



Diversity and Inclusion (D&I) **Toolkit** *for Employers and Hiring Managers*

Six Tools for Diversity in Work Integrated Learning (WIL):
*Supporting employers to attract, hire and onboard
Students from International Pathways (SFIP)*

December 2020

Diversity and Inclusion (D&I) TOOLKIT

For Employers and Hiring Managers



INTRODUCTION

Why should diversity and inclusion of Students from International Pathways (SFIP) be important to Canadian employers?* Simply put, SFIP bring diverse and global perspectives to the workplace that can lead to an increase in revenue, innovation and productivity. Yet, the trend between 2006 and 2017 was after graduation, 9.7% of university-educated immigrants were unemployed compared to 2.9% of Canadian-born graduates.** To find out why, a study was launched in 2015 to explore, “*Employers Perspectives About Hiring Students from International Pathways*.” The result, greater awareness of the benefits of hiring SFIP is needed as well as support for employers to achieve greater diversity in their workplace.

Given the findings from the 2015 study, the “*Supporting Work-Integrated Learning (WIL) Employment Outcomes for Students from International Pathways (SFIP)*” was launched in 2020 to investigate: **what tools, resources, and frameworks are required by BC employers to facilitate the effective attraction, hiring and onboarding of students from international pathways?** The research findings have led to the six tools included in this document.

This toolkit is the result of the support and financial contributions provided by the British Columbia’s Ministry of Advanced Education and Skills Training and the Association for Co-operative Education and Work-Integrated Learning BC/Yukon (ACE-WIL). It has also been made possible with the continued efforts of the ACE-WIL Research Committee.*** It has been developed with the invaluable input, commitment and interest of employers, hiring managers and individuals who participated in the research project.

The six tools included in this document are: how to integrate and/or create diversity and inclusion (D&I) in the workplace, create barrier-free job descriptions, anonymize resumes, conduct culturally sensitive job interviews, support onboarding of SFIP, and how to create success metrics for hiring initiatives.

TOOLKIT OBJECTIVES

- ☐ Increase employers’ understanding of how to integrate D&I for SFIP in their workplace.
- ☐ Promote greater awareness and tools for navigating unconscious bias.
- ☐ Enhance intercultural awareness and competencies for recruiting, hiring and onboarding SFIP.
- ☐ Develop skills on how to better track success of SFIP initiatives.

This toolkit is a practical guide to assist employers with promoting greater employment outcomes by attracting, hiring and onboarding SFIP through WIL opportunities. It is not intended as a comprehensive set of strategies, resources and/or tools for achieving diversity and inclusion in the workplace, but rather as a starting point for public post-secondary institutions, employers and organizations that hire students.

* Students from international pathways, include international students, refugees, new immigrants and permanent Canadian residents enrolled at a post-secondary institution.

** Statistics Canada. (2018). *The Canadian immigrant labour market: Recent trends from 2006 to 2017*. Retrieved from <https://www150.statcan.gc.ca/n1/pub/71-606-x/71-606-x2018001-eng.htm>

*** The ACE-WIL Research Committee consists of representatives from six post-secondary institutions, including: Simon Fraser University, University of Victoria, University of British Columbia, Langara College, Royal Roads University, and the British Columbia Institute of Technology.

OVERVIEW

Supporting Diversity and Inclusion (D&I) for Employers and Hiring Managers



This Toolkit provides six tools to increase your engagement with Students from International Pathways, to bring diverse and global perspectives to your organization.



Between 2019-2029, B.C. is expected to post 861,000 job openings which require post-secondary education. There are 56,000 post-secondary international students in B.C. that could fill these roles.***

TOOL 1

Integrate and/or create
diversity and inclusion
(D&I) for SFIP

TOOL 2

**Customize human
resource practices:**
create barrier-free job
descriptions

TOOL 3

**Customize human
resource practices:**
anonymize resumes

TOOL 4

**Customize human
resource practices:**
conduct culturally sensitive
job interviews

TOOL 5

Support onboarding
for SFIP

TOOL 6

Create success measures
for SFIP

* WorkBC. (2020). B.C.'s Labour Market Outlook: 2019 Edition. Retrieved from <https://www.workbc.ca/labour-market-industry/labour-market-outlook.aspx>

** Government of Canada. (2020). *Temporary Residents: Study Permit Holders – Monthly IRCC updates*. Retrieved from <https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee>.

1. Integrate and/or create Diversity & Inclusion (D&I) for SFIP

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Collaborate and partner with post-secondary institutions to promoting SFIP employment.



Engage in advocacy initiatives to create financial support for SFIP employment.



Develop intercultural awareness and competencies through learning tools. (e.g., videos, webinars, on-line courses, etc.)



Provide professional development opportunities. (e.g., networking, team-building, training programs, language circles, etc.)



Create an inclusive community for SFIP. (See Tool # 5 *Support Onboarding for SFIP*)



Create and/or increase SFIP measurable goals. (e.g., annual targets for SFIP to be included in WIL placements.)

2. Customize Human Resource (HR) Practices:

Create barrier-free job descriptions

Diversity and Inclusion (D&I) in the Description Introduction

- ☐ Highlight your D&I goals, policies and practices (if applicable).
- ☐ Describe your business and/organization's work culture.
- ☐ Explain how your workplace embraces inclusion. (e.g., diversity of leadership team, diverse professional and social groups, etc.)



Duties and Responsibilities

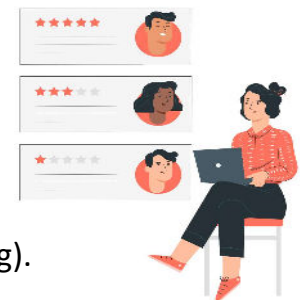
- ☐ Describe the specific duties and expectations using generally accepted terminology in the field.
- ☐ Use a personal and/or conversational tone without acronyms, jargon or slang.
- ☐ Describe reporting structure. (e.g., you will be reporting to the Project Director)



Qualifications (skills and competencies):

Essential

- ☐ Be clear and avoid generalizations and assumptions on requirements.
- ☐ Ask for related work experience (local and international).
- ☐ Describe required language fluency (verbal, written and reading).



Additional/desirable: make clear additional requirements are a bonus.

- ☐ Indicate flexibility if the essential and/or minimum requirements are not met.
- ☐ Highlight openness to international work experience.

3. Customize Human Resource (HR) Practices:

Reduce Unconscious Bias:

Customize and anonymize resumes



*A Canadian study found that applicants with Asian-sounding names received 20% to 40% less callbacks than those with Anglo-sounding names despite having nearly identical education and experience.**

Sensitize Hiring Managers about the benefits of employing Student from International Pathways (SFIP)

- ☐ Encourage and support intercultural awareness and competencies training for staff by providing resources for learning opportunities. (e.g., discussions, videos, webinar, online courses, etc.)
- ☐ Promote the benefits of anonymizing resumes as a tool for recruiting and hiring diverse applicants.
- ☐ Provide anonymous resume templates.

Customize and Anonymize Resumes

Remove the following information from the candidate's profile and resume

				
Name & address	Citizenship & country of origin	Educational institutions attended	Languages spoken	Gender

Track Metrics to Determine Success of Using Anonymous Resumes

- ☐ % change in workplace diversity before and after anonymizing resumes. (e.g., create baseline data)
- ☐ % change in the number of SFIP (students from international pathways) hired, before and after anonymizing resumes.

* Banerjee, R., Reitz, J. G., & Oreopoulos, P. (2018). Do large employers treat racial minorities more fairly? An analysis of Canadian field experiment data. *Canadian Public Policy*, 44(1), 1-12

4. Customize Human Resource (HR) practices

Conduct culturally sensitive job interviews

Review Interview Questions for Bias

- ☐ Focus on questions related to the duties of the job.
- ☐ Use situational interview questions where possible.
- ☐ Ask for examples and specific details to understand students' skills.

Practice Active Listening

- ☐ Seek clarifications if the student's answer is unclear.
- ☐ Avoid assessing communication skills based solely on a student's pronunciation and pauses in answers.
- ☐ Focus on communication skills required for the job.



Cultural and Gender Differences in Body Language

Remember: appropriate body language differs across cultures, ethnicity, gender identity, race, age, class, and social status.

- ☐ Non-traditional Canadian body language may not mean untrustworthiness but a respect for authority. (e.g., lack of eye-contact)
- ☐ Definition of personal space varies greatly across cultures, ethnicity, gender identity, race, age, class, and social status.

Avoid slang, jargon or acronyms:

- ☐ Communicate in clear language commonly used in Canada.
- ☐ Clarify uncommon or local words and phrases.
- ☐ Realize that technical terminology may differ across countries.



5. Support onboarding *for* Students from International Pathways

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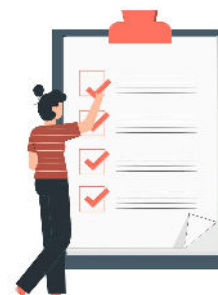


*In 2019, 56,000 international students with a study permit were enrolled in B.C. post-secondary institutions, the second-highest in the country. **

*61% of international students planned to work in Canada after graduation. ***

Process

- ☐ Provide overview of your workplace culture.
- ☐ Share business/organizational process playbook and policy guides.
- ☐ Provide helpful resources (online/offline) such as orientation package with instructions on workplace processes and logistics.
- ☐ Support the completion of employment-related forms.



People

- ☐ Connect SFIP with a volunteer mentor and/or buddy.
- ☐ Set up meetings with relevant managers and staff.
- ☐ Introduce SFIP to relevant professional and social groups.
- ☐ Add to mail lists to ensure invitations to key meetings.
- ☐ Design group onboarding activities with SFIP.
- ☐ Organize and invite SFIP to formal events & social activities.



Performance

- ☐ Organize job shadowing to provide comprehensive onboarding.
- ☐ Set clear job expectations and goals.
- ☐ Provide regular and balanced feedback.
- ☐ Offer resources/opportunities to improve interpersonal skills.
- ☐ Organize work culture competency training.



* Government of Canada. (2020). *Temporary Residents: Study Permit Holders – Monthly IRCC updates*. Retrieved from <https://open.canada.ca/data/en/dataset/90115b00-f9b8-49e8-afa3-b4cff8facaee>.

** Canadian Bureau for International Education (2018). *The student's voice: National results of the 2018 CBIE international student survey*. Retrieved from https://cbie.ca/wp-content/uploads/2018/08/Student_Voice_Report-ENG.pdf

6. Create Success Measures for Students from International Pathways

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*“These young people [international students] are the cream of the crop in terms of future Canadians ... [t]hey have post-secondary education. They are young, they are proficient in one or both of our official languages, and often they have Canadian work experience. So why wouldn't we want to hang on to them?” **

Track Metrics on Hiring Initiatives for SFIP

- ☐ Annual number and/or percent of SFIP hired through WIL placements.
- ☐ Number and/or percent of WIL roles filled by SFIP in previous years.
- ☐ Number and/or percent of SFIP hired for full-time roles after their co-op term was completed.
- ☐ Number and/or percent of repeat co-op/work integrated learning (WIL) students being SFIP.
- ☐ Number and/or percent of SFIP who are satisfied with the co-op experience at the end of their work term.



* See Hussen, 2017 as cited in Neatby & Yogesh, 2017. Neatby, S. & Yogesh, B. (2017, October 12). Most international students leaving Canada after graduation. *Vancouver Sun*. Retrieved from <https://vancouversun.com/feature/how-international-students-are-filling-funding-shortfalls/chapter-4>