Participants noted, for example, that hiring immigrants takes more time and money than hiring Canadian-born employees. Participants concurred that more provincial and federal funding was needed to encourage the training and hiring of immigrants. Another barrier identified by operators was that the sector is perceived as a stepping stone to another career, and it is not seen as a career of choice. However, in contrast, some operators explained that they need a housekeeper, not a supervisor, so they will refrain from telling hires that they can move up in a job. Participants also noted that there is a “shortage of permanent position opportunities in the sector, based on its seasonal nature,” thus making employment in tourism a temporary option for new settlers.¹¹ However, with tourism increasing in many parts of Canada, and a general shortage of willing Canadian workers, wages are increasing so that operators may be competitive for the limited numbers of potential new immigrant hires.

⁹ Halifax focus group.

¹⁰ Toronto focus group.

¹¹ Toronto focus group.

Credential assessment is also a significant barrier for immigrants seeking employment in the tourism sector. On the one hand, Canadian immigration (with the exception of refugees) is restricted to professionals from other countries. However, once these professionals arrive in Canada, the road to credential assessment tends to be long and difficult. Trained as a doctor or as an accountant, for example, but unable to practice in Canada, many immigrants must turn to other means of employment. Participants noted that the tourism sector has its own line of credential and certification requirements. Retraining can be redundant and frustrating, particularly for educated immigrants, and one focus group participant claimed that the credentials assessment process “even to become a housekeeper can take three years.”¹² Some immigrant participants also noted that while training and acquiring credentials helps improve one’s chances of being hired within the tourism sector, the difference in pay is sometimes only fifty cents an hour more and can be difficult to justify when finances are pressing concerns.¹³ These courses are not often optional, however, as several tourism operators noted that examples of certifications included first-aid and food handling, which are required to work in the sector.¹⁴

Immigrant participants concurred that many newcomers do not have realistic goals when they arrive in Canada. Tourism operators noted that, as numerous immigrants are well educated and highly trained, they often encounter frustration and dissatisfaction from job incumbents. As one participant put it, “engineers don’t want to work as a server or housekeeper.” One operator claimed his establishment “kept getting qualified immigrants who don’t want to clean rooms.”¹⁵ It is often the case that immigrants who would take service jobs are not eligible to immigrate to Canada in the first place. Employment officers for immigrant services also discussed this Canadian workplace reality: after applying for several jobs, many immigrants learn not to indicate their level of education or work experience, as they will not often be hired for a ‘low level’ job. Credential assessment continues to be a barrier for employers; changes in Canadian immigration policies often mean that those who relocate are all professionals who want to practice in their field.¹⁶ Seeking references for those without Canadian work experience can also be a challenge. While immigrant services representatives or ESL teachers are often used as references to gain employment, this is not always considered sufficient by tourism sector employers.

Participants noted that **cultural differences** are principal obstacles in the recruitment, hiring and training of new immigrant workers in the tourism sector. Participants agreed that cultural customs unavoidably influence the way new immigrants respond, feel and perform in their new Canadian workplace. Tourism operators stressed that Canadian values and culture should be introduced from the outset when training new immigrants. Some employers mentioned that they had experienced difficulties with immigrants who did not want to work together because of cultural or religious differences, or other instances where employees refused to work under a female supervisor, as this was perceived as inappropriate in their culture. In response, claimed one Edmonton participant, “we encouraged them to leave some of that at the back door and immerse themselves in Canadian culture.” Another barrier that focus group participants noted was the **expectations** of immigrants when they come to Canada, and the cultural perceptions they bring. In some cultures, for example, it is not prestigious to own a restaurant or to work in the food and beverage industry. Participants noted that for new immigrants who may have been professionals in their home countries, with a cleaning staff of their own, when they arrive in Canada and find they are unable to have their credentials transferred or gain other types of employment, it is often embarrassing and demeaning for them to perform such jobs (Toronto).

¹² Toronto focus group.

¹³ Toronto focus group.

¹⁴ Toronto focus group.

¹⁵ Halifax focus group.

¹⁶ Halifax focus group.

New immigrants participating in the focus groups cited **awareness** of opportunities as a major barrier to accessing jobs. These participants acknowledged various difficulties in obtaining employment, such as not being aware of popular tourism areas or Canadian cities outside of the main centres, not knowing about tourism training or information sources, having limited or no knowledge of the Canadian tourism sector (including types of available jobs, the nature of tourism in different regions of Canada, as well as seasonality of employment), and not knowing where to go after initial calls were made to immigrant services agencies. Immigrant services participants also claimed that they often do not know where to send immigrants or potential hires. The majority of immigrant participants who entered the tourism sector had been unaware of the sector’s existence upon initial arrival. Other participants noted that once they found out about the tourism sector and the opportunities within, they did not know where to go to learn about acquiring relevant or requisite certification.

Isolation presents a further barrier to immigrants, as the process of networking and identifying possible employment opportunities is difficult when experiencing linguistic or cultural isolation. This social isolation is difficult for many immigrants to overcome, and is often intensified by the need to pay bills in Canada and to send money home to their families. Isolation can manifest in two principal ways: the immigrant can be isolated due to differences and barriers that set him or her apart as an individual in the Canadian environment, or the immigrant and his or her family unit may, in a way, isolate themselves by keeping to a tight-knit or closed immigrant circle. Immigrant participants explained that it is very hard for them to adapt to the Canadian environment, and that in many cases, they are not accepted and do not end up staying. For many, both age and sex can be a barrier for them. Some participants felt that, in fact, “the biggest barrier of all is convincing the employer to try to hire a new immigrant.”¹⁷ Many participants noted that breaking down many negative perceptions associated with immigrants would be a crucial step in improving their recruitment, hiring and integration.

In general, isolation results in a **disconnection from information** about the sector and employment opportunities. Participants also noted a disconnection from information about credential assessment and claimed that, “Canadian employers do not know the credential assessment [process].”¹⁸ Even those who knew a limited amount about the process were often unaware of immigration agencies.¹⁹ There is a “disconnect between agency to agency and employer to employee,” so they “get frustrated and stop [looking].”²⁰ A further difficulty is that some immigration services are not reputable organizations; participants recommended that the Canadian government inform tourism operators of reputable immigration services from which new hires could be found.

Focus group discussions in all locations also stressed the importance of having personal **contacts** to gain employment in the Canadian workplace. A participant from immigration services confirmed that word-of-mouth was how she heard about jobs that she passed along to her clients. This statement was supported by the majority of tourism employers. Immigrant focus group participants who had jobs in tourism explained that they had been at the right place at the right time and had “met the right person”. Other immigrants claimed that immigrant friends and their families often ended up working together—or for the same enterprises—because hiring was facilitated through their personal contacts. This obviously presents a problem for immigrants who have just arrived to a new country. While some participants noted that immigrants enjoyed greater success in making contacts in a smaller or more rural town, participants likewise accounted for narrow-mindedness that many immigrants encounter in some people from smaller, rural areas.

¹⁷ Toronto focus group.

¹⁸ Toronto focus group.

¹⁹ Edmonton focus group.

²⁰ Toronto focus group.

The common practice of **job interviews** also presents a significant barrier for immigrants seeking employment in Canada. Operators admitted that first impressions were everything in the tourism sector and that often, hiring decisions are made about an individual within the first five minutes of an interview. This may be problematic for immigrants who are more isolated because of their new surroundings, are unfamiliar with the tourism sector, are unaware of Canadian workplace culture or are unable to adequately represent themselves due to language barriers. Participants concurred that oral as well as non-verbal communication were of primary importance in determining success in a typical job interview, and that these are often the most challenging aspects for immigrants.

Supervisory and Management Levels

Participants noted that additional considerations for new immigrants working at supervisory and management levels in the tourism sector are primarily related to communication. While entry-level positions were described as requiring only basic communication skills (narrow subject-matter range, simple written text, basic numeracy tasks, and short, informal writing), supervisory or management positions were noted as requiring more advanced communication abilities.

A supervisor or manager, for example, would be expected at the time of hire to be able to choose and integrate information from various written text sources—such as policy and procedure manuals—and be able to communicate verbally on a significant or even wide range of professional, organizational, theoretical and social subjects. As one focus group participant noted, regarding communicating in writing, “someone at a management level would need to be able to do all of the [levels of] skills when they are hired, but not so for other positions” (Toronto). In addition, with regards to providing professional service—an area where between 65% and 86% of participants felt that an entry-level immigrant’s skills ‘could be developed later’—participants concurred that someone in a supervisory or managerial position would be expected at the time of hire to be able to outline the benefits of properly handling difficult situations, customer concerns or complaints—especially abusive customers—and communicating the consequences of customers not expressing complaints.

Additional comments noted on the questionnaires by focus group participants reflected that although specific Canadian workplace experience is not required for new immigrant hires, knowledge and understanding of Canadian workplace culture is helpful for the successful integration of new immigrants in the sector. Participants stressed that a co-operative, responsible, respectful approach to work and the maintenance of a healthy personal regimen are also fundamental to the Canadian workplace.²¹

Focus group participants also claimed that, while they consider certain skills to be of primary importance in a new immigrant worker (the most crucial being good attitude, verbal communication, demonstrating responsibility, ability to work with others, honesty, adaptability to change, willingness to learn, ability to provide professional service, and written communication), there are some exceptions they are willing to make for a new job incumbent who has the right attitude and is eager to learn and adapt. One participant claimed that, with regards to communicating by writing, the participant had “made exceptions depending on the occupation for which they’re being hired—they can learn what’s important on the job” (Montreal). Other participants claimed to have made exceptions for skill requirements when they had seen “that the potential is there, [because] many skills can be covered in the training” (Montreal).

The general opinion expressed by the majority of participants in the four focus groups was that “you can train someone with the right attitude how to meet the expectations of the workplace” (Edmonton). Participants stressed that, in terms of basic skills, “it comes down to attitude and working with others.” Where “many of the specific skills depend on the job, basic ones like a positive attitude and punctuality are important regardless [of what job one has]” (Montreal). Commenting generally on the survey

²¹ Anonymous comments written on the circulated questionnaires, as collected from all four focus groups.

questions, a Toronto participant noted that “many of these skills depend on the job. Some will require additional training in an area like customer service, but that is not dependent on whether they are an immigrant. An employment counsellor can help with the job search area.” For job searching, another participant felt that “the résumé, cover letter, interview, and follow-up are critical parts of hiring, but less relevant once it has been done.” Specific tourism knowledge was seen as secondary in importance to the particular needs of a given position. “It’s most important that they know what we do and offer,” claimed one participant. Another emphasized that “for the skills, it depends on the position. In the kitchen, for example, safety is key” (Montreal).

4.2 Focus Group Questionnaire Findings

Focus group participants were asked to rank a range of *attitudes*, *skills*, and *tourism knowledge* as either ‘*required at time of hire*,’ ‘*could be developed later*,’ or ‘*not applicable*.’ The aim was to identify the basic skills required of a new immigrant entering the tourism sector. A total of **48 questionnaires** were completed by focus group participants. As not every participant answered each and every question, percentages for responses were calculated on a per question or per skill basis.

The results for the questionnaire are detailed in the following table. **The numbers represent the percent of responses, in whole numbers:**

	Required at time of hire	Could be developed later	Not applicable
A. ATTITUDES			
1. Demonstrate a Positive Attitude			
1.1 demonstrate self-esteem and confidence	63	36	1
1.2 show respect for others	100		
1.3 demonstrate honesty and ethical behavior	94	6	
1.4 demonstrate initiative	52	46	2
2. Demonstrate Responsibility			
2.1 demonstrate organizational and planning skills	34	62	4
2.2 be accountable for actions	83	17	
2.3 meet expectations of the workplace	59	41	
2.4 demonstrate desire to provide quality service to customers	88	12	
2.5 manage risk	10	81	9
3. Demonstrate Adaptability			
3.1 be responsive to change	75	25	
3.2 be flexible	86	14	
3.3 learn from mistakes	62	38	
3.4 work efficiently	51	49	
3.5 manage stress	46	53	1
4. Demonstrate Willingness to Continuously Learn			
4.1 accept that there is always more to learn	81	15	4
4.2 set learning goals	19	81	
5. Value Safety			
5.1 make personal decisions to work safely	67	32	1
5.2 keep work site safe	50	46	4
5.3 identify importance of knowing own legal rights and responsibilities	17	79	4
5.4 be aware of legal rights and responsibilities	25	75	
5.5 use proper lifting, pushing, and pulling techniques	21	73	6
5.6 follow guidelines for handling electrical equipment	21	63	16
5.7 follow workplace traffic guidelines	19	71	10
5.8 follow Workplace Hazardous Materials	24	71	5

	Required at time of hire	Could be developed later	Not applicable
Information System (WHMIS)			
5.9 follow security procedures	35	65	
5.10 identify fire safety information	26	69	5
5.11 prepare for emergencies	22	73	5
5.12 respond to emergencies	13	83	4
B. SKILLS			
1. Demonstrate Communication Skills (essential skill)			
1.1 Communicate by reading text (essential skill)			
Follow simple written directions—for example, reminder notes from co-workers	88	8	4
Read simple texts to locate multiple pieces of information—for example, minutes of staff meetings	52	44	4
Choose and integrate information from various sources—for example, policy and procedure manuals	32	67	1
Integrate information from complex or lengthy texts—for example, employment and health and safety legislation	13	73	14
1.2 Communicate by using documents (essential skill)			
Very simple document—for example, a WHMIS symbol	68	30	2
Simple document—for example, a work schedule	88	9	3
More complex document—for example, a graph	5	88	7
Complex document—for example, floor plans drawn to scale that include symbols and codes	5	69	26
1.3 Communicate by writing (essential skill)			
Informal writing, less than a paragraph about day-to-day matters—for example, daily log entries	75	20	5
Brief writing with a more formal style—for example, memos or letters	17	73	10
Writing with an established format intended to inform, explain or request—for example, a job description	13	66	21
Longer pieces of writing that present considerable information and may feature a comparison or analysis—for example, a report		65	35
1.4 communicate verbally (essential skill)			
Narrow range of subject matter, one main issue—for example, greeting customers	92	8	
Moderate range of subject matter, familiar topics, usually one main issue—for example, following up with customers about overdue accounts	48	48	4
Significant range of subject matter, professional, organizational, theoretical, social issues—for example, dealing with hostile customers	17	73	10
Wide range and depth of subject matter—for example, chairing a tourism association meeting.		58	42
1.5 communicate non-verbally (essential skill)	67	25	8
1.6 use communication tools (essential skill)	50	48	2
2. Demonstrate Numeracy Skills (essential skill)			
2.1 perform basic numeracy skills	86	10	4
2.2 outline common methods of receiving	38	56	6

	Required at time of hire	Could be developed later	Not applicable
customer payments			
2.3 process cash payments	35	57	8
2.4 process traveller's cheques	13	75	12
2.5 process credit/debit card payments	15	75	10
2.6 process tabs and accounts	10	73	17
2.7 define inventory	6	84	10
2.8 identify reasons for inventory control		88	12
2.9 use inventory control process	1	90	9
3. Demonstrate Computer and Other Technology Skills (essential skill)			
3.1 operate equipment	25	69	6
3.2 perform basic computer skills	40	55	5
4. Manage Information			
4.1 gather information	43	51	6
4.2 apply information	39	58	3
5. Demonstrate Thinking Skills (essential skill)			
5.1 make effective decisions	54	45	1
5.2 solve problems	40	54	6
6. Demonstrate Ability to Work with Others (essential skill)			
6.1 demonstrate ability to work with others	96	4	
7. Demonstrate Job Search Skills			
7.1 identify importance of committing time and energy to job search	55	27	18
7.2 determine skills, education and needs	56	32	12
7.3 research potential jobs	58	25	17
7.4 prepare résumé	63	23	14
7.5 prepare covering letter	52	32	16
7.6 prepare for interview	68	18	14
7.7 attend interview	74	14	12
7.8 follow up after interview	45	42	13
C. TOURISM KNOWLEDGE			
1. Demonstrate Knowledge of Tourism Sector			
1.1 describe tourism sector	29	67	4
1.2 identify importance of sustainable tourism	14	78	8
1.3 describe importance of sustainable tourism	2	85	13
1.4 follow guidelines for sustainable tourism	2	84	14
2. Promote Tourism Sector and Company			
2.1 describe employee's role in promoting tourism	16	81	3
2.2 identify types of information that employees should be able to provide to customers	30	67	3
2.3 access tourism information	20	77	3
2.4 promote local area, zone/region, province/territory, and country	15	83	2
2.5 access information about company	15	83	2
2.6 promote products and services of company	11	89	
3. Provide Professional Service			
3.1 provide customer service	90	10	
3.2 serve customers with special needs	50	50	
3.3 accept gratuities	16	67	17
3.4 outline benefits of properly handling difficult situations	24	73	3
3.5 outline reasons why customers complain	29	71	
3.6 outline reasons why customers do not complain	27	71	2
3.7 outline consequences of customers not expressing complaints	11	86	3

	Required at time of hire	Could be developed later	Not applicable
3.8 handle customer concern or complaint	34	65	1
3.9 handle abusive customers	19	77	4
3.10 handle lost and found items	27	71	2

4.2.1 Overall Findings

Participants rated various *attitudes* and *skills*—as opposed to *tourism knowledge*—as most important requisites of immigrants at time of hire. The most important *attitudes* and *skills* identified were:

- show respect for others;
- demonstrate honesty and ethical behaviour;
- demonstrate ability to work with others; and
- communicate verbally on a narrow range of subject matter.

The scale employed for rating the *skills* and *attitudes* under *Essential Skills* and Canadian Workplace Experience was as follows:

- 4—the skill is very important
- 3—the skill is somewhat important
- 2—the skill is not important
- 1—not applicable/do not know

The scale employed for rating the Tools was as follows:

- 4—very useful
- 3—somewhat useful
- 2—not useful
- 1—not applicable/not sure

The following table presents the overall most important *attitudes* and *skills* ‘required at the time of hire’ of a new immigrant worker in the tourism sector, as ranked by focus group participants:

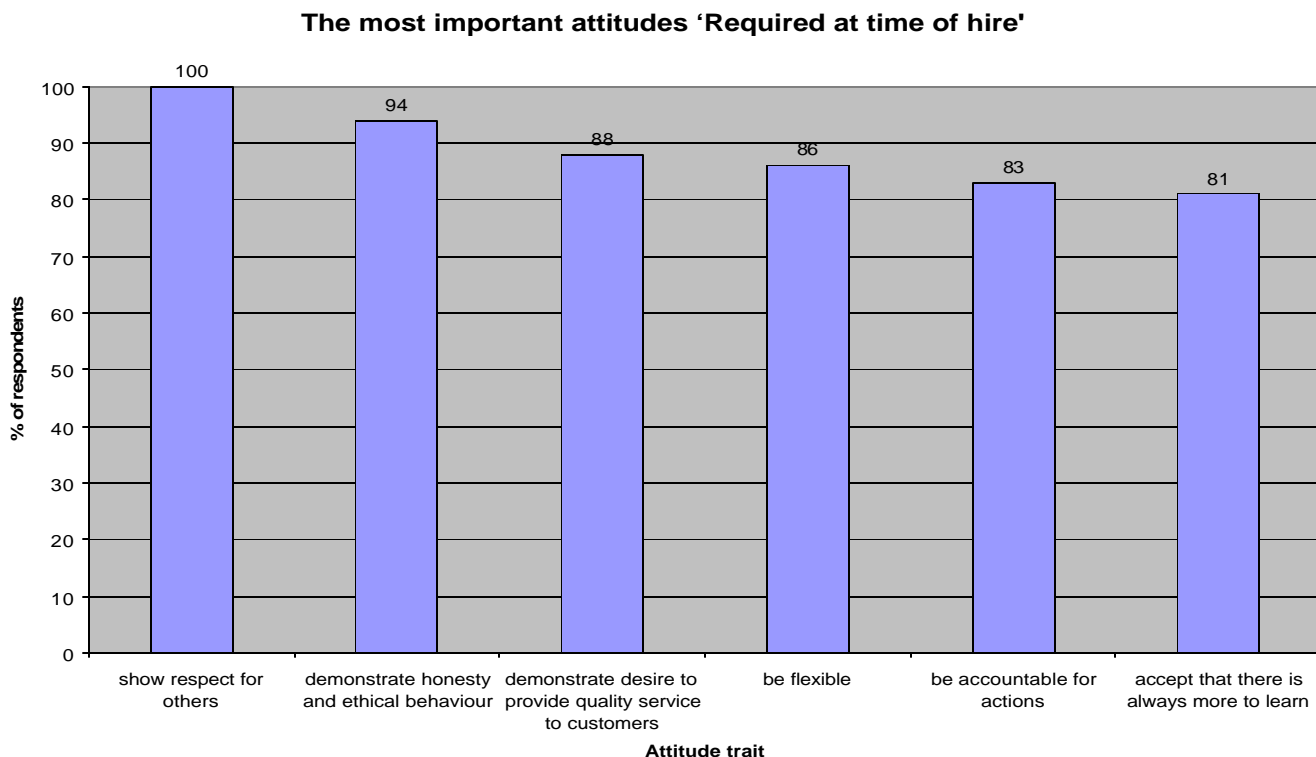
Attitudes	Percentage
Show respect for others	100%
Demonstrate honesty and ethical behaviour	94%
Demonstrate desire to provide quality service to customers	88%
Be flexible	86%
Be accountable for actions	83%
Accept that there is always more to learn	81%
Skills	Percentage
Demonstrate ability to work with others	96%
Communicate verbally—narrow range of subject matter	92%
Communicate by reading text—follow simple instructions	88%
Communicate by using documents—simple documents	88%
Perform basic numeracy skills	86%

Many of the *attitudes*, *skills* and *tourism knowledge* listed for ranking on the focus group questionnaire were not perceived as being fundamental to a new immigrant’s success or requisite upon hiring. Please

refer to the Appendix H of this report for those *attitudes, skills and tourism knowledge* ranked by respondents **least frequently** as being ‘*required at time of hire*’.

4.2.2 Attitude Findings

The following graph represents the most important *attitudes ‘required at the time of hire’* of a new immigrant worker in the tourism sector, as ranked by focus group participants:

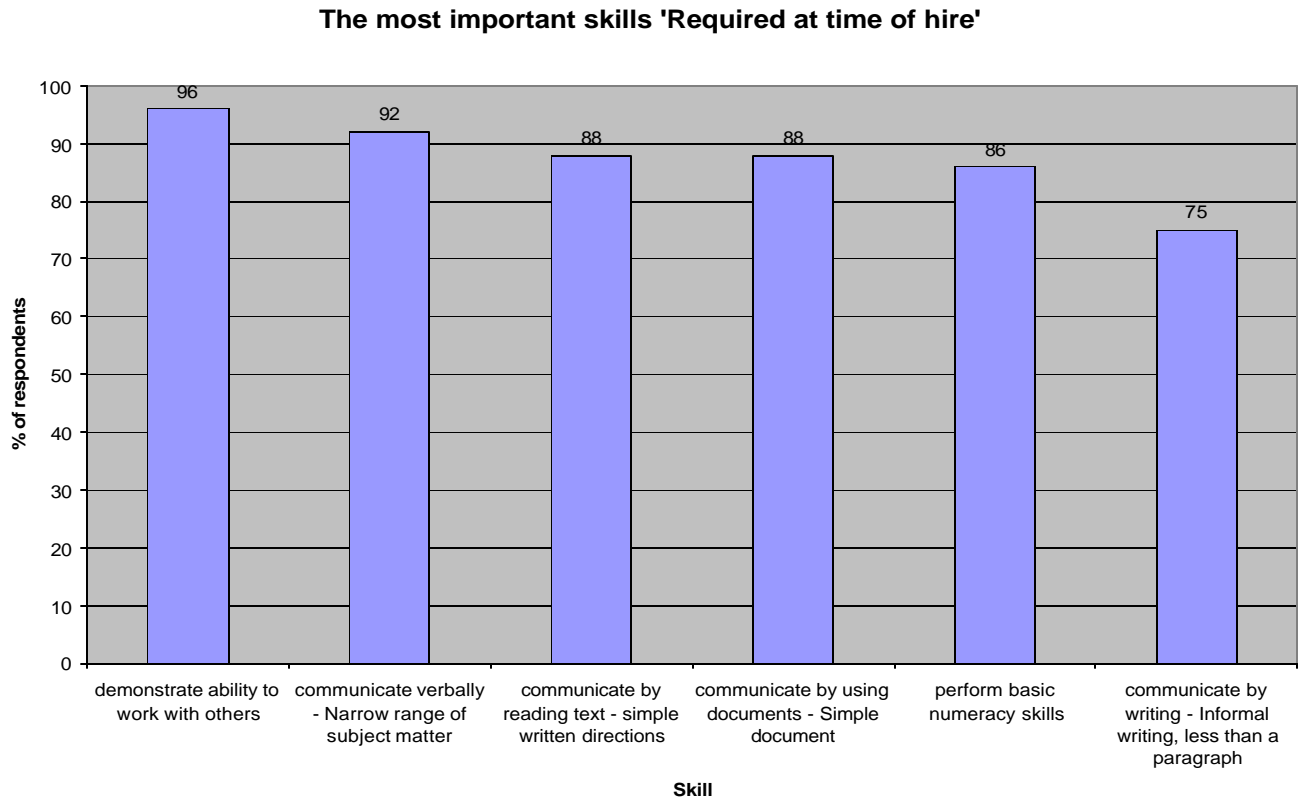


Focus group participants also identified *attitudes* that they felt ‘*could be developed later*’ in a new immigrant worker in the tourism sector.

Attitude	Percentage
Respond to emergencies	83%
Manage risk	81%
Set learning goals	81%
Be aware of legal rights and responsibilities	75%
Use proper lifting, pushing and pulling techniques	73%
Prepare for emergencies	73%
Follow workplace traffic guidelines	71%
Follow Workplace Hazardous Materials Information System (WHMIS)	71%
Identify fire safety information	69%
Follow security procedures	65%
Follow guidelines for handling electrical equipment	63%
Demonstrate organizational and planning skills	62%

4.2.3 Skills Findings

The following graph represents the most important *skills 'required at the time of hire'* of a new immigrant worker in the tourism sector, as ranked by focus group participants.



Focus group participants also identified skills that they felt *'could be developed later'* in a new immigrant worker in the tourism sector.

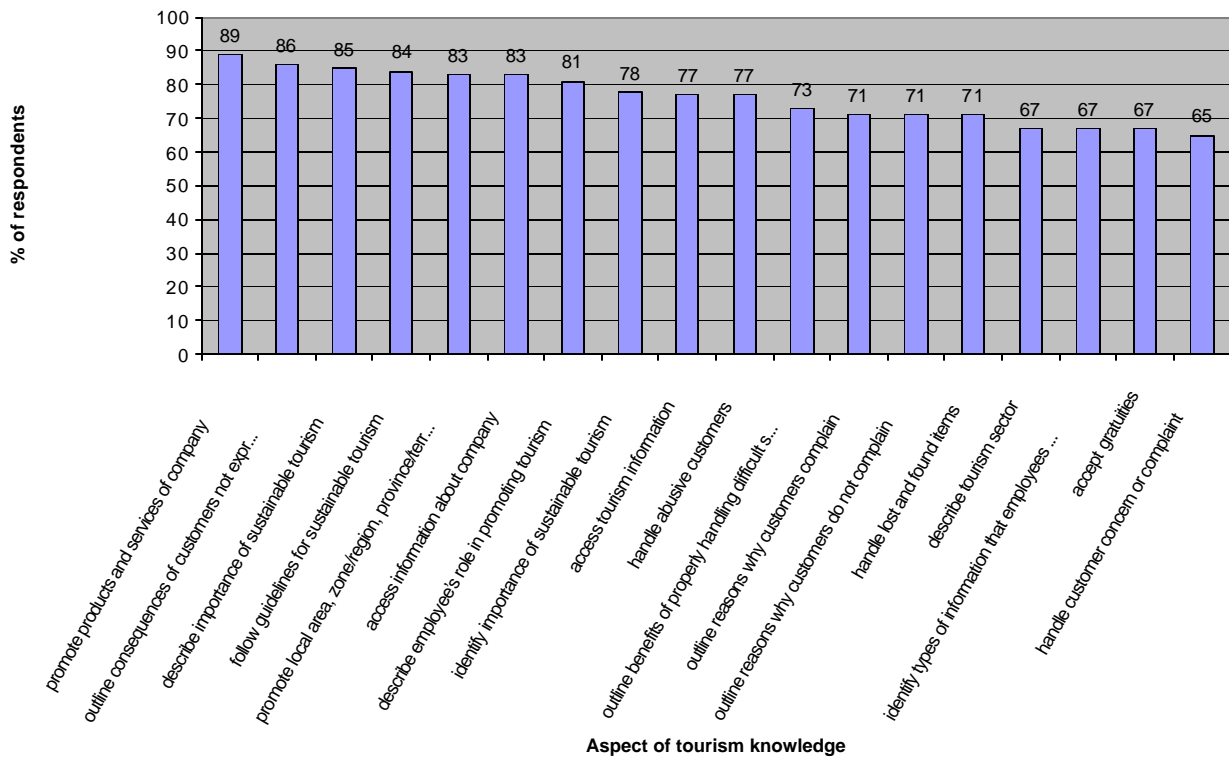
Skill	Percentage
Use inventory control process	90%
Identify reasons for inventory control	88%
Communicate by using documents—relative complex document	88%
Define inventory	84%
Process traveller's cheques	75%
Process credit/debit card payments	75%
Process tabs and accounts	73%
Communicate by reading text—integrate information from complex or lengthy texts	73%
Communicate by writing—brief writing with a more formal style	73%
Communicate verbally—significant range of subject matter	73%
Operate equipment	69%
Communicate by using documents—complex document	69%
Communicate by reading text—choose and integrate information from various sources	67%
Communicate by writing—writing with an established format	66%
Communicate by writing—longer pieces of writing	65%

4.2.4 Tourism Knowledge Findings

For *tourism knowledge*, **90%** of respondents claimed that ‘**provide customer service**’ was the most important skill ‘*required at time of hire.*’ This skill is the only one under *tourism knowledge* where over 50% of respondents stated that it was a skill required at the time of hiring. The second highest-rated skill ‘*required at time of hire*’ was ‘serve customers with special needs,’ which only 50% of respondents felt to be a requisite upon hiring.

Focus group participants also identified *tourism knowledge* that they felt ‘*could be developed later*’ for a new immigrant worker in the tourism sector. As illustrated by the graph below, all of the examples listed under *tourism knowledge*, with the exceptions of ‘3.1—provide customer service’ and ‘3.2—serve customers with special needs,’ were deemed by the vast majority of respondents to be ones that a new job incumbent ‘*could develop later.*’

Tourism Knowledge that respondents felt ‘Could be developed later’



4.3 Telephone and Web-based Survey Findings

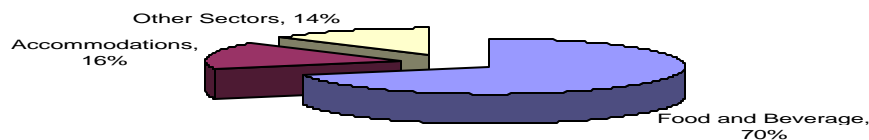
In total, 138 telephone and 12 online surveys were completed. Eighty percent of the telephone and web survey respondents represented small- to medium-sized businesses, while 20% of the respondents stated that they represented large businesses. The provincial/territorial distribution of survey respondents is as follows:

Province/Territory	Target Numbers	Number of Completed Surveys
Alberta	15	17
British Columbia	15	17
Manitoba	10	10
New Brunswick	8	13
Newfoundland and Labrador	8	18
Northwest Territories	3	4
Nova Scotia	10	11
Nunavut	3	2
Ontario	20	26
Prince Edward Island	5	14
Quebec	20	18 (with 2 additional from French NB to make 20)
Saskatchewan	10	12
Yukon	3	3

The distribution of tourism industries represented in the completed survey is as follows:

- Food and Beverage: 107 completed surveys, approximately 70% of total (original target 70%)
- Accommodations: 24 completed surveys, approximately 16% of total (original target 15%)
- Other Industries: 22 completed surveys, approximately 14% of the total (original target 15%)

The following diagram illustrates the participation by industry in the telephone and web surveys:



The telephone and web-based surveys contained five sections: *General Information*, *Communication Skills*, *Essential Skills*, *Canadian Workplace Experience*, and *Tools*. The *Essential Skills*, *Canadian Workplace Experience*, and *Tools* sections required respondents to rate lists of given skills, workplace traits and abilities, and possible tools with a simple four-point scale, in order to determine the importance of skills and perceived usefulness of tools. A full listing of the results from the telephone and web-based surveys is included in Appendix G. Presented below are the skills rated as ‘*very important*’ by survey respondents within the five sections.

4.3.1 Communication Skills

Survey respondents were first asked to determine a new immigrant’s required level of competency in four different types of communication skills by selecting the most fitting descriptive statement. The majority of telephone surveys directed at tourism operators said that a basic level of clear, unbroken English (or

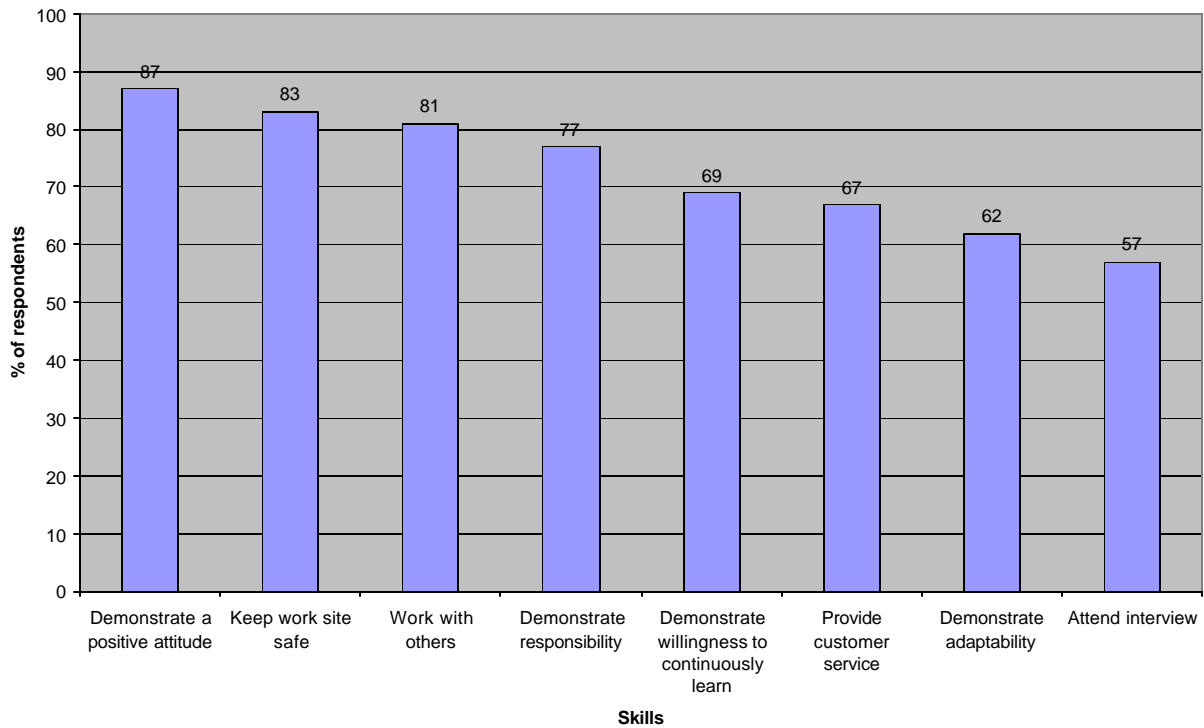
French) was the main requirement of a new immigrant hire. Respondents claimed that when customers cannot understand what an employee is saying, they become frustrated and are often disinclined to return to that establishment for a given service. The following table represents the most important *Communication Skills* and levels required by new immigrants in the tourism sector:

	Level of Communication Required (including percent of respondents who gave the response)	
	Most important level	Next most important level
Document Use	81% of respondents felt that new job incumbents should be able to use ‘simple documents’ (i.e., work schedule)	16% of respondents felt that new job incumbents should be able to use slightly more ‘complex documents’ (i.e., graph or floor plan)
Writing	73% of respondents felt that a new immigrant job incumbent should be able to do ‘informal writing, less than a paragraph about day-to-day matters’ (i.e., daily log entries)	22% of respondents felt they should be able to do ‘brief writing, more formal’ (i.e., memos or letters)
Reading	60% of respondents felt that a new immigrant job incumbent should be able to ‘follow simple written directions’ (i.e., reminder notes from coworkers)	32% of respondents felt that new job incumbents should be able to ‘integrate information from various sources’ (i.e., policy and procedure manuals)
Speaking	59% of respondents felt that a new job incumbent should be able to speak on a ‘moderate range of subject matter’ (i.e., giving directions to clients)	34% felt that a new job incumbent should be able to speak on a ‘significant range of subject matter on social issues’ (i.e., dealing with hostile customers)

4.3.2 Essential Skills

The Canadian Tourism Human Resource Council identified *Essential Skills* that are required by new hires in the tourism sector. Survey respondents were asked to rate the level of importance of these skills for new immigrants working in the tourism sector. The following bar graph represents the most important *Essential Skills* required of new immigrants:

Essential skills rated '4- Very Important' by Respondents



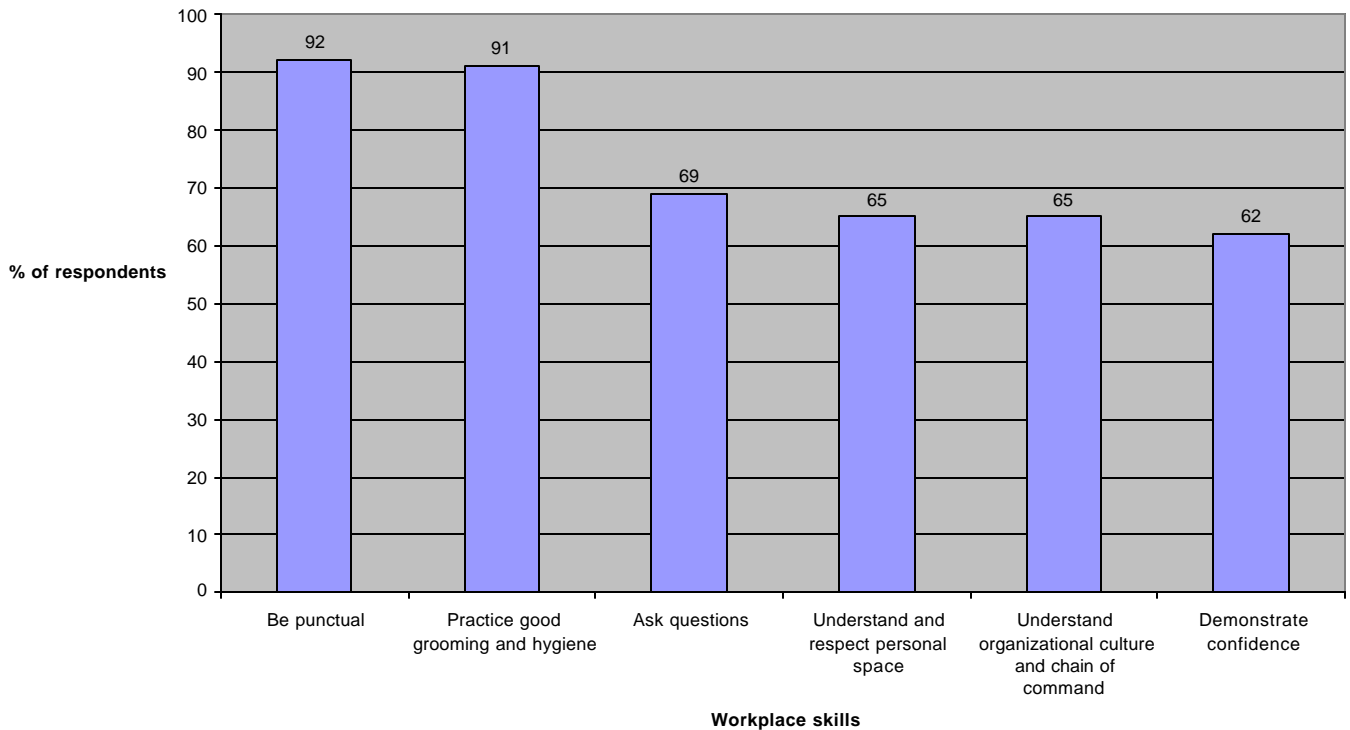
Other important *Essential Skills* rated highly by survey respondents included:

- Serve customers with special needs (57%)
- Promote products and services of company (49%)
- Make effective decisions (45%)

4.3.3 Canadian Workplace Experience

Survey respondents were next asked to determine the importance of traits and abilities for new immigrants to be successful in the Canadian tourism sector. The following bar graph illustrates the most important traits and abilities required of new immigrants in the Canadian workplace:

Canadian workplace traits and abilities rated as 'Very Important' by respondents



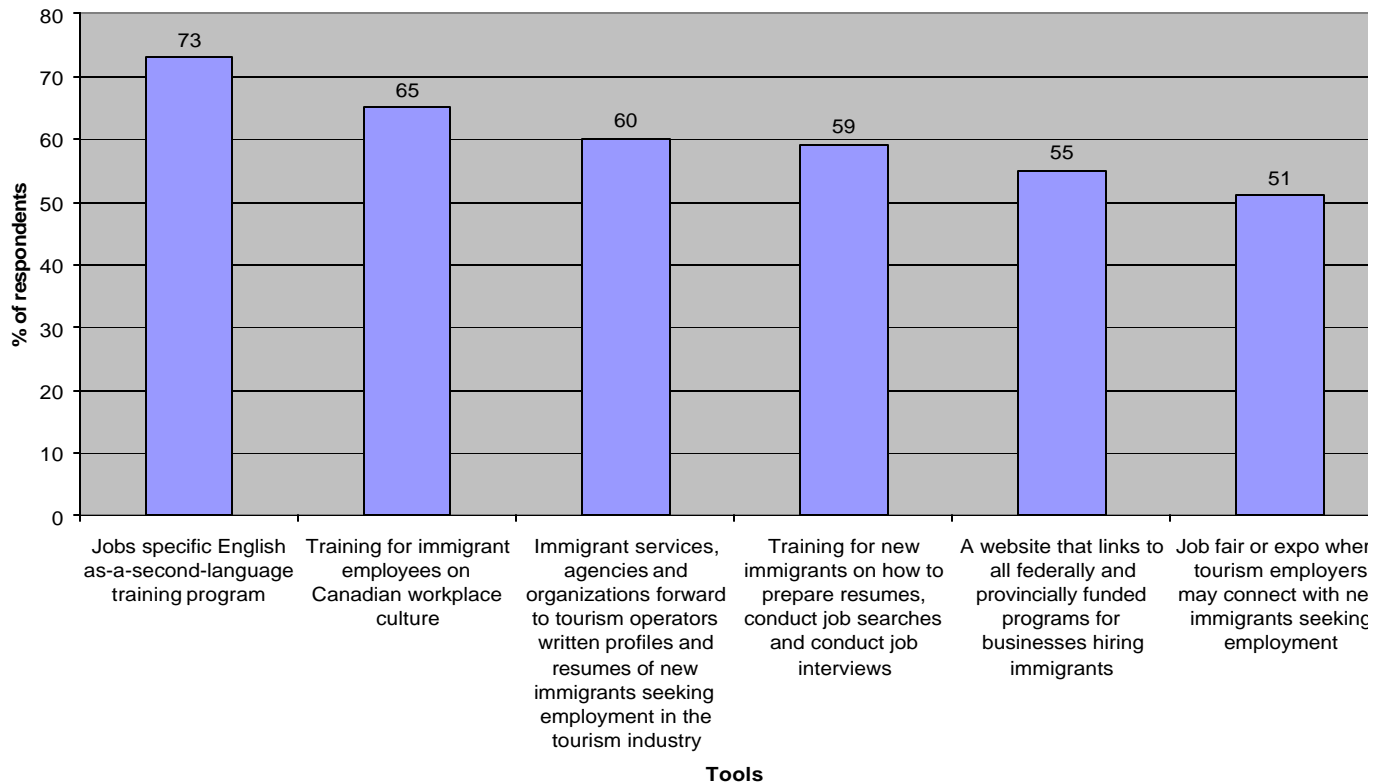
Other important Canadian workplace traits and abilities rated highly by survey respondents included:

- Demonstrate positive non-verbal communication (i.e., portray positive body language, eye contact, smiling, etc.) (61%)
- Socialize with work team (48%)

4.3.4 Tools

Survey respondents were asked to rate the following tools that, if developed, would be of benefit in the recruitment, hiring and retention of new immigrants in the tourism sector. The following bar graph illustrates the tools survey respondents indicated would be of greatest usefulness:

Most useful tools as rated by respondents



Other useful tools that were rated highly by survey respondents included:

- Holding national or provincial forums where former immigrants employed in the tourism sector may speak with potential immigrant hires about their experiences (50%)
- Tourism operators make available volunteer job shadowing for immigrants (46%)
- Tourism operators make available paid job shadowing for immigrants (43%)
- A website that links all immigrant services, agencies and societies (41%).

4.4 Tools Findings

There are numerous existing tools that facilitate the recruitment and hiring of new immigrants and that expedite and improve the successful integration of these newcomers into the Canadian workplace. While participants shared information about many of the tools they utilize, some were not at liberty to share specific, in-house content information. For the purposes of this report, the tools identified from the research are grouped into nine categories: job finding programs; job placement programs; combined programs; credential assessment programs; language programs and resources; job preparation training; cultural orientation programs; *Essential Skills* tools; and information resources. While these have been categorized to best communicate the range of diverse programs, tools and resources, several of these categories overlap. Many programs and resources offer a combined approach to servicing immigrants’ needs by incorporating language training with workplace and community integration initiatives. Existing tools are discussed further in section 4.5 ‘Discussion of Findings’ and will factor in the recommendations made in Section 5.0 of this report.

4.4.1 Job finding programs

Job Connect is a program offered by the Government of Ontario that seeks to connect employers with job seekers. It is used by Immigrant Services in Ontario and offers a variety of services to respond to the employment and training needs of individuals, as well as to the skilled labour needs of employers. Valuable services offered include: Information, Referral Service and Student Employment (IRS), ‘walk in community support’; Employment Planning and Preparation; and Job Development Placement Support (JDPS), which matches skills and goals with employers. These services, which serve to connect workers and potential employers, could be valuable in bridging the disconnect between new immigrants and potential employers. (For more information see <http://www.jobconnectontario.org/newsite/index.html>.)

The Immigration Settlement and Adaptation Program (ISAP) offered by Citizenship and Immigration Canada has the objective of assisting new immigrants in settling and integrating into Canadian society. **Employment Assistance Service** is a program that assists immigrants in finding jobs and is overseen by the Prince Edward Island Association for Newcomers (PEIANC) to Canada. As described by one of the focus group participants, PEIANC is currently developing a workshop series called ‘Newcomers Employment Workshop Series’ (NEWS). The workshop includes job search and interview skills, and discussion of Canadian workplace culture. It will also seek to foster diversity training and make it available for employers and their staff. (For more information, visit <http://www.peianc.com/>.) There are numerous national ‘Associations for New Canadians’, and these offer similar programs to assist in English classes and employment services. (For information on the CIC programs, see <http://www.cic.gc.ca/EnGLish/>.)

New in Canada is a program offered in Toronto, Ontario that has presented unemployed immigrants (up to three years in the country) opportunities to obtain community support to find jobs. Of particular interest are the first two weeks of the four-week program that cover: Canadian workplace culture, workplace communication, labour market trends, and job search strategies. The only limitation for this program is that users must have a “minimum level 6 of the Canadian Language Benchmark Assessment, or completed advanced level 7, 8, or 9 ESL” (as quoted on the website). The learning materials and content used during this program could be of foreseeable use in guiding the development of new immigrant-specific content. (For more information see <http://www.chineseprofessionals.ca/en/html/modules.php?name=News&file=article&sid=878>.)

Vancouver’s *MOSAIC Employment Programs* offer programs and services to assist immigrants and refugees looking for work. The job searching and career decision-making programs and services are free of charge and available to immigrants and refugees eligible to work in Canada. (For more information see <http://www.mosaicbc.com/default.asp>.)

4.4.2 Job placement programs

Welcome Home to Canada is a job fair program currently in use by Pier 21, Halifax’s Immigration Museum. The program has been running since June 2004, providing “Canadian work experience for over 50 newcomers, the majority of who have found meaningful employment or returned to school to further their education.”²² The objective of the project is to provide immigrants with six-month work terms where they gain “exposure to Canadian work culture” and “practice English language skills.”²³ The program was developed based on Pier 21’s acknowledgement of credential assessment and language barriers. This program is made possible through the contributions of the Government of Canada and the Nova Scotia Office of Immigration. (For more information see <http://www.misa.ns.ca/>.)

²² Welcome Home to Canada, Pier 21.

²³ Welcome Home to Canada, Pier 21.

New Beginnings Program is an unpaid job placement program for professional newcomers to Canada. Provided by the Metropolitan Immigrant Settlement Association (MISA), the program recognizes “that the office culture is one of the main valuable learning experiences for a newcomer.” (For more information on the placement program, see http://www.misa.ns.ca/Employment/new_beginnings.htm.)

4.4.3 Combined programs

Working in Nova Scotia (WINS) is a bridging program developed for newcomers by the Halifax Immigrant Learning Centre and the Metropolitan Immigrant Settlement Association (MISA) that provides employment counseling, workplace language training and a step-by-step integration program for newcomers integrating into the Canadian workforce. It offers programs under three main areas that emphasize the development of workplace skills: i) courses before employment, ii) courses on sector- and profession-specific employment, and iii) courses on workforce contact. Course examples include: English for Internationally Educated Healthcare Professionals, English for Engineers, Work Placement Programs and Employment Referrals. WINS is funded by HRSDC, the Nova Scotia Department of Education, Citizenship and Immigration Canada, and the Nova Scotia Office of Immigration. (For more information see <http://www.hilc.ns.ca/wins.php>.)

Workplace Skills Initiative (WSI) Projects include programs such as *Newcomers to Canada*, and help newcomers overcome barriers, upgrade technical and essential skills, match jobs and skills, and improve essential skills of newcomers to Canada in Canadian workplaces—particularly those in non-regulated occupations. WSI has also recently funded the *Bridging the Gap: Integration of Skilled Immigrants into the Canadian Workplace* project, which works with small- and medium-sized enterprises (SMEs), skilled immigrant employees and human resources professionals to “develop and test learning modules for understanding the barriers to integration into Canada’s workplaces, and implement strategies to overcome them.” (For more information about these programs, see <http://www.credentials.gc.ca/links.asp>.)

The *Ready to Work* program offers bridge training to prepare newcomers to Canada for careers in the tourism and hospitality sector. All Tourism Human Resource Organizations (HROs, formerly ‘TECs’) offer this program in their own provinces, usually in partnership with another (governmental) agency. In Ontario, OTEC offers the program through The Working Centre, in partnership under the YMCA Job Connect program. In *Ready to Work*, careers from all industries of the tourism sector are covered, and the program includes a three-week, industry-specific classroom training session, six months’ paid work experience, and occupation-specific Professional Certificate (knowledge component). Participants can obtain certificates in five areas, including *Tourism Essentials*, Service Excellence, SmartServe, WHMIS training, and national food safety training. (For more information see http://www.cthrc.ca/eng/page.aspx?id=ready_to_work.htm. For the OTEC website, see <http://www.theworkingcentre.org/rtw/rtw.html>.)

4.4.4 Credential assessment programs

Credential assessment is required for newcomers if they wish to transfer their skills and education from their country of origin to Canada. Service Canada recommends that new immigrants have their academic credentials assessed, even if they plan to work in non-regulated professions, as a means of having Canadian employers recognize and acknowledge their qualifications. Contacts for these centres are available for every province at Foreign Credentials Referral Offices. (For more information see <http://www.credentials.gc.ca/> and <http://www.hrsdc.gc.ca/en/ws/programs/fcr/overview.shtml>.)

There are a variety of existing resources and tools made available by the federal, provincial and municipal governments, schools and communities, and immigrant serving organizations and agencies to facilitate the hiring and integration of new immigrants into the Canadian workforce. These tools include credential

assessment, job searching resources (like Service Canada’s Job Bank and Job Match databases), human resource centres, and English language training. Non-governmental organizations such as immigrant service agencies also have a wide variety of programs available in their local areas to assist new immigrants in finding work.

4.4.5 Language programs and resources

English-as-a-second language (ESL) training is an invaluable tool provided by all levels of the government throughout communities in Canada. *Language Instruction for Newcomers to Canada (LINC)* is widely renowned and offers full- and part-time training and day care services for program participants.²⁴ ESL programs and enhanced language training (ELT) courses are offered nationwide, and many language courses are offered by the private sector. Many schools and organizations that offer English (or French) language training also offer specific language courses, for example ‘English for Engineers,’ ‘English for Managers,’ ‘English for Work and Business,’ and ‘English for Healthcare Professionals’, for those immigrants who have specialized language needs based on their occupations or areas of employment. Language assessment centres also provide assistance in this area.²⁵ Furthermore, there are numerous ESL training opportunities through videoconferences and podcasts (although there are often membership fees associated with many of these programs).

Talk English Café is a program operated across the Greater Toronto Area sponsored by TD Bank Financial Group and Tim Horton’s. The program allows participants to practice their English conversation skills in a relaxed setting, and provides the opportunity to learn workplace communication skills including “making small talk, working on a team, how to understand cultural differences, and building relationships with colleagues and managers.” (For more information see <http://www.acestrain.com/talkenglishcafe.pdf>.)

The *Canada Language Council* website is a helpful resource that outlines many officially approved educational language courses offered nationally through colleges and universities. The curricula for such courses could be of foreseeable use in guiding the development of new immigrant-specific content. (For more information see: <http://www.c-l-c.ca/>.)

4.4.6 Job preparation training

Canadian Human Resource Organizations (HROs) hold *Ready-to-Work* training workshops for different groups, including immigrants, youth and Aboriginals. These workshops include training on *Tourism Essentials* as well as other entry-level certification opportunities such as Service Excellence, SmartServe, and WHMIS training. These program offerings may differ by province, but *Tourism Essentials* is a core part of the training. (For more information see http://www.cthrc.ca/eng/page.aspx?id=local_contact.htm.)

Algonquin College’s *Settlement to Employment Program (STEP)* is a program in Ontario for internationally trained individuals, and includes English language training. The STEP workshops are designed to assist entry and integration into the Canadian workforce by providing job preparation training and free workshops. (More information on this program is available at <http://www.algonquincollege.com/STEP/training.htm#STEPworkshops>.)

²⁴ Citizenship and Immigration Canada, available online at <http://www.cic.gc.ca/newcomer/welcome/wel-22d.html> (last accessed 23 July 2007).

²⁵ “Information and Services for Non-Canadians and newcomers”, Government of Canada, available online at http://www.canadianinternational.gc.ca/gtc/redir.htm?404%/3B/CTC/prepare_for_working-en.aspx (last accessed on 23 July 2007).

4.4.7 Cultural orientation programs

The *Edmonton Mennonite Centre for Newcomers* has a program geared towards assisting immigrants with cultural adjustment and English language training. The centre also offers workshops for on-the-job training and other topics, including discussions such as ‘Why Canadians do the things they do’ and ‘Why Canadians have different priorities than you do’. The workshops also cover areas that include time management, organizational culture, methods of communication, workplace idioms, Canadian employers’ expectations, and handling workplace stressors, among others. (Further information on workshop offerings can be found at

http://www.emcn.ab.ca/Career_Services/workshops/preemployment_workshops/workplace_culture.)

A participant from the Edmonton focus group described the *half-day cultural training orientation* that was developed for her establishment. An orientation talk includes a discussion of all significant company policies as well as a cultural orientation on the wider community and acceptable conduct. The brochure, which she developed, includes the following topics of importance:

- Canadian Information
- Canadian Culture and History
- Body Language
- Introductions and Greetings in Canada
- In the Canadian Home
- Smoking in Canada
- Equality and Gender
- Canadian Service Expectations
- Police – RCMP – Common laws and bylaws (including: seatbelts, open liquor, smoking, photo ID, alcohol)
- Banking
- Churches
- National Parks and Historic Sites
- Time Zones
- Sales Taxes and GST
- Tipping
- Currency
- Canada’s Healthcare System
- International Phone Calls and Telephone Systems

The *University of British Columbia Science Co-op* website has prepared a cultural orientation discussion for new immigrants that offers an ‘Overview of Canadian Workplace Culture.’ The content covered in the overview includes ‘Protocol,’ ‘Value Systems,’ ‘Transition to the Workplace,’ as well as general ‘Guidelines for Workplace Behaviour’. (For more information and for related resources see

<http://www.sciencecoop.ubc.ca/info/cultural.html>.)

The *Immigroup Immigration Services* website offers an interesting introduction to Canadian workplace culture as a component of their *Living and Working in Canada* information. This information includes discussions such as ‘What is different about Canada’ and ‘Barriers You’ll Face’. (For more information see

http://www.immigroup.com/canadian_immigration/living_in_canada/Canadian_Workplace_Culture.php.)

4.4.8 Essential Skills tools

Test of Workplace Essential Skills (TOWES Testing) is an effective testing and training tool that uses workplace documents to accurately measure the competency in ‘Reading text’, ‘Document use’ and ‘Numeracy’ skills that are needed for safe and productive employment. This tool offers three choices: *Test Your Skills*, *Practice*, and *Explore Careers*. *TOWES Testing* may be used to help build customized *Essential Skills* tests to identify the level of proficiency required for a given occupation. (More information can be found at <http://www.towes.ca/>.)

Modelled after the TOWES testing formats, ‘*Measure Up!*’ is a free, web-based tool that can help test *Essential Skills* levels for various occupations. It also offers sample activities and workplace documents from various occupations. (For more information see <http://measureup.towes.com/english/explore.asp>.)

The *Essential Skills Toolkit* assists employers to utilize valuable *Essential Skills* information. The focus is on needs assessment, curriculum and training, and the toolkit provides a general but customizable approach to using *Essential Skills* (ES). The toolkit promotes and supports the integration of ES into human resource activities such as hiring and training, and currently includes useful tools such as an ES Hiring Checklist, ES Workplace Check-up, ES Training Activities, and ES Workplace Survey. In addition to the tools already developed, there are over a dozen other tools currently being created, including the ES Reading Indicator, ES Document Use Indicator, ES Numeracy Indicator, ES Self-Assessment for Individuals, ES Computer Use Indicator, and ES Tip Sheets & Learning Strategies.

The *Ontario Skills Passport* (OSP) includes a database that lists the *Essential Skills* (including reading, writing, document use, oral communication, etc.) required for a variety of occupations. The OSP also offers job descriptions, and focuses on OSP Work Habits (including working safely, teamwork, reliability, initiative, customer service, etc.) that correspond closely with the skill areas emphasized through the research for this report as fundamental to a new immigrant’s success in the Canadian workplace. (For more information see <http://skills.edu.gov.on.ca/OSPWeb/jsp/login.jsp>.)

4.4.9 Information resources

Frequently Asked Questions is a tool provided to employers by the Metropolitan Immigrant Settlement Association (MISA) that focuses on such subjects as how to recruit and hire immigrants. Two main avenues listed for gathering information on this tool are through the federal website of Citizenship and Immigration Canada, and through the Nova Scotia Provincial Nominee Program (PNP). (For more information about services available to employers see <http://www.misa.ns.ca/>.)

The *Canadian Foundation for Economic Education* has designed a day-planner for newcomers to Canada that is available online. This tool offers quick and easy access to important information to consider when organizing and building a new life in Canada. (For more information see <http://www.cfeedayplanner.com/en/>.)

Findhelp is a charitable, non-profit information and referral agency that provides services to Toronto and across Ontario. The website provides free information to guide people to community, social, health and related government services best suited to their needs, including employment assistance as well as settlement and newcomer services. This website also offers direct links to the Online Employment Resource Centre. (For more information see: <http://www.poss.ca/index.html> and <http://www.findhelp.ca/en/index.php>.)

Radio Canada International (RCI)’s program *RCI Viva* is a web service that addresses issues commonly faced by people who have immigrated to Canada or who are considering doing so. It includes a multi-language web radio service that provides information to help immigrants discover their new home, tools to improve language skills, and helpful discussion boards. (For more information see <http://www.rcinet.ca/rci/en/index.shtml>.)

Clearly, there is a myriad of existing resources and programs offered at all levels of government across the nation, and at the municipal level by community organizations and by for-profit language training enterprises. There is also a wide body of literature available that would be of great use in guiding content development for increased and eased integration of new immigrants into the tourism industries. Examples

of such literature that could be referenced, used as templates, or even made available in conjunction with industry training of new immigrants could include:

- *Welcome Student’s Book: English for the Travel and Tourism Industry* by Leo Jones, Paperback: 126 pages, Cambridge University Press.
- *High Season: English for the Hotel and Tourist Industry* by Keith Harding and Paul Henderson; Paperback: 176 pages, Oxford University Press.
- *First Class English for Tourism* by Trish Stott and Roger Holt Michael Duckworth (Workbook); Oxford University Press.
- *Going International* by Keith Harding; Oxford University Press.

4.5 Discussion of findings

The objective of the pan-Canadian research conducted for this study was to identify the basic skills required of immigrants to gain employment in the tourism sector, as well as to identify and determine any other valuable traits for new immigrants working in the Canadian tourism sector. The most vital basic skills for new immigrants working in the tourism sector were as follows, in order of importance:

1. Demonstrating a Positive Attitude.
2. Demonstrating Responsibility.
3. Working with Others.
4. Providing Customer Service.

The most significant components of demonstrating a positive attitude were ‘showing respect for others’ and ‘demonstrating honesty and ethical behaviour.’ The ability to demonstrate adaptability on the job by being flexible was also ranked as a powerful determinant in a new immigrant’s success. The most important components of demonstrating responsibility were ‘demonstrating a desire to provide quality service to customers’ and ‘being accountable for actions.’ Survey and focus group questionnaire responses also reflected the value of an employee demonstrating a willingness and ambition to continuously learn. The majority of participants agreed that new hires should be aware there is always something new to learn; participants claimed that not realizing this could result in problems down the road. While an ideal new employee would have this willingness at the time of hire, 81% of participants and survey respondents concurred that such ambitions could be developed later.

Research findings reveal that possessing specific *tourism knowledge* is infrequently required of new immigrants at the time of hiring and, by deduction, is a less important skill for an immigrant looking to gain employment than the possession of other, more generic skills, such as the promotion of a positive attitude. These findings are consistent in the survey responses as well as among focus group participants. Participants often commented that the basic skills for a good, effective, responsible, dependable, safe, and successful employee are the same for a new job incumbent, regardless of whether that person is an immigrant. Succinctly stated, employers look for basic skills, aptitudes and characteristics in new employees; these fundamental attributes are not necessarily industry-specific or culturally dependent. The more specialized and specific the skill—for example, ‘identify the importance of sustainable tourism’—the less it is required of immigrants to successfully gain employment in the tourism sector.

Participants also discussed the close relationship between self-esteem and the ability to provide customer service, and concluded that since service is the tourism sector’s primary objective, self-esteem is required at the time of hire. However, many agreed that this could vary depending on the position. For example, working on the front desk in the Accommodations industry requires an assertiveness that may not be required from housekeeping staff. The majority of focus group participants in each region stated that good self-esteem and confidence was undeniably required at the time of hire.

There was agreement among all four focus groups on the most important skills required of new immigrants working in the tourism sector. For skills perceived of lesser importance, though, some small differences between the groups did exist. For example, Montreal, Toronto and Halifax focus groups felt that ‘managing stress’ could be developed later in a new hire, while participants in the Edmonton focus group felt that it was required at the time of hire. They also differed with regards to required numeracy skills. Both Halifax and Toronto participants agreed that it was the employer’s responsibility to train new hires about numeracy transactions. However, the Toronto focus group varied slightly, as those participants felt it would be beneficial for a new hire to be well-versed in common numeracy skills such as calculations and processing of payments.

The matter of valuing and promoting safety at work was generally and most frequently ranked as an area where respondents felt that basic skills could be developed later. In each focus group, however, at least one tourism operator brought up a concern about varying safety standards among cultures. Some felt and others agreed that Canadian safety standards were much higher than the country of origin for most immigrants. Therefore, immigrants should be aware of the importance of safety in the Canadian workplace at the time of hire. Each individual employee should use active decision-making to work safely, and to keep the work site safe for everyone. However, participants felt that specific information on policies and procedures of the business was the responsibility of the business, not the new hire. While it is up to the new hire to follow rules and practice safety on the job, it is up to the employer to explain specific workplace safety practices.

Immigrants need “an acceptable level of English,” but tourism operators concurred that the definition of ‘acceptable’ varies, “depending on the position” and on the industry.²⁶ Communication skills were rated as one of the most important skills required at entry, supervisory and management levels. Although the competency level differed depending on the position and leadership role, tourism operators agreed that immigrants must be able to communicate in unbroken English (or French). They must be able to communicate with their co-workers and, most importantly, with the customer. Fluency can be developed over time, but basic comprehension and capability is required immediately. Participants concurred that promotion of the tourism sector would be a skill developed after hiring. They also noted that this aspect of working in the tourism sector can present a particular communicative challenge to non-native English- (or French-) speaking immigrants, as there is a different type of tone and vocabulary used to promote, sell, and persuade customers in the sector. One participant commented that “a basic understanding of the language—at least verbally—is important. It’s good for them to be able to communicate effectively, and if possible they should speak multiple languages.” This bilingual or multi-lingual capacity was especially stressed by participants and survey respondents from Quebec and parts of French New Brunswick.

As a further note on communication, participants and respondents concurred that a new incumbent’s ability to read more complex text, work with complex documents, compose longer or formal pieces of writing, or communicate a significant range and depth of subject matter was not requisite upon hiring, but could be developed later. As the majority of questionnaire respondents ranked the given skills from the perspective of an entry-level position, higher-level and most complex communication skills were predictably ranked as least applicable or not applicable for a new worker in the sector.

In terms of tools analysis, one major problem presented by many of the tools currently used to assist in the recruitment and hiring of newcomers to the tourism sector is that many of these programs focus on internationally, professionally trained immigrants, and are geared at very high levels of education and language abilities. They do not always reflect the needs of, for example, tourism operators looking to hire temporary or seasonal workers for service or housekeeping positions. Many available programs require new immigrants to have a high level of English—for example, education at a level 7 or higher. Focus

²⁶ Halifax and Toronto focus groups.

group participants, though, noted that in their experience, the majority of immigrants have a level 1, 2, or only basic level in English. Participants were concerned that language skill prerequisites for many programs do not reflect levels actually required by the sector, and that potential new immigrant workers may be excluded from participating in these programs. Ideally, tools to assist in facilitating new immigrants’ integration should reflect the actual needs of the sector. These needs include developing a competent base of contextual language and fostering an understanding of the unique Canadian tourism workplace.

5.0 Recommendations

Based on the analysis of data collected during this study, it is suggested that the Canadian Tourism Human Resource Council consider the following recommendations when developing programs or training to introduce the tourism sector’s “Canadian Workplace Experience” to new immigrants.

1. Create *Tourism Essentials* training programs targeted to new immigrants. This could be achieved by building upon the existing CTHRC *emerit Tourism Essentials* training program to address the skills related to Canadian workplace culture that were identified as being most significant, including:

- Oral communication skills
- Non-verbal communication
- Confidence
- Conversation skills
- Personal space
- Punctuality
- Personal opinions and asking questions
- Socialization
- Grooming and hygiene
- Specific workplace culture training

Integrating these key Canadian workplace skills for new immigrants into any new tools would assist in the recruitment, hiring, training and retention of new immigrants in the Canadian tourism sector. Furthermore, the adaptation of the *Tourism Essentials* resource would ensure the sector’s fundamental skills are addressed, and the specific and unique needs of new immigrants are also met.

The research team recommends that possible adjustments to existing *Tourism Essentials* content be made in either of two ways:

- Examples that specifically address the concerns, needs, barriers and experiences of new immigrants working in the sector should be added to current content. This could involve building on existing content, lessons, activities and examples, and modifying them to reflect the linguistic and cultural concerns that have emerged through this study. A special note or chapter could also be created, for example, in a lesson on ‘working with others’ and ‘teambuilding’ to address the particular aspects of the Canadian workplace that a new immigrant may face upon entering the tourism sector. New examples for this section could, for example, focus on how to successfully interact with co-workers in the Canadian workplace, and provide tips on how to overcome cultural or linguistic barriers or differences.
- An additional module should be developed that addresses the concerns, needs, barriers and experiences of new immigrants working in the sector. This module would be geared towards new immigrants entering or working in the tourism sector, and would build on fundamental *Tourism Essentials* content by offering elaborated discussion, activities and examples that address new immigrants’ special concerns or particular aspects of the Canadian workplace a new immigrant may face when entering the tourism sector. The focus of the module would highlight such areas as practicing good grooming and hygiene, being punctual, understanding and respecting personal space, understanding organizational culture and chain of command, demonstrating confidence, socializing with work team, as well as demonstrating positive non-verbal communication. This module would also focus on the primary barriers for immigrants in the sector—language and oral communication—and address the ways these obstacles can challenge a new employee or impact one’s performance of the other important skills. A discussion of acceptable workplace socialization would also be valuable, as this emerged repeatedly as a significant factor in a new immigrant’s success on the job and willingness to remain in the sector.

2. Create a customized cultural orientation program for all new immigrants entering the tourism sector workforce. This could include communicating the sector’s ‘norms’ to potential and new hires, and discussing the skills, aptitudes and attitudes that are important and unique to the Canadian tourism workplace. For example, such a program could focus on socialization in the workplace, how this manifests, how to respond to it, and what different cultural customs may be found. The program may also include videos, role-playing exercises, ‘what would you do’ scenarios with explanations, or other activities to highlight particular experiences a new immigrant may encounter.

3. Partner with ESL and English language programs to develop a contextual language course for the tourism sector. English (and French) language capacity surfaced repeatedly as the most significant barrier to immigrants entering the sector. The CTHRC’s goal in such a partnership would be to help bridge the language gap between actual and expected levels of English (and French) for entering the tourism sector. Furthermore, a partnership could result in the development of a contextual vocabulary workbook, course, learning material, or program to address the special language needs of various positions in the tourism sector. CTHRC could use many existing, available resources when delivering training, or make these available to tourism associations and operators who are confronting difficulties in recruiting, hiring, training, or retaining new immigrants in the sector.

This recommendation stems from the repeated concern on the part of all participant groups—immigrants, immigrant service agency representatives, and tourism operators—that having a basic understanding of the English (or French) language is not necessarily sufficient to achieve success in an occupation. A new immigrant’s overall language capacity does not need to reflect a generally high level of proficiency. However, it is important that a new immigrant have a high level of capacity in the context-specific vocabulary of their occupation. As an example, a new immigrant working in a kitchen in the Food and Beverage industry of the tourism sector would not need to have a very high level of English (or French) overall, but it is necessary that he or she have a higher level of understanding of the contextual language from a kitchen—words and phrases such as ‘broiler’, ‘grill’, ‘microwave’, ‘spatula’, ‘induction burner’, ‘on the fly,’ or ‘86 it.’

4. Develop cultural training programs for tourism employers. Focus group participants and survey respondents alike concurred on the importance that the bridging of cultural and linguistic gaps be a two-way initiative. The research team recommends that cultural training materials be developed and made available to tourism operators. This material could include discussions on linguistic and cultural differences, international customs and ways of interacting, while also addressing workplace sensitivity issues or scenario assessments for employers looking to recruit or currently working with new immigrants.

5. Develop TOWES tests for tourism. TOWES tests could be developed for a range of tourism sector positions presently or potentially being filled by new immigrants. Sample TOWES tests are currently available online for Bartenders, Cooks, Food and Beverage Servers, Hotel Front Desk Clerks, Light Duty Cleaners, and Visitor Service Coordinators. These could serve as excellent examples for the development of TOWES tests for other relevant occupations, or as the basis for other tests that reflect the expectations of skills competencies for new immigrants working at different levels in the sector.

6. Adapt existing *Essential Skills Toolkit*. Tools could be modelled and modified to more specifically address immigrants working in the tourism sector. Further, these tools could be incorporated into the recruitment and hiring process. For example, the *ES Hiring Checklist* is designed for employers to use during an interview, where three columns are outlined to verify a candidate’s demonstration of various skills (such as Reading, Writing, Oral Communication). Focus group participants noted that interviews

tend to be a barrier in the hiring of new immigrants; the development of a checklist that clarifies skill levels and expectations for jobs in the tourism sector would be of great use.

7. Partner with related programs. The research revealed that many programs and organizations currently exist that address the needs and concerns of newcomers to Canada. Thus, the research team recommends that the CTHRC take advantage of the opportunity to partner with such municipal, regional, provincial and even national organizations to bridge the gap between the tourism sector and these associations, enterprises and immigrant services organizations. A disconnect exists among these groups; in many cases, tourism operators or associations and immigration services organizations from a single region were unaware of one another’s existence. The wealth of programs, resources and rich knowledge and experience base could be drawn from to best address the needs of new immigrants and the tourism sector across Canada. Often, immigration services organizations and associations for newcomers have an employment section or department, with employment counselors who could offer significant assistance to tourism operators looking to recruit and hire new immigrants. In the focus groups, as with the telephone surveys, representatives from immigration services had extremely valuable experiences to share and offered insight into what works—and what doesn’t—in the way of training and learning content for new immigrants. This would be a mutually beneficial partnership, as new immigrants would receive significant assistance in their efforts to enter the sector, and tourism enterprises would gain access to a new source of potential employees.

8. Offer training programs on-site. To overcome the significant barriers of transportation, communication, and even online connectivity faced by new and recent immigrants, the research team recommends that, when possible, future language and cultural training efforts—as well as requisite safety training programs (such as Responsible Beverage Server, for example)—be offered on-site at the employing establishment. As an example, the human resource manager of a large hotel who participated in the Montreal focus group noted that he often had difficulty not only hiring new immigrants who had the required skills, but also getting new immigrant hires to participate in training courses when offered outside of work hours and off-site. For this reason, he arranged with a local ESL teacher to offer courses on-site, enabling the teacher to tap into a resource of students while successfully improving the language capacities of his new immigrant hires.

9. Create descriptive material relevant to the tourism sector to outline and explain trademarks, customs and details about different cultures. Examples of this were noted by numerous focus group participants, and seemed to be helpful tools currently used by individual operations in tourism occupations such as visitor counselors and front desk attendants, in an effort to promote the best customer service possible. As a way of a specific example, a representative for a tourism bureau in a focus group described a ‘cultural fact sheet’ the bureau had assembled at its tourism services centre to inform counselors about facts and trends that might be valuable when helping visitors from different countries. She explained that a visitor profile of sorts was created for a number of visitor countries, and that the profile included an outline of national characteristics, religions, customs and traditions, as well as possible ‘likes and dislikes’ to assist counselors in offering directed guidance for each visitor. It would be possible to build such an informative chart for the unique aspects of the tourism sector, and to include special considerations or skills of import for a new immigrant job incumbent.

Appendix A Sample English Focus Group Invitation and Information Letter

Dear Sir or Madam,

Canadian Tourism Human Resources Council (CTHRC) and Future Learning Inc. (Prince Edward Island) are conducting a study to identify the skills needed by immigrant workers to make a successful transition into the hospitality industry workforce.

As part of this study, Future Learning is conducting four workshops across Canada. We are asking your help by identifying operators who can tell us about their experiences in employing new immigrants or Canadians in their workplace at these regional workshops.

A Future Learning team member (Terry Allen, Katy Morrell and Amanda Blakeney) will be phoning you over the next few days to ask for your suggestions or participation in one of the four focus groups in July.

We are interested in your participation for the Edmonton Workshop (western and northern) for July 12th. For this focus group, 13 Tourism Operators in total are needed. Please note that your business may fall under several of the below listed requirements:

1. Ontario

- a.** 8 Tourism Operators in total are needed
- b.** 2 from large-sized businesses (100+ staff) and 6 from small- to medium-sized businesses (99- staff)
- c.** 6 from Food and Beverage
- d.** 1 from Accommodations
- e.** 1 from Travel or Recreation and Entertainment or Transportation
- f.** 4 Urban/4 Rural

2. Manitoba

- a.** 5 Tourism Operators in total are needed
- b.** 5 from small- to medium-sized businesses (99- staff)
- c.** 3 from Food and Beverage
- d.** 1 from Accommodations
- e.** 1 from Travel or Recreation and Entertainment or Transportation
- f.** 3 Rural/2 Urban

Dear Sir or Madam,

I am writing to request your participation in a focus group in Edmonton (for western and northern Canada) set for July 12th or for a list of potential contacts that you may have that would be interested in attending.

Canadian Tourism Human Resources Council (CTHRC) and Future Learning Inc. (Prince Edward Island) are conducting a study to identify the skills needed by immigrant workers to make a successful transition into the hospitality industry workforce.

As part of this study, Future Learning is conducting four focus groups across Canada. I am asking you to help by telling us about your experience hiring Canadians and new immigrant Canadians in your business.

Myself or Jacklyn Gaudet will be contacting you over the next few days to ask for your participation or for a list of potential participants for this study in July.

Sincerely,

Katy Morrell
Future Learning Inc
25 Queen St., Suite 23
Charlottetown PE C1A 4A2
Tel: (902) 892 2999

5 July 2007

Dear Participants,

Thank you for agreeing to participate in the Canadian Workplace Experience focus group. The focus group will be held on Thursday, July 12, 2007, from 9 a.m. to 3 p.m. at the Chateau Nova in Edmonton, located at 159 Airport Road NW, Edmonton, Alberta, (780) 424-6682.

The goal of the project is to:

Conduct pan-Canadian research with key stakeholders in the tourism sector, to understand what constitutes, for them, “Canadian workplace experience” to facilitate the employment of a new immigrant in the tourism-related occupations. The research will declare the minimum required competencies and other traits or conditions.

Based on results obtained, Future Learning will make recommendations to adapt/develop alternative tools that assess and recognize “Canadian workplace experience” amongst new immigrants.

The Future Learning Team has been contracted to facilitate this process through CTHRC. Terry Allen of Future Learning will act as Lead Facilitator for this process, with the assistance of Katy Doucette of Future Learning. You can find out more about Future Learning at www.futurelearning.com. In addition, Raman Rudra will be in attendance as the CTHRC representative. You may learn more about CTHRC at www.cthrc.ca.

A workshop agenda, hotel and travel details are attached. If you have any questions about the process or the workshop, please call or e-mail Katy Doucette (902) 892 2999, ext. 5 (kdoucette@futurelearning.com).

Thank you again for your participation in this project, and we look forward to meeting you.

Sincerely,

Katy Doucette
Research Analyst/Future Learning Inc.,

Accommodations

If you are staying in a hotel, Future Learning has already booked your room and CTHRC will pay the hotel directly. If you have not received our confirmation that we have booked a hotel in this email, you must call Katy Doucette at Future Learning 892 2999 ext. 5 and tell her that you will need a room.

Travel

If you need a flight and have not already booked one through our travel agent, Paula Lambe at (902) 566-2000, please do so immediately.

Please keep original receipts for all meals and incidental expenses that are to be recorded on the expense claim form previously provided. Please refer to the Expense Claim Form for information on maximum daily claims for meals and incidentals. Remember, **original receipts** are required for all expenses claimed. Receipts must have a detailed, itemized list. Credit card slips are not valid. The expense claim form is to be completed and sent to CTHRC within 30 days of travel.

Thank you again for participating in the CTHRC Canadian Experience Workplace focus group meetings. We look forward to meeting you!

Appendix B French Focus Group Invitation and Information Letter

Madame, Monsieur,

Je sollicite par la présente votre participation à un groupe de réflexion qui se tiendra à Montréal le 31 juillet 2007.

Le Conseil canadien des ressources humaines en tourisme (CCRHT) et Future Learning inc. (Île-du-Prince-Édouard) réalisent une étude visant à cerner les compétences nécessaires aux travailleurs immigrants pour réussir leur transition dans l'industrie du tourisme d'accueil.

Dans le cadre de cette étude, Future Learning organise quatre groupes de réflexion dans tout le Canada. Je sollicite votre aide pour nous raconter votre expérience de recrutement de Canadiens et de nouveaux immigrants au sein de votre entreprise.

Si vous souhaitez participer, mais que vous vivez loin du lieu du groupe de réflexion, le CCRHT vous fournira sans frais un billet d'avion et un logement. En outre, les frais de déplacement en voiture et les repas du 31 juillet vous seront remboursés par le CCRHT.

Je me permettrai de communiquer avec vous au cours des prochains jours pour solliciter votre participation à cette étude en juillet.

Je vous prie de recevoir, Madame, Monsieur, mes sincères salutations.

Madame, Monsieur,

Nous sollicitons par la présente votre aide pour communiquer avec les exploitants d'entreprises de tourisme de votre région, afin de nous permettre d'organiser des groupes de réflexion à Montréal pour le Conseil canadien des ressources humaines en tourisme (CCRHT).

Si certains participants vivent loin du lieu du groupe de réflexion, le CCRHT leur fournira sans frais un billet d'avion et un logement. En outre, les frais de déplacement en voiture et les repas du 31 juillet seront remboursés par le CCRHT. Ce groupe de réflexion se composera de 18 participants issus de trois groupes : services d'immigration, immigrants et exploitants d'entreprises de tourisme. Sur ces 18 participants, 13 seront des exploitants d'entreprises de tourisme.

Ces groupes de réflexion nous aideront à déterminer les principaux problèmes liés aux ressources humaines dans l'industrie du tourisme. Cette réflexion sera bénéfique pour tous les intervenants, soit les services d'immigration, les immigrants et les exploitants d'entreprises de tourisme, à condition que leurs voix soient entendues. Pour réaliser ce projet, nous vous prions de communiquer dès que possible avec les entreprises de tourisme de votre région, afin de nous permettre de mettre en œuvre les étapes suivantes.

Nous vous remercions de votre aide.

Je vous prie de recevoir, Madame, Monsieur, mes sincères salutations.

Monsieur,

Je m'appelle Stacey Riley et je travaille pour la société Future Learning, basée à Charlottetown (Î.-P.-É). Nous sommes chargés de réaliser une étude pour aider à déterminer les principaux problèmes liés aux ressources humaines dans l'industrie du tourisme, pour le Conseil canadien des ressources humaines en tourisme (CCRHT). À cette fin, nous organisons une réunion d'un groupe de réflexion régional à Montréal le 27 septembre. Sont invités à participer à ce groupe des exploitants d'entreprises touristiques, de nouveaux immigrants travaillant dans l'industrie du tourisme, et des employés appartenant au personnel des services d'immigration, dont vous faites partie. La réunion se déroulera de 9 h à 15 h. Tous les frais de déplacement, ainsi que les frais de logement et les repas, seront pris en charge par le CCRHT, conformément au barème du gouvernement fédéral.

J'aimerais communiquer avec les nouveaux arrivants au Canada travaillant dans l'industrie du tourisme ainsi qu'avec les employés des services d'immigration, dont vous faites partie. Je vous remercie à l'avance pour toutes les coordonnées que vous pourriez m'envoyer, car elles vous permettront de partager avec d'autres votre opinion sur ce sujet.

Si cette étude vous intéresse, mais que vous n'êtes pas capable d'y participer en personne, vous pouvez répondre à un sondage téléphonique. La durée moyenne du sondage est de 15 minutes et il se tiendra à un moment opportun pour vous. Nous cherchons environ 20 personnes qui ont de l'expérience dans le secteur du tourisme; si vous connaissez des personnes qui travaillent dans votre établissement ou ailleurs dans le secteur du tourisme (hébergement, activités, restauration, transport, services de voyages) qui pourraient être intéressées, nous serions reconnaissants de recevoir leurs coordonnées aux fins de cette étude.

Je vous prie de recevoir mes meilleures salutations.

Le 18 septembre 2007

Cher participant,

Merci d’avoir accepté de participer à la discussion portant sur *l’Expérience dans le milieu de travail canadien* qui se tiendra à Montréal le jeudi 27 septembre 2007 de 9 h à 15 h au Holiday Inn – Aéroport de Montréal, situé au 6500, Côte de Liesse, Montréal (Québec), 514 739-3391.

Le but du projet est de :

Mener une étude nationale avec des intervenants du secteur touristique, des services d’immigration et de nouveaux immigrants pour déterminer ce que représente, pour eux, *l’expérience dans le milieu de travail canadien* afin de faciliter l’embauche d’immigrants dans le secteur touristique. L’étude portera sur les compétences, les conditions, et les traits de caractère minimum requis des travailleurs immigrants pour réussir leur transition dans l’industrie du tourisme.

Grâce aux résultats de cette discussion, Future Learning recommandera le développement d’outils qui permettront l’évaluation et la reconnaissance de l’expérience des nouveaux immigrants en milieu de travail canadien.

Le Conseil canadien des ressources humaines en tourisme (CCRHT) a demandé à l’équipe de Future Learning de voir à l’animation du processus. Isabelle Butler agira à titre d’animatrice principale et sera accompagnée de Stacey Riley, recherchiste. Vous pourrez trouver des renseignements supplémentaires à propos de Future Learning au www.futurelearning.com, et à propos du CCRHT au www.cthrc.ca.

Vous trouverez ci-joint l’horaire de la journée et les détails concernant l’hébergement et le transport. Si vous avez des questions, veuillez communiquer avec Stacey Riley en tout temps par téléphone au (902) 892-2999 poste 5 ou à sriley@futurelearning.com.

En vous remerciant à l’avance de votre participation, nous vous prions de recevoir nos plus sincères salutations.

Stacey Riley, recherchiste
Future Learning Inc.

Hébergement

Si vous hébergez au Holiday Inn, Future Learning a déjà fait votre réservation et le CCRHT payera les frais d’hôtel directement. Si vous n’avez pas encore reçu la confirmation de votre réservation par courriel, veuillez communiquer avec Stacey Riley de Future Learning au 902 892-2999 poste 5.

Transport

Si vous vous rendez à la réunion par avion et vous n’avez pas encore reçu la confirmation de votre vol, veuillez communiquer avec Stacey Riley de Future Learning au (902) 892-2999 poste 5.

Veillez conserver la copie originale de tous les reçus de caisse et les factures couvrant vos repas et toutes autres dépenses qui seront réclamées sur le formulaire « Demande de remboursement de frais de voyage » ci-joint. Veuillez vous référer à ce formulaire pour en savoir davantage sur le total quotidien maximum des repas et des faux frais. Nous vous rappelons que **les reçus originaux** sont requis pour toute demande de remboursement. Les reçus doivent comprendre une liste détaillée des achats. Les reçus de cartes de crédit ne sont pas valides. Le formulaire de remboursement doit être rempli et soumis au CCRHT dans 30 jours suivants la date du voyage.

Encore une fois, merci de participer à la discussion portant sur L’expérience dans le milieu de travail canadien du CCRHT.

Au plaisir de vous rencontrer la semaine prochaine !

Appendix C Focus Group Agendas

Dress is casual.

Agenda

8:00 a.m. - 9:00 a.m.	Breakfast (Continental, provided)
9:00 a.m. - 9:45 a.m.	Introductions
9:45 a.m. - 10:30 a.m.	Exploring the Canadian Workplace: Round Table Discussion
10:30 a.m. - 10:45 a.m.	Break (snacks provided)
10:45 a.m. - 11:45 a.m.	Exploring the Canadian Workplace: Round Table Discussion
11:45 a.m. - 12:00 p.m.	Tourism Workplace <i>Essential Skills</i> : Questionnaire
12:00 p.m. - 1:00 p.m.	Lunch (provided)
1:00 p.m. - 2:45 p.m.	Tourism Workplace <i>Essential Skills</i> for New Immigrants: Review and Round Table Discussion
2:45 p.m. - 3:00 p.m.	Wrap-up

Code vestimentaire : décontracté

Horaire

8 h 00 à 9 h 00	Petit déjeuner continental (fourni sur place)
9 h 00 à 9 h 45	Bienvenue et introduction
9 h 45 à 10 h 30	Exploration du milieu de travail canadien : table ronde
10 h 30 à 10 h 45	Pause (collation fournie sur place)
10 h 45 à 11 h 45	Exploration du milieu de travail canadien : table ronde
11 h 45 à 12 h 00	Compétences essentielles en milieu de travail touristique : questionnaire
12 h 00 à 13 h 00	Déjeuner (fourni sur place)
13 h 00 à 14 h 45	Compétences essentielles pour nouveaux immigrants en milieu de travail touristique : révision et table ronde
14 h 45 à 15 h 00	Conclusion

Appendix D Focus Group Guide

Detailed Agenda

9:00 a.m. - 9:45 a.m.

Introductions

- (Isabelle and Stacey) Future Learning: Welcome and quick introduction of who we are, how involved in project, and quick overview of project.
- Ask everyone to introduce themselves: What is your experience or interest with (or as an) immigrant worker(s)?
- (Isabelle) Review the agenda (schedule for the day) breaks and end times

9:45 a.m. - 10:30 a.m.

Focus Group (Questions)

- (Stacey) Research consent - Statement on research purposes

EXPECTATIONS

1. What are your expectations of a new immigrant hire?
 - Once a new immigrant is hired what are the key challenges facing them until they get fully qualified?
 - Are immigrants meeting those expectations?
 - If not, what are your suggestions as to what can be done? (not limited to tools)

BARRIERS

2. What barriers prevent an employer from hiring a new immigrant?
 - language
 - communication skills
 - technology
3. What are the barriers faced by new immigrants when seeking employment in tourism?
 - competition (Canadian workplace)
 - level of training
 - experience
 - transportation
 - culture
4. What makes the Canadian workplace experience unique?
 - How would you define the Canadian workplace?

- How does an immigrant learn and fit in to this?
- What are the Canadian workplace expectations? i.e., tips and teamwork

TOOLS

5. What tools are needed to assist immigrants gain employment in tourism?
 - What tools already exist? What works? Are there any gaps?
 - What tools already exist for new immigrants seeking jobs?
 - For tourism operators looking to hire new employees?
 - For Immigration Services looking for job placement of new immigrants?

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 11:45 a.m. Focus Group (Questions)

- Continue with questions from above section

11:45 a.m. - 12:00 p.m. Questionnaire

- Participants go through it individually

12:00 p.m. - 1:00 p.m. Lunch

1:00 p.m. - 3:00 p.m. Review of Competencies (essential skills)

- Review tourism *Essentials Skills* to identify the profile for new immigrants
 - Confirm basic skills (questionnaire)
 - What's the gap?
- What are the tourism essential skills for an immigrant who is fully functional on the job? What do they have to be able to do?
- Is there a difference between industries?
- Is there anything missing? What is different between the skill sets?
- Competency in each of the related skills are related to the job.
- Go through and get the general feeling in those areas.

Wrap-up (Isabelle) Tools again and Thank You

- What are your thoughts about the tools that would be useful? What tools would be successful to get a new hire up to full capacity?

“Thank you again for your valued participation. As per previous communications, if you have any questions or concerns, or would like to know more about the research that we are doing, please feel free to contact Future Learning at www.futurelearning.com, Tel: 902-892-2999.”

Appendix E English and French Focus Group Questionnaires

**Atlantic Focus Group
Colchester Room, Hilton Garden Inn Nova Scotia
July 17, 2007**

Questionnaire

Objective: The aim of the study *The Canadian Workplace Experience* is to identify the basic skills required of immigrants to gain employment in the tourism sector.

Please complete the following questionnaire, which will identify the basic skills required for a new immigrant entering the tourism sector.

If you are not a tourism operator but are in one of the other two categories—Immigration Services or Immigrant—please answer the questionnaire based on your opinion of what you feel is required in each of the categories.

Name:
Province:
Organization Name:
Category: <input type="checkbox"/> Food and Beverage <input type="checkbox"/> Accommodation <input type="checkbox"/> Travel, Transportation, Entertainment and Recreation <input type="checkbox"/> Immigration Services <input type="checkbox"/> Immigrant
Job Title:
Number of Years in the Sector:

	Required at time of Hire	Could be developed later	Not Applicable
ATTITUDES			
1. Demonstrate a Positive Attitude			
1.1 demonstrate self-esteem and confidence			
1.2 show respect for others			
1.3 demonstrate honesty and ethical behavior			
1.4 demonstrate initiative			
2. Demonstrate Responsibility			
2.1 demonstrate organizational and planning skills			
2.2 be accountable for actions			
2.3 meet expectations of the workplace			
2.4 demonstrate desire to provide quality service to customers			
2.5 manage risk			
3. Demonstrate Adaptability			
3.1 be responsive to change			
3.2 be flexible			
3.3 learn from mistakes			
3.4 work efficiently			
3.5 manage stress			
4. Demonstrate Willingness to Continuously Learn			
4.1 accept that there is always more to learn			
4.2 set learning goals			
5. Value Safety			
5.1 make personal decisions to work safely			
5.2 keep work site safe			
5.3 identify importance of knowing own legal rights and responsibilities			
5.4 be aware of legal rights and responsibilities			
5.5 use proper lifting, pushing and pulling techniques			
5.6 follow guidelines for handling electrical equipment			
5.7 follow workplace traffic guidelines			
5.8 follow Workplace Hazardous Materials Information System (WHMIS)			
5.9 follow security procedures			
5.10 identify fire safety information			
5.11 prepare for emergencies			
5.12 respond to emergencies			
B. SKILLS			
1. Demonstrate Communication Skills (essential skills)			
1.1 communicate by reading text (essential skill)			

	Required at time of Hire	Could be developed later	Not Applicable
Follow simple written directions—for example, reminder notes from co-workers			
Read simple texts to locate multiple pieces of information—for example, minutes of staff meetings			
Choose and integrate information from various sources—for example, policy and procedure manuals			
Integrate information from complex or lengthy texts—for example, employment and health and safety legislation			
1.2 communicate by using documents (essential skill)			
Very simple document—for example, a WHMIS symbol			
Simple document—for example, a work schedule			
More complex document—for example, a graph			
Complex document—for example, floor plans drawn to scale that include symbols and codes			
1.3 communicate by writing (essential skill)			
Informal writing, less than a paragraph about day-to-day matters—for example, daily log entries			
Brief writing with a more formal style—for example, memos or letters			
Writing with an established format intended to inform, explain or request—for example, a job description			
Longer pieces of writing that present considerable information and may feature a comparison or analysis—for example, a report			
1.4 communicate verbally (essential skill)			
Narrow range of subject matter, one main issue—for example, greeting customers			
Moderate range of subject matter, familiar topics, usually one main issue—for example, following-up with customers about overdue accounts			
Significant range of subject matter; professional, organizational, theoretical, social issues—for example, dealing with hostile customers			
Wide range and depth of subject matter—for example, chairing a tourism association meeting			

	Required at time of Hire	Could be developed later	Not Applicable
1.5 communicate non-verbally (essential skill)			
1.6 use communication tools (essential skill)			
2. Demonstrate Numeracy Skills (essential skill)			
2.1 perform basic numeracy skills			
2.2 outline common methods of receiving customer payments			
2.3 process cash payments			
2.4 process traveller’s cheques			
2.5 process credit/debit card payments			
2.6 process tabs and accounts			
2.7 define inventory			
2.8 identify reasons for inventory control			
2.9 use inventory control process			
3. Demonstrate Computer and Other Technology Skills (essential skill)			
3.1 operate equipment			
3.2 perform basic computer skills			
4. Manage Information			
4.1 gather information			
4.2 apply information			
5. Demonstrate Thinking Skills (essential skill)			
5.1 make effective decisions			
5.2 solve problems			
6. Demonstrate ability to work with others (essential skill)			
6.1 demonstrate ability to work with others			
7. Demonstrate job search skills			
7.1 identify importance of committing time and energy to job search			
7.2 determine skills, education and needs			
7.3 research potential jobs			
7.4 prepare resume			
7.5 prepare covering letter			
7.6 prepare for interview			
7.7 attend interview			
7.8 follow up after interview			
C. TOURISM KNOWLEDGE			
1. Demonstrate Knowledge of Tourism Sector			
1.1 describe tourism sector			
1.2 identify importance of sustainable tourism			
1.3 describe importance of sustainable tourism			
1.4 follow guidelines for sustainable tourism			
2. Promote Tourism Sector and Company			
2.1 describe employee’s role in promoting tourism			
2.2 identify types of information that employees			

	Required at time of Hire	Could be developed later	Not Applicable
should be able to provide to customers			
2.3 access tourism information			
2.4 promote local area, zone/region, province/territory, and country			
2.5 access information about company			
2.6 promote products and services of company			
3. Provide Professional Service			
3.1 provide customer service			
3.2 serve customers with special needs			
3.3 accept gratuities			
3.4 outline benefits of properly handling difficult situations			
3.5 outline reasons why customers complain			
3.6 outline reasons why customers do not complain			
3.7 outline consequences of customers not expressing complaints			
3.8 handle customer concern or complaint			
3.9 handle abusive customers			
3.10 handle lost and found items			

Groupe de réflexion
Diamant III, Holiday Inn Montréal
Le 27 septembre 2007

Questionnaire

Objectif : L'objectif de l'étude *Expérience dans le milieu de travail canadien* est de déterminer les compétences de base que les immigrants doivent posséder pour être embauchés par l'industrie du tourisme.

Veillez répondre au questionnaire suivant qui permettra de déterminer les compétences de base qu'un nouvel immigrant doit posséder lorsqu'il travaille dans l'industrie du tourisme.

Si vous n'êtes pas un exploitant d'une entreprise de tourisme, mais que vous faites partie de l'une des deux autres catégories, services d'immigration ou immigrant, veuillez répondre au questionnaire selon ce que vous croyez être requis dans chacune des catégories.

Nom :
Province :
Nom de l'établissement :
Secteur : <input type="checkbox"/> Restauration <input type="checkbox"/> Hébergement <input type="checkbox"/> Transport, voyages, activités (spectacles et loisirs) <input type="checkbox"/> Services d'immigration <input type="checkbox"/> Immigrant
Titre du poste :
Nombre d'années dans l'industrie du tourisme :

	Requis au moment de l'embauche	Peut être développé ensuite	Sans objet
ATTITUDES			
1. Démontrer une attitude positive			
1.1 Démontrer de l'estime pour soi et de la confiance en soi			
1.2 Respecter les autres			
1.3 Démontrer de l'honnêteté et un comportement respectueux de l'éthique			
1.4 Faire preuve d'initiative			
2. Démontrer une attitude responsable			
2.1 Démontrer des compétences d'organisation et de planification			
2.2 Être responsable de ses actions			
2.3 Répondre aux attentes du milieu de travail			
2.4 Démontrer son désir d'offrir un service de qualité aux clients			
2.5 Gérer le risque			
3. Démontrer sa faculté d'adaptation			
3.1 Être ouvert au changement et bien y réagir			
3.2 Être souple			
3.3 Apprendre de ses erreurs			
3.4 Travailler efficacement			
3.5 Gérer son stress			
4. Être prêt à apprendre continuellement			
4.1 Accepter le fait qu'il reste toujours quelque chose à apprendre			
4.2 Se fixer des objectifs d'apprentissage			
5. Être attentif à la sécurité			
5.1 Consciemment travailler de manière sécuritaire			
5.2 Tenir les lieux de travail sécuritaires			
5.3 Comprendre l'importance de connaître ses droits et responsabilités découlant de la loi			
5.4 Connaître ses droits et responsabilités découlant de la loi			
5.5 Soulever, pousser et tirer correctement les objets lourds			
5.6 Suivre les lignes directrices concernant l'utilisation des appareils électriques			
5.7 Suivre les lignes directrices concernant la façon de circuler au travail			
5.8 Suivre les directives du Système d'information sur les matières dangereuses utilisées au travail (SIMDUT)			
5.9 Suivre la procédure en cas d'incident menaçant la sécurité			

	Requis au moment de l'embauche	Peut être développé ensuite	Sans objet
5.10 Définir les renseignements de prévention des incendies			
5.11 Se préparer aux situations d'urgence			
5.12 Réagir aux situations d'urgence			
B. SAVOIR-FAIRE			
1. COMMUNIQUER EFFICACEMENT			
1.1 Communiquer par la lecture			
suivre de simples directives écrites (p. ex. les notes de rappel des collègues)			
lire des textes simples (p. ex. les procès-verbaux des réunions du personnel)			
intégrer l'information provenant de diverses sources (p. ex. les manuels des politiques et procédures)			
intégrer l'information provenant de textes longs ou complexes (p. ex. la législation en matière de santé et de sécurité)			
1.2 Communiquer par l'utilisation de documents			
documents très simples (p. ex. les symboles de danger)			
documents simples (p. ex. l'horaire de travail)			
documents complexes (p. ex. plan d'étage)			
documents très complexes (p. ex., remplir les formulaires de réservation ou procéder à l'enregistrement des noms à la réception)			
1.3 Communiquer par écrit			
écrits sans caractère officiel comportant moins d'un paragraphe sur des sujets courants (p. ex. les entrées de journal quotidiennes)			
écrits brefs et plus officiels (p. ex. les notes de service ou lettres)			
écrits dont les formats sont établis en vue d'informer, d'expliquer ou de demander quelque chose (p. ex. Des descriptions d'emploi)			
écrits plus longs qui présentent une analyse d'information considérable (p. ex. un rapport)			
1.4 Communiquer verbalement			
éventail étroit de sujets (p. ex., accueillir les clients)			
éventail modéré de sujets (p. ex., donner des indications aux clients)			
éventail important de sujets, par exemple des questions d'aspect social (p. ex., composer avec des clients hostiles)			
éventail étendu de sujets de grande portée (p. ex., présider une réunion de l'association touristique)			
1.5 Communiquer non verbalement			
1.6 Utiliser les outils de communication			
2. Faire preuve d'habileté en calcul			
2.1 Effectuer des opérations arithmétiques de base			

	Requis au moment de l'embauche	Peut être développé ensuite	Sans objet
2.2 Décrire les formes courantes de paiement			
2.3 Traiter les paiements au comptant			
2.4 Traiter les paiements par chèques de voyage			
2.5 Traiter les paiements par carte de crédit ou de débit			
2.6 Traiter les achats portés à un compte, à une addition ou à une note			
2.7 Définir les stocks			
2.8 Définir l'utilité de la gestion des stocks			
2.9 Gérer les stocks			
3. Faire preuve d'habileté en bureautique			
3.1 Faire fonctionner les appareils			
3.2 Effectuer des tâches de base à l'ordinateur			
4. Gérer l'information			
4.1 Recueillir l'information nécessaire			
4.2 Utiliser l'information			
5. Faire preuve de capacité de raisonnement			
5.1 Prendre des décisions efficaces			
5.2 Résoudre les problèmes			
6. Se montrer capable de travailler en équipe			
6.1 Être un bon coéquipier			
7. Faire preuve d'habileté dans la recherche d'emploi			
7.1 Décrire l'importance de consacrer du temps et des efforts à la recherche d'emploi			
7.2 Déterminer ses compétences, sa formation et ses besoins			
7.3 Faire des recherches sur les emplois potentiels			
7.4 Rédiger son curriculum vitae			
7.5 Rédiger une lettre d'accompagnement			
7.6 Se préparer à une entrevue			
7.7 Se présenter à une entrevue			
7.8 Faire le suivi nécessaire après une entrevue			
C. CONNAISSANCE DU TOURISME			
1. Connaître le secteur du tourisme			
1. Connaître le secteur du tourisme			
1.1 Décrire le secteur du tourisme			
1.2 Décrire l'importance du tourisme			
1.3 Décrire l'importance du tourisme durable			
1.4 Suivre les lignes directrices concernant le tourisme durable			
2. Promouvoir le secteur du tourisme et son entreprise			
2.1 Décrire le rôle de l'employé dans la promotion			
2.2 Définir les types de renseignements que les employés doivent être capables de fournir aux clients			
2.3 Consulter les renseignements touristiques disponibles			
2.4 Promouvoir la localité, la zone ou la région, la			

	Requis au moment de l'embauche	Peut être développé ensuite	Sans objet
province ou le territoire, et le pays			
2.5 Consulter les renseignements disponibles sur l'entreprise			
2.6 Promouvoir les produits et services de l'entreprise			
3. Fournir un service professionnel			
3.1 Fournir un bon service à la clientèle			
3.2 Servir les clients ayant des besoins particuliers			
3.3 Accepter les pourboires			
3.4 Décrire les avantages du traitement approprié des plaintes			
3.5 Déterminer les motifs d'insatisfaction des clients			
3.6 Déterminer les raisons pour lesquelles certains clients ne se plaignent pas			
3.7 Décrire ce qui se passe quand les clients n'expriment pas leur insatisfaction			
3.8 Traiter les plaintes et les commentaires des clients			
3.9 Traiter avec les clients injurieux			
3.10 S'occuper des objets trouvés			

Appendix F English and French Telephone Survey Invitations

The following invitational e-mail was sent to TECs for forwarding to their business associates:

CTHRC and Future Learning would like to thank the Tourism Education Councils (TEC) in each province and territory for their assistance with the project *The Canadian Workplace Experience*. The focus groups to date, conducted by Future Learning, have been a great success.

The Future Learning team is currently conducting telephone interviews with tourism operators across the country. A web survey, similar to the telephone survey, is also available.

We are asking your help to promote the web survey to tourism operators in your area through your usual communication channels, such as distribution lists and electronic newsletters. A sample invitation to complete the survey is attached below.

If you have any questions about the web survey or the study, please contact Kathryn Doucette at Future Learning at (902) 892-2999 or by email at kdoucette@futurelearning.com. Your assistance is greatly appreciated!

Please send the following message out to invite tourism operators to complete the web survey:

(English)

The Canadian Tourism Human Resource Council (www.CTHRC.ca) and Future Learning (www.futurelearning.com) are conducting a study to identify the skills needed by immigrant workers to make a successful transition into the hospitality industry workforce. As part of this study, Future Learning has created a web-based survey to identify the skills and traits required by tourism operators for new hires. The survey should take less than 15 minutes and may be found at the following address:

http://www.surveymonkey.com/s.aspx?sm=Mh9pfvmaNcEt_2fKuEfkW4aQ_3d_3d

CTHRC and Future Learning thank you for your interest and time in this study. If you have any questions about the survey or the study, please contact Kathryn Doucette at Future Learning by telephone at (908) 892-2999 or by email at kdoucette@futurelearning.com.

(French)

Le Conseil canadien des ressources humaines en tourisme (www.CTHRC.ca) et Future Learning (www.futurelearning.com) réalisent une étude visant à cerner les aptitudes nécessaires aux travailleurs immigrants pour réussir leur transition dans l'industrie du tourisme d'accueil. Dans le cadre de la présente étude, Future Learning a créé un sondage Web afin de relever les aptitudes et les caractéristiques recherchées par les exploitants d'entreprises touristiques en ce qui a trait aux nouveaux employés. Il faut moins de 15 minutes pour remplir le sondage, qui se trouve à l'adresse suivante :

http://www.surveymonkey.com/s.aspx?sm=d1vUJ9tt1cEpkwXx_2fVA07g_3d_3d

Le CCRHT et Future Learning vous remercient de votre intérêt et du temps que vous avez consacré à cette étude. Si vous avez des questions au sujet du sondage ou de l'étude, n'hésitez pas à communiquer avec Stacey Riley, à Future Learning, par téléphone au 908 892-2999 ou par courriel à l'adresse sriley@futurelearning.com.

Merci.

Appendix G English and French Telephone and Web-based Survey Results

[PDF files from Survey Monkey – as attached to electronic version]

Appendix H Summary Table of Skills Ranked Least Frequently as Being ‘Required at time of hire’

The following table presents those *attitudes*, *skills* and *tourism knowledge* ranked by respondents **least frequently** as being ‘required at time of hire’ of immigrants hoping to gain employment in the tourism sector.

Attitudes	Percentage
Manage risk	10%
Follow workplace traffic guidelines	19%
Identify importance of knowing own legal rights and responsibilities	17%
Respond to emergencies	13%
Skills	Percentage
Communicate by writing—brief writing with a more formal style	17%
Communicate by writing—significant range of subject matter; professional, organizational, theoretical, social issues	17%
Process credit/debit card payments	15%
Communicate by reading text—integrate information from complex or lengthy texts	13%
Communicate by writing—writing with an established format intended to inform, explain or request	13%
Process traveller’s cheques	13%
Process tabs and accounts	11%
Define inventory	7%
Communicate by using documents—more complex	5%
Communicate by using documents—complex	5%
Use inventory control processes	3%
Identify reasons for inventory control	0%
Communicate by writing—longer pieces of writing that present considerable information and may feature a comparison or analysis	0%
Communicate by writing—wide range and depth of subject matter	0%
Tourism Knowledge	Percentage
Handle abusive customers	19%
Accept gratuities	17%
Describe employee’s role in promoting tourism	16%
Promote local area, zone/region, province/territory, and country	15%
Access information about company	15%
Identify importance of sustainable tourism	14%
Promote products and services of company	12%
Outline consequences of customers not expressing complaints	11%
Describe importance of sustainable tourism	3%
Follow guidelines for sustainable tourism	3%

Appendix I Validation Exercise: E-mail and Feedback Form

Hello,

I am writing as a follow-up to the research findings that have been reached as a result of the CTHRC Tourism Workplace Essentials national focus groups that were held, of which you were a participant. We are at the stage of compiling and synthesizing the focus group and national survey results, with the goal of identifying the minimum required competencies and other traits and conditions for new immigrants in front line/job entry, supervisory and management positions. As a way of validating the findings that have been reached, we are looking to forward you a brief summary and analysis of the basic skills that have been identified as being required of immigrants to gain employment in the tourism sector.

This summary report will be circulated this afternoon to those parties who are available to review and validate the findings, and a brief feedback form will be provided for your comments or input. We are looking to have all feedback submitted to us by end of day Tuesday (16th) or early Wednesday (17th) next week in order that any necessary changes be incorporated into the draft report.

If you are interested and able to participate in this validation exercise, please respond to this email and I will ensure that you receive the necessary information.

Thanks in advance and have a great day,

Stacey Riley

Hello,

For the purposes of this validation exercise, I have attached a copy of the summary report and a feedback sheet, which you are encouraged to complete and return to me, via fax or e-mail, by either end of day Tuesday (October 16th) or early Wednesday (October 17th) in order that any necessary changes be incorporated into the draft report.

The first three pages of the summary report offer an overview of the findings from the focus groups, telephone and web surveys, and *Canadian Workplace Experience* questionnaires, with special focus being given to the minimum required competencies as well as other important traits and conditions for new immigrant workers in the tourism sector. Consideration is also given to the unique aspects of supervisory and management positions. Pages four through to the end of the document offer much more specific statistics and summaries on all of the competencies that were examined by the focus groups and through the telephone and web surveys. General comments are offered throughout the document.

Thanks in advance for your participation in this matter. If you have any questions or encounter any difficulties in opening the documents, please do not hesitate to contact me at any time.

Have a nice weekend,

Stacey

Validation Feedback Form

Please read over the content that has been sent to you for review and validation, then complete and e-mail or fax this sheet back to Stacey Riley y (at sriley@futurelearning.com or (902) 892-1919) by end of day Tuesday, October 16th or before noon on Wednesday, October 17th, 2007 so that your feedback can be incorporated into the final draft report. All feedback will be kept confidential.

Name:

Organization:

1. Overall research summary

Based on your participation in the focus group, does the overall research summary reflect accurate and valid conclusions of the basic skills required of immigrants to gain employment in the tourism sector? If not, what elements would need to be changed or added to make it more accurate?

2. Focus group summary and analysis

Based on your participation in the focus group, do the summary and analysis of the results from the focus group questionnaires reflect accurate and valid conclusions of the basic skills required of immigrants to gain employment in the tourism sector? If not, what elements would need to be changed or added to make it more accurate?

3. Online and web survey summary and analysis

Do the summary and analysis of the results from the online and web surveys reflect accurate and valid conclusions of the most important skills required of immigrants, key characteristics of the Canadian workplace, and of the usefulness of tools to facilitate recruitment, integration, and retention of immigrants in the tourism sector? If not, what elements would need to be changed or added to make it more accurate?

4. Additional comments?