



# Building A SAFE WORKPLACE COMMUNITY

An Employer's Guide to Understanding Cultural Impacts in Health and Safety





# **Building a Safe Workplace Community**

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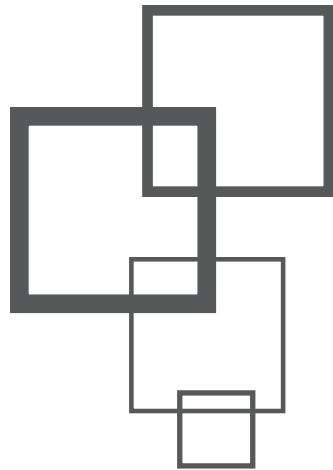
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# Preface

**Culture - the dictionary defines culture as the training or refining of certain common moral or intellectual beliefs in a group of individuals.**

**For the purpose of this manual, culture is defined as the values, beliefs and attitudes that help describe one group of people in comparison to another and how each group has learned to live. Culture includes what we were taught to think, feel and do in any given situation by the society in which we were raised.**

In the place where we live (the geographical area), we get used to certain attitudes, customs and ideas. Where we live helps make us into the people we are. Different circumstances create different people.

Many different things work together to form common attitudes and beliefs in an area. These include religion, language, ancestry, living conditions, political events, economic conditions and climate. These attitudes and beliefs can be defined as our culture.

Culture defines a country and the people who live in it. Culture, however, can vary between individuals. Neighbours may have some similar cultural beliefs, but may also have many differences because of different life experiences.

When people move to another country they move into another culture. A new culture will have ideas, attitudes and experiences that may be slightly or even vastly different from those where the individuals came from. It is important to understand those differences. There is no one way or one culture that is right or wrong, better or worse; they are just different. These differences in our beliefs and cultures sometimes can make us uncertain of what to do and how to act in new and unfamiliar situations.

If we do not understand something, we may feel we are out of our comfort level. It can make us feel we have no control of the situation. This sense of not understanding or loss of control can put us at risk for injury in a workplace situation because of differences in attitudes and our lack of knowledge about them and the workplace.

Many books and articles give advice on how to deal with these feelings. This manual provides advice and guidance to employers in developing a tolerant and safe workplace community that will allow new Canadians to cope and assimilate safely into their new Canadian workplace.

**The purpose of this manual is to...**

- Build awareness that different values and behaviours may affect employee safety in the workplace;
- Explain employer, supervisor and employee responsibilities;
- Provide suggestions on how to accommodate cultural differences and improve employee safety;
- Provide examples of communication behaviours and tips on how to communicate with a culturally diverse workforce; and
- Provide a list of recommendations for health and safety training for new Canadians.



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# Did You Know...

## Did You Know...

- Immigrant workers have five to seven times the risk of injury in the first four weeks of a new job?
- 40% of all injuries suffered by workers throughout their careers happen in the first six months on the job?
- Immigrants will count for all labour growth in Canada over the next five to six years?
- Up to 20,000 new Canadians per year are projected to arrive in Manitoba over the next five years?
- Currently, the Philippines is the number one source country for new Canadians to Manitoba? The second is Germany, followed by India.
- Immigrant men are twice as likely to have work-related injuries requiring medical care compared to Canadian-born men?
- A new Canadian who has a degree from outside Canada is more than twice as likely to:
  - Work in physically demanding jobs;
  - Work in an unskilled job; and
  - Be overqualified?
- Supervisors are legally responsible for their workers?



# Cultural Awareness Questionnaire

## How Culturally Aware Are You?

Directions: Please circle the appropriate response.

### Question

- |  |     |    |          |
|--|-----|----|----------|
| 1. I understand not making eye contact can be a way of showing respect, not a lack of assertiveness.                       | Yes | No | Not Sure |
| 2. I understand when employees continuously address me by my surname it is often culturally correct.                       | Yes | No | Not Sure |
| 3. I know different cultural values and behaviours may influence my perception of a person's competence and understanding. | Yes | No | Not Sure |
| 4. I know when to use both strong and soft handshakes, depending on culture.   | Yes | No | Not Sure |
| 5. I understand vagueness in answering a question can be culturally correct with some employees.                           | Yes | No | Not Sure |
| 6. I understand at least some new Canadian workers may not want to report safety concerns for fear of losing their job.    | Yes | No | Not Sure |
| 7. I realize the loudness or softness with which people talk is often cultural.  | Yes | No | Not Sure |



# Unit 1

## Unit 1 – Understanding Culture

In this unit you will learn about...

- Cultural differences;
- Cultural norms and values; and
- Best practices.



### Cultural Differences

There are many differences in culture and all are relevant to the workplace. It is important to be aware that different cultures have different perspectives on these differences. What one culture values, another culture may not view in the same way. For example:

- Appropriate attire to a Canadian in business might be different than to a South American in business.

- Long pauses in the communication process may be interpreted as lack of knowledge or inability to speak clearly, but can also be a deliberate gesture to show reflection and respect for what someone has just said.

Cultural differences will influence training of new Canadian employees to the Canadian workplace, and how workers learn health and safety procedures.

Cultural differences that may affect the way we act, behave and interact with others and our surroundings include:

1. Communication styles and language
2. Clothing and appearance
3. Values and norms
4. Beliefs and attitudes
5. Learning styles and work habits
6. View of time
7. Personal space
8. Food and eating habits
9. Relationships and family



For an explanation of the cultural differences listed, see **Appendix A – Comparing Cultural Differences**. It explores a comparison of some Canadian cultures to other cultures.

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### **Cultural Norms and Values**

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Although one cannot view cultural differences as one-dimensional, the following story highlights how one or more common differences can cause problems when people of different cultures work together. The story in the following exercise has two versions; a “working” version and a “highlighted” version. The exercise tests your ability to recognize cultural differences as portrayed in the story.

#### **Health Care Sector: Housekeeping and Maintenance**

Joanne is the supervisor of the housekeeping and maintenance department. The hospital has recently hired a new Canadian to work in maintenance. During the interview, the man did not maintain eye contact while responding to Joanne’s questions. Joanne thought he was just shy or nervous. She also noticed he did not cross his legs throughout the hour but rather sat with his knees together and both feet on the ground.

Once the man was hired, Joanne prepared the training schedule. Joanne thought she had a great idea: Since she had an existing male employee from the same country, she would

pair them and have the current employee help with safety training and help the new employee feel comfortable in his new workplace. Joanne spent the first day orienting the new worker to his department and completing paperwork. She went through the safety orientation, highlighting the key areas in the safety manual. At the end of session, she asked if he understood what she covered and he said “yes, thank you.” Since the new worker was wearing sandals, she told him he had to wear safety boots for safety purposes.

The next day, Joanne asked him if he had any questions about the previous day’s safety training. The new employee said “I don’t remember any safety training.” Joanne felt it would be best if the co-worker explained the safety training, this time in his own language. Joanne introduced him to his “buddy” and told him to come see her if he had any questions. She was approached with questions about her family but no work-related questions.

At the end of the day, Joanne went to see how the safety training was going and asked the new employee to sign the areas he missed on the paperwork. He hesitantly signed the paperwork and then firmly told Joanne he could not work for her department. He told her he would work a different job in the company. Confused, she asked the co-worker what happened to cause the new employee’s decision. He told her they were in fact both from the same country, but

their political beliefs were different and the new employee did not want to work beside or take instructions from him.

*In the paragraphs below, the cultural differences are highlighted in bold.*

Joanne is the supervisor of the housekeeping and maintenance department. The hospital has recently hired a new Canadian to work in maintenance. During the interview, the man **did not maintain eye contact** while responding to Joanne's questions. Joanne thought he was just shy or nervous. She also noticed he did not cross his legs throughout the hour but rather sat with his knees together and **both feet on the ground**.

Once the man was hired, Joanne prepared the training schedule. Joanne thought she had a great idea. Since she had an existing male employee from the same country, she will pair them and have the current employee help with safety training and help the new employee feel comfortable in his new workplace. Joanne spent the first day orienting the new worker to his department and completing paperwork. She went through the safety orientation, highlighting the key areas in the safety manual. At the end of session, she asked if he understood what she covered and he said **"yes, thank you."** Since the new worker was **wearing sandals**, she told him **he had to wear safety boots for safety purposes**.

The next day, Joanne asked him if he had any questions about the previous day's safety training. The new employee said **"I don't remember any safety training"**. Joanne felt it would be best if the co-worker explained the safety training in his own language. Joanne introduced him to his "buddy" and told him to come see her if he had any questions. **She was approached with questions about her family but no work-related questions**.

At the end of the day, Joanne went to see how the safety training was going and asked the new employee to sign the areas **he missed on the paperwork**. He **hesitantly signed the paperwork** and then **firmly told Joanne he could not work for her department**. He **told her he would work a different job** in the company. Confused, she asked the co-worker what happened to cause the new employee's decision. He told her they were in fact both from the same country, but **their political beliefs were different** and the new employee **did not want to work beside or take instructions** from him.

Here are some examples of the cultural differences between the supervisor and the new Canadian employee. Not all of the differences are identified in this particular story.

- Communication styles and language – Saying "yes, thank you" to the safety orientation may not have meant he understood Joanne, but only that he heard what she was saying. The

new Canadian may not have understood or realized that what he was being told was safety training.

- **Clothing and appearance** – The new Canadian came to work the first day wearing sandals. Some new Canadians may be unfamiliar with what types of shoes are appropriate for specific workplaces. Show new Canadians the appropriate, safe shoes required and explain the safety reasons.
- **Values and norms** – The new Canadian may value family and relationships. He showed interest in Joanne’s family and values, building a relationship with her. He also may have intentionally not signed the paperwork due to trust or pride issues. Perhaps he could not read or write his name.
- **Beliefs and attitudes** – Even though both employees were from the same country, each man held a different political view. Living in Canada may not diminish feelings and beliefs held in their home country. Observe workers interacting together and read non-verbal clues to assess tolerance and acceptance of each other’s beliefs.

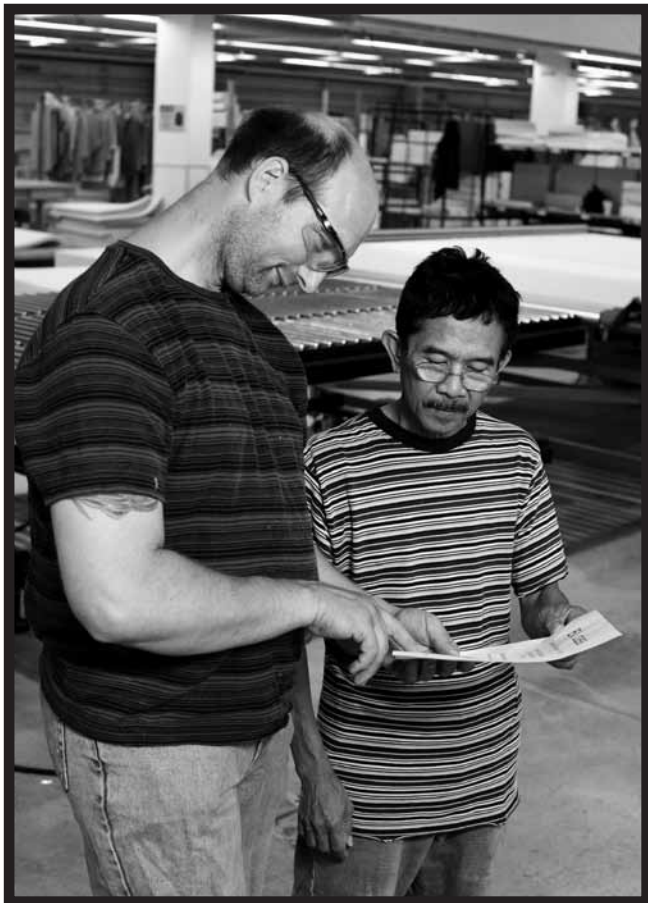
The new Canadian may have kept his feet on the ground as it is offensive in some cultures to show the bottom of your shoes. During the interview, the limited eye contact was a sign of respect for Joanne’s authority. In some cultures, it is not appropriate to make eye contact with members of the opposite sex.

- **Learning styles and work habits** – The new Canadian also may have wanted to impress his boss or thought himself too macho to ask questions. Since some new Canadians may not understand the training they receive is safety training, use a variety of safety training techniques including charts, pictures and demonstrations to ensure your message is understood.
- **Relationships and family** - The new Canadian did not ask questions about the job, but rather about Joanne’s family life. To some cultures, emphasis is placed on building relationships rather than the work tasks.



- What kind of safety issues can arise from these differences in culture?
- How can you accommodate these differences when providing safety training?

**See Appendix B - Case Study – Cultural Norms and Values;** practise by reading the case study and completing the worksheet to analyze the cultural differences that may exist between Peter and his supervisor.



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## Best Practices

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- Some new Canadian employees may not speak up about safety hazards or concerns due to cultural differences. The main reason they do not bring them to your attention is that they are afraid of losing their job. Be clear to employees about the company's safety expectations. Explain the company needs good employees who will speak up about unsafe practices and report injuries. These practices will make everyone in the organization be safe.
- When training new Canadians, always give them context about what they are going to learn. Training should address individual needs and values. For example, there are different perceptions of productivity. Employees who are strongly fatalist may believe dressing for safety is not as important as “whatever will be will be” – they live for today and have no control over tomorrow.
- Safety training needs to address the chain of command in the workplace. New Canadians need to understand the corporate structure and who to go with questions. Many new Canadians do not understand that they should approach their direct supervisor rather than a more senior manager. In some cultures, male employees have a difficult time reporting to female superiors.

- Unlike Canadian culture, which tends to focus on independence and results, some cultures stress interdependence and relationships. In this case, a good supervisor is one who takes time to get to know his or her people and build a rapport with them.
- Many cultures believe talking about something that could go wrong in the future is bad luck and could cause an injury. In these instances, it is better to talk about how to be safe rather than how to not be injured. For example, avoid; *“If you operate this saw without a guard, you could cut off your hand.”* Instead try, *“To stay safe and have long-term productivity, always operate this saw with the guard on.”*



- Many employees are more likely to report an injury if they know their immediate supervisors want them to promote a safe workplace. If employees have a sense that their supervisor believes productivity is more important than reporting an injury, many will choose loyalty to that supervisor and not report injuries.

#### **A Princess Story:**

*A number of newcomers from the same country were employed by a local employer. Members of the group were all good friends and socialized outside of work. Their employer was unaware that one female in the group held the title of Princess in their homeland. While the title was mainly honorary, members of the group felt it was necessary to “protect the dignity of the title” by doing any heavy lifting and certain other tasks that were a part of this person’s normal, expected duties.*

*While their devotion and concern for a fellow employee is admirable, this situation presented a risk to all people involved. Since their attention was diverted to the activities of their co-worker, their safety was compromised because they were not paying close attention to some jobs they were supposed to be doing. Once the employer was made aware of the situation, a meeting with all members was called to explain the risk of these actions and clarify the duties of all employees (including the Princess).*

**- A food processing company in Manitoba**

# Unit 2

## Unit 2 – Intercultural Communication

In this unit you will learn about...

- Cultural differences in communication styles;
- Tips for communicating with employees with limited English;
- Tips for being a good listener; and
- Best practices.



### Cultural Differences in Communication Styles

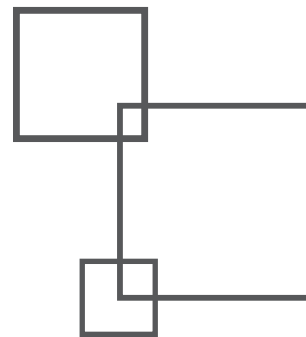
Everyday, employers see how communication styles differ between two or more individuals. What is said, how it is said and how it is interpreted is influenced by all aspects of culture, including: age, gender, status, values and beliefs, and life experiences, to name a few. Even the clothing one wears can have an effect on the communication process. Young Muslim women may dress in traditional robes and head gear, which is proper

in their own culture but may cause fellow workers to treat them with alarm and mistrust.

Unfortunately, there is no quick fix leading to effective communication. Rather, there are hundreds of small things we can do to make a big difference.

Here are some cultural differences that may cause confusion or misunderstanding when interacting with a new Canadian employee:

**Communication** - Be aware that some cultures use indirect communication and may consider direct communication to be inappropriate. For example, a new Canadian worker may go to a co-worker when having a conflict with another instead of speaking with the supervisor. Directness and open criticism can be considered offensive to some cultures. Build meaningful relationships with employees to encourage them to be comfortable coming to you with safety concerns.



## Differences Between Direct and Indirect Communication

### Direct Communication

- Focus is accomplishing the task
- Speak with few clear words
- Meaning of message is clear and obvious
- Communication tends to be impersonal to the point, open
- Deal with conflict directly
- Go face-to-face with person to resolve conflict

### Indirect Communication

- Focus is on the relationship
- Message is delivered through relationships and more words
- Meaning of message is implied and hidden
- Communication tends to be personal with subtle language
- Deal with conflict indirectly, save face
- Use trusted third party to help resolve conflict

*I like living in Canada. My wife and I are raising our kids here. But one thing that has always bothered me is that Canadians will not tell you what they think. I don't know if they are trying to be nice, trying to be politically correct, or trying to avoid conflict, but they have a hard time dealing with open and honest comments. Quite often, managers at my company tell me that I'm too blunt and that I need to be more diplomatic in the way I speak. Well, I am not a diplomat. I am an engineer and this is who I am. I'm not going to start diluting my message just because of some oversensitive Canadians. I have come to accept that I may not get promoted because of my communication style.*

**- A new Canadian from Holland**

**Non-verbal communication** - Many of the problems relating to non-verbal communication across cultures can be resolved by understanding that cultural differences exist. It is impossible to learn the non-verbal cues of every culture, but being aware that differences exist is essential. For example, understand that direct eye contact with leadership is considered respectful in some cultures while in other cultures, looking away or downward is showing respect for authority.

**Physical space** - Differences in acceptable levels of personal space may be expressed by the new Canadian leaning extremely close to the speaker or by avoiding personal contact. When you are communicating, make sure your employee feels comfortable with the personal space or they may not hear what you are saying because they are focusing on their discomfort.

In certain cultures, touching and closer distances are much more prevalent. For example:

- Casual male friends may hold hands
- Men are more likely to put their arms around each other as a sign of friendship
- Men sometimes greet each other with kisses instead of handshakes
- Bowing is used as a greeting

**Self-promotion** - New Canadians from certain cultures find it extremely difficult to sell or promote themselves. As a result, they may not share their accomplishments and ideas with higher levels of authority. They also may find it offensive to promote individual success as opposed to the success of the team. Encourage employees to share their ideas in making the workplace a safer place for everyone.

**Tone of voice** - Different intonation may be perceived as lacking interest or confidence. In some cultures, deference to authority is expressed through lowering the voice or speaking softly. Take time to listen to individual needs and ask for clarification if needed.

**Long pauses** - This may not indicate a lack of knowledge; rather the employee may be reviewing the best way to respond in English. Take time to allow the employee to respond after the pause or important questions or concerns may be missed.

**Cooperation** - In some cultures, harmony and cooperation are seen as preferable to competition. If one person is doing something unsafely, an immigrant employee may do the same just to fit into the culture.

**Familiarity** - Some cultures are uncomfortable with familiarity on a first-name basis. Formal titles are often used and response to that title is seen as a sign of respect. In person-to-person situations, titles like “Mr. or “Mrs.” is preferable to first names. Learn how employees prefer to be addressed.

*Henry has been in Canada for over ten years and has been working for us since he immigrated. His brother got him the job when he arrived from Germany with his family. His boss insists that his staff calls him by his first name; however, Henry has continued to call him Mr. Olsen for all these years.*

*- A Supervisor of a manufacturing plant in Manitoba*

**See Appendix C – Communication Behaviours:** compare what some communication behaviours mean to you and what they might mean to someone who is from a different culture.

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## Tips for Communicating with Employees with Limited English

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When interacting with employees who have limited English skills, follow these simple guidelines:

1. Speak simply, slowly and clearly.
2. Pause more frequently and longer.
3. Don't assume that a pause or lack of an immediate response means they don't understand or do not know the answer. This could simply be a culturally influenced communication style or they could be translating a response in their head.
4. Avoid company jargon, slang or idioms.
5. Use positive language.  
*"It is common" vs. "It is not uncommon."*
6. Use open-ended questions and be patient with the response.  
*"How do you safely use this tool?" vs. "Do you understand?"*
7. Use visual aids, pictures and/or diagrams to help explain your verbal message.
8. Do not raise your voice or use a sarcastic tone.
9. Don't judge the employee's intelligence based on their English language skills.
10. Speak directly to the task at hand.  
*"Please fill out this form." vs. "This form needs to be filled out."*
11. Use the specific safety vocabulary you want the employee to know.  
*"Are you familiar with the word 'hazard'?" vs. "Do you understand?"*
12. Use facial expressions and watch your hand gestures. Be aware that gestures do not have the same meaning in all cultures.
13. Keep the lines of communication open. Relate the discussion to past experience. Ask them if they want you to speak more slowly.  
*"How did you do this in your country?" or "I noticed you were doing x, why is that?"*
14. Repeat the message to instill it.
15. Understand that poor communication may put the employee at risk of injury in the workplace.

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## Tips for Being a Good Listener

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Good listening skills are crucial in any safe workplace situation and often need to be developed. Good listening skills are even more important when communicating with workers who are culturally diverse and/or those who speak limited English.

The following tips are helpful when listening to those who speak limited English:

1. Be patient and give the speaker your undivided and full attention.
2. Understand that silence and long pauses may be a culturally influenced communication style.
3. Ask the speaker to slow down, as this will help overcome the barrier of accent.
4. Be aware of your own assumptions and prejudices and how they may interfere with your ability to be a good listener.
5. When waiting for a response, pause longer to allow the other person enough time to answer.
6. Be mindful that non-verbal cues such as nodding and saying “yes” may be perceived as a lack of understanding.

7. Recognize that the speaker may have difficulty being direct with what they are trying to say or mean.
8. Be patient for people with limited English; let them finish sentences and express concerns for themselves.
9. Paraphrase and repeat back the message to confirm understanding.



- How do you know that new Canadian employees understand what is being communicated?
- What would you do if you had difficulty understanding employees with limited English skills?
- How can you ensure that poor communication will not result in a workplace injury?

*Hang, a hard worker from Asia, was hurt on the job and was given several weeks of paid sick leave to get better. He was enrolled in a workplace training program at the time, and he wanted to finish the course, so he came to the workplace to attend the classes. His injury, in his hand, did not prevent him from reading, listening and participating in the class.*

*He was shocked when he was taken to the Human Resources office and sternly told he was not to be at work for any reason while on sick leave. He was very upset that he had obviously done something wrong and that his supervisors were “angry” with him. He was only trying to do the right thing in finishing the course the workplace had offered him.*

*His EAL instructor tried to explain the legal situation to Hang, but he still did not understand what he did wrong and why he was not allowed to finish his course. He didn’t understand the Canadian safety laws. Hang should have called the Human Resources department to ask if it was okay for him to go to class on the worksite.*

**- An EAL Instructor**

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## Best Practices

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- Be in tune with both components of communication: verbal and non-verbal. Non-verbal is more powerful in giving messages and communicating feelings than verbal communication. It is also more ambiguous and difficult to interpret, especially when cultural differences enter the picture. This can pose a safety issue in the workplace.
- Be aware that non-verbal communication is significant regardless of culture. Research shows 55% of the message is communicated through body language, 38% through tone of voice and 7% through the actual words. For people for whom English is not a first language, body language is even more important.
- Remember non-verbal cues vary in meaning across cultures. For example, laughter in some cultures can be a sign of embarrassment, not happiness.
- Ask existing immigrated employees what remarks and acts (hand gestures) may offend them culturally. Share this knowledge with the safety trainer as well as the rest of the team.
- Recognize people’s language skills (reading writing/comprehension) may vary and will affect training methods. Assessment is essential when English is not a first language.

- Hold periodic meetings with your staff to talk about cultural integration and the needs and possible cultural differences of new Canadians.



- Hold an intercultural workshop for all levels in the organization using safety material as part of the content.
- Connect with the community on educating specific ethnic communities on hazards and prevention.

- Share best safety practices with other organizations to build a network of support and resources.



*When I first came to work in Canada, I noticed that Canadian supervisors didn't yell out orders to their workers. Instead, they were more respectful when they spoke to us. Supervisors here ask for their employees' input on how to make improvements. Only in Canada have I seen supervisors treat their workers this way.*

**- A new Canadian from Latin America**

## Unit 3 – Workplace Safety Hazards

In this unit you will learn about...

- Workplace hazards identified by new Canadian workers;
- Workplace hazards identified by employers; and
- Best practices.

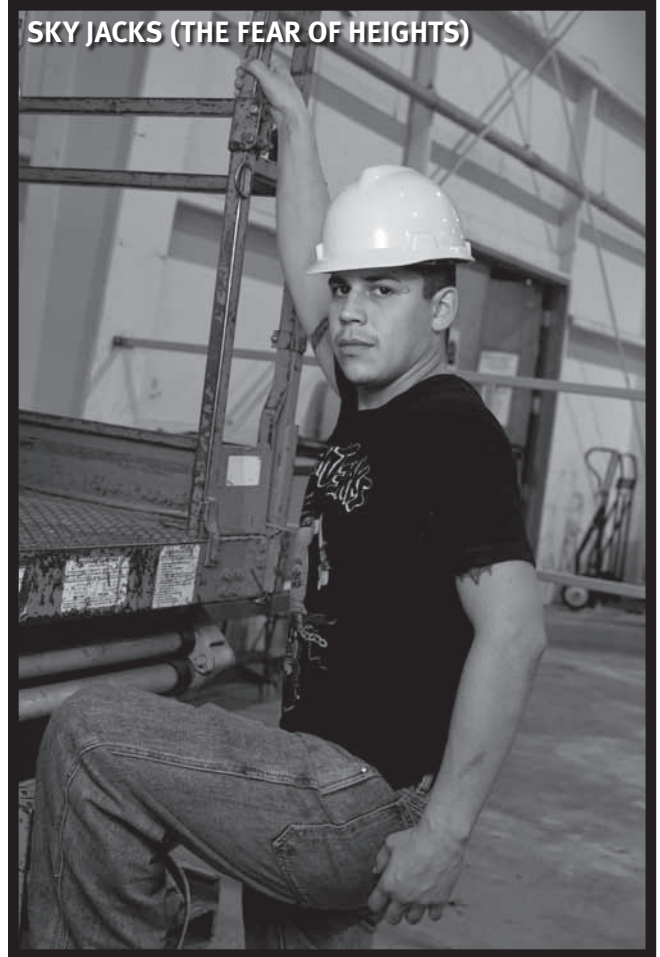
### Workplace Hazards – Identified by New Canadian Workers

Depending on which culture is represented in your workplace, employers cannot make the assumption that new Canadians are familiar with the terms “safety,” “risk” and “hazard.” Many cultures are even unfamiliar with or have never seen smoke alarms, heat sensors, fire extinguishers or a full shoe covering the top of their feet.

While collecting data for this manual, researchers asked new Canadians to identify safety hazards they believed existed in their workplace. These employees represented a variety of industries and interestingly came up with only a few examples:

- Sky jacks (the fear of heights)
- Long, stretched-out electrical cords
- Overloading of electrical circuits
- Old or broken chairs
- Improper fire exits (ice on the ground or potholes)
- Splashing of floor cleaners when rinsing mops
- Repetitive strain

SKY JACKS (THE FEAR OF HEIGHTS)



REPETITIVE STRAIN



## Workplace Hazards – Identified by Employers

Employers also were asked to identify the most common safety hazards in their workplace, stating the following:

- Fatigue (from shift work or multiple jobs)
- Stress
- Confined work spaces
- Poor hygiene and personal wellness:
  - Lack of nutrition and/or eating regular meals
  - Not washing hands properly
  - Not washing uniforms regularly
  - Not bathing regularly and the use of fragrance
  - Different plumbing styles (use of toilet paper and disposal, familiarity with Western style toilets)
- Dress (loose clothing) and jewellery
- Broken tools (makeshift utility knives)
- Noise
- Hazardous materials
- Extreme temperatures (cold and heat)
- Repetitive Strain
- Heavy lifting
- Used needlesticks
- Language barriers



- What do these differences in perception mean to employers?
- How would differences in perceptions about safety affect daily routines and practices in the workplace?

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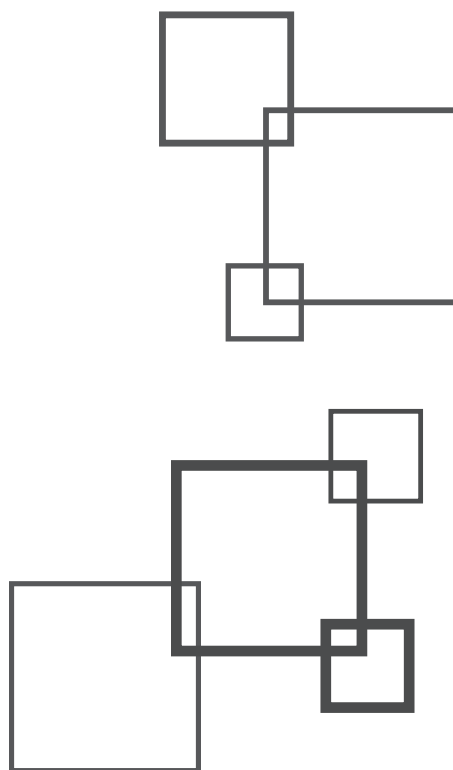
## Best Practices

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- The number one fear of many new Canadian workers is losing their job. In many cases, safety and health concerns are only secondary. Build rapport with new Canadians to build their confidence and they feel comfortable coming to you with safety concerns.
- Deliver safety training and reviews on a continual basis to ensure new Canadians have a clear understanding of workplace hazards. Repetition is essential for workers who have limited English skills.
- Take the proactive approach rather than the reactive approach to working safely. Use preventative measures and offer incentives, where possible, to employees to bring ideas for improvement to your attention.
- Assess employee's understanding and awareness of safety hazards through observation and demonstration of job performance.
- Be creative in the delivery of health and safety training to avoid employee's disconnecting from the key messages. Take turns role-playing or giving mini-presentations that get everyone from senior management to experienced workers involved.

*Some new Canadians are not familiar with typical Canadian eating habits. Sometimes they need to be told they could eat breakfast before starting work and bring a lunch to their job if food is not available. Even clarifying what breakfast may consist of is sometimes necessary.*

**- An EAL instructor**



# Unit 4

## Unit 4 – Rights and Responsibilities

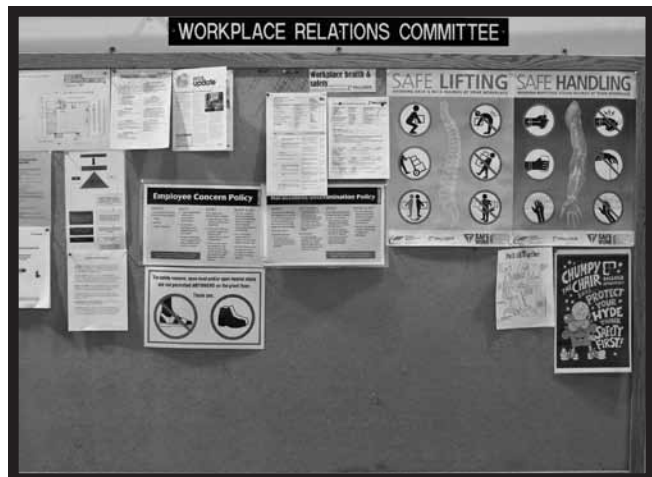
In this unit you will learn about...

- Employers responsibilities;
- Supervisors responsibilities;
- Workers responsibilities; and
- Best practices.

### Employers Responsibilities

Posting the following where all workers can see them:

- Employers safety and health policy in clear English (reviewed annually)
- Joint safety and health committee (JSHC) minutes (if there is a JSHC)
- Names and work locations of JSHC members or worker safety and health representatives
- Safety and health inspection reports
- Workplace safety and health branch orders for the workplace, if any have been issued.



Employers are also responsible for:

- Developing a training program to carry out the safety and health policy.
- Providing and maintaining a safe workplace, including equipment and protective devices.
- Training employees to use equipment properly and making sure they use it safely.
- Protecting employees from dangerous situations.
- Telling employees about any known hazard and provide training on how to work safely to eliminate the risk of injury.
- Understanding and complying with the *Manitoba Safety and Health Act and Regulations*.

***Employers must take every responsible precaution to protect workers***

### Supervisors Responsibilities

- Making sure workers follow the Act and Regulations.
- Training employees to work safely and properly use protective equipment.
- Monitoring employees to make sure they work safely.



*Supervisors must take every precaution to protect workers*

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## **Workers Responsibilities**

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- Following the Act and Regulations.
- Using required protective equipment the way the supervisors show workers.
- Reporting any hazard, dangerous situation or violation of the Act or Regulations to the supervisor or designate (if the worker is uncomfortable speaking directly to a superior).
- Using all equipment safely.



*Workers must take every precaution to protect themselves and their co-workers*

- What do you do if new Canadian employees won't report injuries?
- What do you do if you are concerned poor communication with employees who have limited or no English skills could result in someone getting injured?
- What do you do if you have delivered safety training, but it doesn't seem to get across to new Canadian employees?

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## Best Practices

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- Communicate with new Canadians in short, plain English. From the time of hire, show them where they can go to ask questions and share concerns about safety.
- Many new Canadians do not believe their employer and supervisor have responsibilities to keep them safe. They quite often see safety concerns as their responsibility and “whatever happens, happens.” Some cultures rely on their community to take care of a worker’s family if anything was to happen to someone at work.
- Build a tolerant and safe workplace community within your organization to support all employees and accept their cultural differences.



*In Canada, it is very different than in my home country. Back home, carpenters were electricians, machinist, welders and whatever else needed to be done. Here in Canada, if you are a carpenter then that is all you do. It is better for our safety if we only do one job.*

**- A new Canadian from the Philippines**

*In my office, I have a box full of makeshift tools we’ve confiscated from mostly new Canadian employees. Broken tools were fixed with duct tape or wires or whatever they could find to use. When asked, many of the male employees said they didn’t want to bother the supervisor for a new tool because back home they never replaced broken tools with new ones. Some employees said it was fine; they could still do the job - not realizing the safety risk.*

**- A Health and Safety Coordinator**

# Unit 5

## Unit 5 – Barriers

In this unit you will learn about...

- Culture shock;
- Stress;
- English as an additional language;
- Fear of job loss;
- Lack of access to knowledge;
- Lack of management support; and
- Best practices.

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### Culture Shock

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Culture shock occurs during the initial adjustment to an unfamiliar culture. It is a very personal experience and is not usually the same for two people; however, there are some important similarities.

Culture shock is not necessarily related to moving to a new country. Think about your first job out of school, moving to another town or city or even starting a family. You would have had to adjust to a new social system where things were different in some way.

Here are some indicators that a new Canadian may be experiencing culture shock:

1. Co-workers complain of the new employee's rudeness, irritability and/or poor work habits.
2. New Canadian is socializing only with others from the same cultural group.

3. New Canadian is not attending or participating in social functions.
4. New Canadian is keeping quiet whenever possible.
5. New Canadian's behaviour exhibits sadness or anxiety.
6. New Canadian must work at an entry level job that is below their skill level or education qualifications.

*A new Canadian shared a story about his experience arriving in Manitoba. One of his first thoughts was "where are all the people?" In his culture, his community is highly populated and there are people walking around socializing all the time. In Manitoba, he noticed people stay indoors more and rarely talk with their neighbours. He felt very isolated, spending the first few months inside his apartment.*

**- A new Canadian from Nigeria**

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### Stress

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Most, if not all, new Canadians experience cultural shock which adds to the stress of dealing with workplace adjustment, family commitment, conflicting values and norms and more.

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## English as an Additional Language

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Since most newcomers do not speak English as a first language, communication barriers make it even harder to understand instructions and ask questions. Consequently, this affects their confidence level to complain or bring safety concerns to their superiors.

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## Fear of Job Loss

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Losing their job is the number one fear of new Canadian workers. This results in reluctance to inform employers of unsafe work conditions.

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## Lack of Access to Knowledge

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Many new Canadians are unaware of Canada's laws and regulations regarding workplace health and safety. Your company's safety material may be difficult to understand. Workers also may not know who to notify or where to go if they have questions or want to report a safety issue.

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## Lack of Management Support

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When employers and/or supervisors neglect their legal responsibility for health and safety, all employees, including new Canadians, are impacted.

- Are your safety materials in plain language for new Canadians to understand?
- Have assumptions been made about a new Canadian's attitude when culture shock may have been the real issue at hand?

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## Best Practices

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- Provide a "settling-in mentor" and/or internal support group made up of recent new Canadians to help answer questions while the new Canadian adjusts to the workplace.
- Assign a buddy to the new Canadian from the same work area.
- Show interest by asking about their home country and what is different here in Canada.
- Ask about their previous work experience and how they did things in their home country, for example, "How did you work safely in your last job?"
- Accommodate cultural traditions such as dress or head coverings without compromising safety practices.

*A supervisor shared his way of embracing cultural sensitivity in his team by making time for getting to know his workers of diverse ethnic backgrounds by creating an environment that each one feels included. For example, with one new Canadian worker who had very limited English skills, the supervisor ensured he spent at least 15 minutes each day with this new member talking about matters unrelated to work. "The more you nurture it (the relationship), the more you will get back," he observed.*

*- From a manufacturing company in Manitoba*

# Unit 6

## Unit 6 – Orientation

In this unit you will learn about...

- The importance of orientation;
- Safety orientation - steps to success; and
- Best practices.

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### The Importance of Orientation

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Once a company has decided to hire someone culturally different, orientation is the first step. Like most new hires, new Canadians want to make a positive early impression on their employer and become productive as soon as possible. Similarly, the organization wants to help them feel comfortable and trained as soon as possible. As an employer, it is important to remember that recent immigrants and existing employees will not always properly communicate due to many cultural differences. These differences are highlighted throughout this manual.

How do you start to overcome these barriers? Many cultural resources say a recent immigrant should be 80 per cent responsible for adaptation and the employer, 20 percent. Without the support and mentoring of the employer, however, integration into the Canadian workplace is even more challenging.

As with relationships, it is easier to start off right than it is to get back on track after a series of misunderstandings, miscommunications, or worse - injuries. The better prepared employers are to welcome new Canadian workers, the

easier and more successful the transition will be for both the employee and the employer.

*When workers are hired in India, they are rarely left alone in their first few days or maybe even weeks. There is always someone at their side assisting them, answering questions, introducing them to others and helping them become comfortable in the workplace. This applies to coffee breaks and lunch breaks as well. Co-workers will accompany the new employees every step of the way. You can imagine my shock when I moved to North America. I really believed that there was a serious problem either with me or with this company. I was despondent.*

**- A new Canadian from India**

Statistics Canada's 1999 Workplace and Employee Survey indicates that a low percentage of workers in their first 12 months with a new employer received any type of safety training.

How is it possible that so few workers received training? In some instances, management and supervisors may have thought they provided orientation, but the worker many not have clearly understood or realized that what they were being told was intended to be safety training. This is especially important when a language barrier or cultural difference exists.

## **Safety Orientation – Steps to Success**

The following procedures should be used to introduce and start training new Canadians on safety. Since their first day creates the first impression to the new employee, practise the following steps to start off on the right foot.

Depending on the size of the company, the supervisor usually is responsible for carrying out these procedures. In larger companies, the human resources department will play a role in orientation as well.

### 1. Prepare

- Do your homework: access resources to learn cultural characteristics of the new hire.
- Assess your company's current training tools to ensure they are visually rich and in plain English - there are many printed resources available in different languages.
- Prepare or obtain a written description of the job, with a step-by-step breakdown of responsibilities. Use clear and simple sentences!
- Partner with a translator to plan what you will deliver.

### 2. Welcome

- Help workers feel at ease by learning about them and where they emigrated from.
- Show the workers where they will be working.
- Introduce them to their co-workers and the safety committee representative(s).
- Show them where to obtain tools and equipment.
- Show them where to find you during work hours.
- Explain and demonstrate what is expected of workers for safe behaviour.
- Explain and show the hazards of the workplace and how to work to avoid injury.





### 3. Show

- Show them the layout of the department and provide a paper diagram.
- Conduct a safety orientation: show the fire exits, emergency equipment, location of first aid kit and how to use these items.
- Tell them to come to you with any questions they have about safety or the workplace in general.

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**See Appendix D – Suggested Training Tools:** a list to provide health and safety coordinators, supervisors, and employers, with ideas to deliver safety training to new Canadian workers.

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## Suggested Training Steps

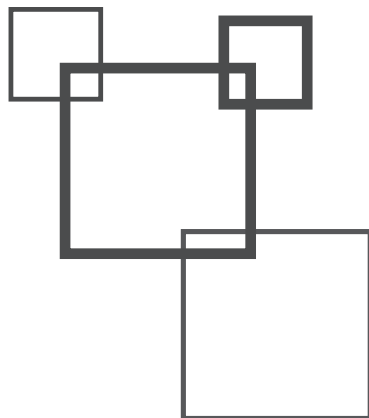
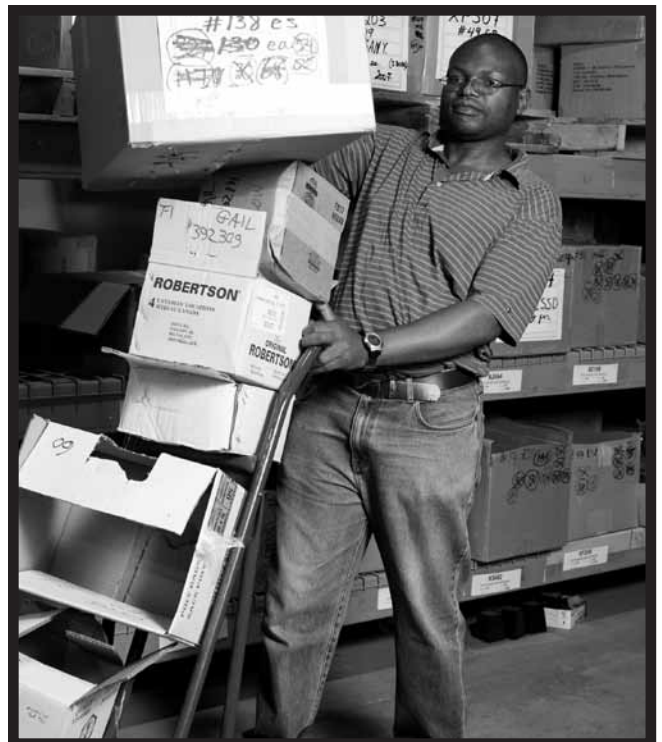
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### 1. Prepare the employee:

- Schedule sufficient time in an appropriate learning environment.
- Remember everyone has different learning styles, but it is even more difficult when there is a language and/or cultural barrier.
- Take the time to explain the job and the reasons for doing it in plain language. The use of pictures, demonstration or a translator would help the new Canadian understand more easily.
- Ask the new Canadian what they know about the job and about safety practices. Try to link the worker's past experiences from their home country with the new job.
- Encourage questions to ensure the worker understands everything you are saying and doing. Ask the worker to point to the picture they don't understand.
- If a written safe work procedure is available for the task, provide a copy in plain English or in the worker's native language and review the safe work procedure at the work location.

2. Demonstrate and describe:

- Do the task at normal speed.
- Do the task in slow speed and explain the procedure in short and clear sentences.
- Do not ask the new Canadian if they understand. Ask open-ended questions that help to assess their understanding, for example, “What is the next step?”
- Include safety precautions during the normal sequence and tell them why you take these precautions – practise the safe way.
- Have the worker perform the task until it is done exactly as required. Watch and guide.
- Repeat instructions or demonstrate again if any steps require clarification.
- Do not teach more than the worker can understand at one time.
- Review what was learned and recognize the worker’s progress.



### 3. Observe the worker on the job:

- After a period of time, have the worker perform the entire task at or near the expected speed.
- Encourage questions and repeat by demonstration any key points the trainee may have missed. Repetition is key for people for who speak English as an additional language.
- Bring a translator with you to ensure the worker completely comprehends the process.
- When you feel the worker is ready to work independently, tell him where to get help in your absence. Introduce him to the person you want them to go to.
- Keep written records of training: who, what, when.
- Follow up with the worker on a regular basis. Make unscheduled visits and correct any unsafe work habits.
- Monitor the worker and share information to ensure safety standards are maintained.
- Remember that, as a supervisor, you are legally responsible for the worker's health and safety.

- How has your safety orientation represented the needs of new Canadians?
- What changes still need to be made?
- How do you know the information was accurately translated?

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### Best Practices

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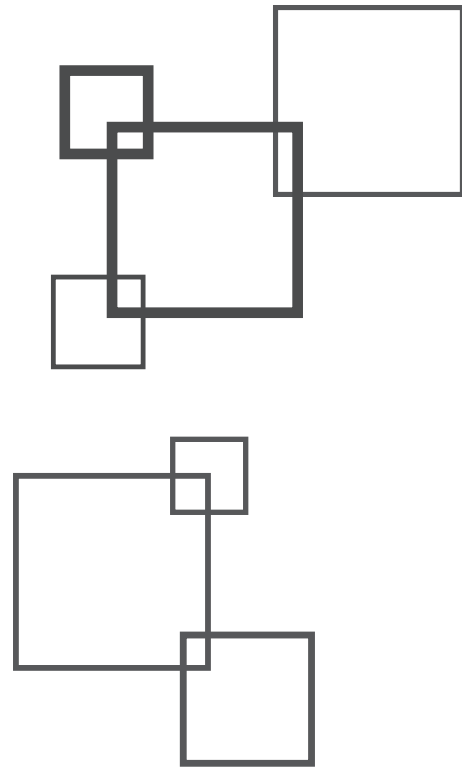
- Provide a thorough orientation of the organization including information of how to get around the building, access supplies and facilities and safety procedures. Remember to use visually rich, plain language materials and include demonstration during your explanation.
- If possible, avoid cramming all the orientation information into one session. It may seem efficient to cover everything from benefits to safety to policy, but retention of information will be minimal. Break up formal orientations into smaller modules to increase possibility of retention.
- Provide an orientation to the job, including duties and responsibilities, performance standards and expected interactions with co-workers. Provide a step-by-step anticipated training and development schedule.
- Provide a workplace culture orientation, including information on personal health and hygiene, cultural values and behaviours and especially on culture shock, describing symptoms and strategies to adapt. Invite the spouse.



*We believe it's important to accommodate the cultural needs of our immigrant workforce without compromising safety standards. For example, we have amended our safety policy to allow new Canadian women to wear traditional dresses at work in some job positions.*

**- A Workplace Health and Safety Coordinator**

- Have immigrant representation on health and safety committees.
- Offer English language training for immigrants and use health and safety material in the content.
- Provide written resources in plain language and a variety of other languages.
- Provide opportunities for social interaction and team building activities.
- Have an “issues box” for employees to add their concerns confidentially in their own language or in English.
- When observing a new Canadian not following safety procedures, try to find out why rather than immediately recording it as an act of negligence. There could be cultural reasons behind the person’s conduct.



# Appendix A

## Appendix A: Comparing Cultural Differences

The comparison below provides an explanation of common cultural differences in the Canadian workplace.

Cultural Differences	Some Canadian Cultures	Some Other Cultures
1. Communication styles and language	<ul style="list-style-type: none"> <li>- Direct communication when giving instructions, but social graces are often indirect</li> </ul>	<ul style="list-style-type: none"> <li>- Some cultures are indirect</li> <li>- May not have softeners, very direct at all times</li> <li>- Evasive with safety concerns</li> <li>- Varies depending on relationship to speaker</li> </ul>
2. Clothing and appearance	<ul style="list-style-type: none"> <li>- Wide range in accepted dress, casual dress</li> </ul>	<ul style="list-style-type: none"> <li>- Dress seen as a sign of wealth, prestige</li> <li>- Religious rules (may impact safety practices)</li> </ul>
3. Values and norms	<ul style="list-style-type: none"> <li>- Prefers orientation one-on-one</li> <li>- Takes initiative</li> <li>- Handles conflict head on (will report safety concerns or injuries)</li> </ul>	<ul style="list-style-type: none"> <li>- Prefers group orientation</li> <li>- Waits for instructions</li> <li>- Preference for harmony (may not want to report injuries to cause problems)</li> <li>- Clear roles in business</li> </ul>
4. Beliefs and attitudes	<ul style="list-style-type: none"> <li>- Challenging authority sometimes indirectly</li> <li>- Individuals control their destiny</li> <li>- Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>- Respect for authority and social order</li> <li>- Individuals accept their destiny</li> <li>- Different roles for men and women</li> </ul>
5. Learning styles and work habits	<ul style="list-style-type: none"> <li>- Step-by-step problem-solving</li> <li>- The focus is on building relationships</li> <li>- Work is a necessity of life</li> </ul>	<ul style="list-style-type: none"> <li>- Not getting to the point</li> <li>- Accepts life's challenges</li> <li>- The focus is on the task</li> <li>- Work has intrinsic value</li> </ul>

<b>Cultural Differences</b>	<b>Some Canadian Cultures</b>	<b>Some Other Cultures</b>
6. View of time	<ul style="list-style-type: none"> <li>- Linear and exact time consciousness</li> <li>- Value on promptness - time equals money</li> </ul>	<ul style="list-style-type: none"> <li>- Elastic and relative time consciousness</li> <li>- Time spent on enjoyment of relationships</li> </ul>
7. Personal space	<ul style="list-style-type: none"> <li>- Handshake</li> <li>- Casual greetings</li> <li>- Communication distance arm's length</li> </ul>	<ul style="list-style-type: none"> <li>- Hugs, bows, handshakes</li> <li>- Taken more seriously</li> <li>- Communication distance 6 inches and up</li> </ul>
8. Food and eating habits	<ul style="list-style-type: none"> <li>- Eating as a necessity - fast food</li> </ul>	<ul style="list-style-type: none"> <li>- Dining as a social experience</li> <li>- Religious rules</li> <li>- Use hands versus utensils</li> </ul>
9. Relationships and family	<ul style="list-style-type: none"> <li>- Focus on nuclear family</li> <li>- Responsibility for self</li> <li>- Value on youth, age seen as handicap</li> </ul>	<ul style="list-style-type: none"> <li>- Loyalty and responsibility to extended family and immediate supervisor (this is key in safety training)</li> <li>- Age given status and respect</li> </ul>

Adapted from: Philip R. Harris and Robert T. Moran, *Managing Cultural Differences*, 2nd ed. (Houston: Gulf Publishing, 1987).



# Appendix B

## Appendix B: Case Study – Cultural Differences

Different environments, experiences and social norms create different beliefs and values. While these beliefs and values may be necessary and desirable in some cultures, they may cause confusion and uncertainty in other settings.

Read the following story about Peter’s experience on the job and then fill in the table on the next page with examples from the story. Use the cultural differences explained in the previous reference chart.

### A Story about Peter

Peter has been employed with XYZ Manufacturing Company in rural Manitoba since he arrived in Canada about three months ago. Peter works as an assembly line worker and has gone through an extensive health and safety training program with the help of a translator.

Peter consistently comes to work a half an hour early and stays late to ensure he surpasses the production quota levels. It is important to him that he is seen as a hard worker to his supervisor and fellow employees. Besides taking care of his wife, he also sends money back home to his parents and siblings. His English skills are limited but he can talk with his supervisor and co-workers on a basic level. Peter plans to improve his English and he has signed up for English classes being offered through his company.

One day during peak season, Peter’s utility knife breaks while on the line and he quickly decides to fix it with electrical tape. His Canadian co-worker reminds him that there are a bunch of new knives in the equipment room. Peter shrugs and replies that it still works perfectly fine and why cost the company extra money when his knife still gets the job done. In his home country, his previous employer rarely replaced tools even when breakage occurred.

A few days later, Peter cut his hand while using his broken utility knife. Peter went to the washroom to wash his hand and apply pressure until the bleeding stopped. He then returned to the line and continued working. The same co-worker noticed Peter’s injury and told him to report it to Bob, the floor supervisor. Peter told him that it was just a “little cut” and that he wasn’t going “to cry about it” and bother Mr. Thompson.

Peter felt there was no need to report the injury to his supervisor since it was a minor cut and everyone, including his supervisor, was very busy trying to stay on schedule. He viewed his injury as “the price he had to pay” to earn a living and support his family. While Peter’s excellent work ethic is commendable, his acceptance of the injury potential of his work puts him at serious risk.

## A Story about Peter - Analyzing Cultural Differences

Read the story on the previous page and fill in how Peter may view each aspect of culture and how the Supervisor in the story might view it differently.



Cultural Differences	Peter the Employee	The Supervisor
Communication styles and language	<ul style="list-style-type: none"> <li>- Peter signs up for English classes.</li> <li>- Peter appreciates his supervisor stopping by each morning to see how he is doing.</li> </ul>	<ul style="list-style-type: none"> <li>- Supervisor's perception might be that the only difference between them is language, unaware of cultural differences.</li> <li>- Or he might be of the same culture and understands the cultural behaviours of Peter.</li> </ul>
Clothing and appearance	<ul style="list-style-type: none"> <li>- Peter's culture may believe that women should always be in traditional dress and never in pants.</li> <li>- Clothing and appearance was not discussed in the story, however, the cultural difference may exist.</li> </ul>	<ul style="list-style-type: none"> <li>- Depending on the industry and what your job role is, employees will follow a dress code. For safety reasons, the supervisor knows that loose clothing is not a safe practice. If possible, will try to accommodate cultural differences in clothing without compromising safety rules.</li> </ul>

<p>Values and norms</p>	<ul style="list-style-type: none"> <li>- Peter decides not to tell his supervisor about the broken knife or about the cut on his hand.</li> <li>- Peter wants to have a good relationship with his supervisor to be able to keep working overtime and be considered a valuable employee.</li> </ul>	<ul style="list-style-type: none"> <li>- Expects and tells his employees that all injuries must be reported.</li> <li>- In safety training, employees are told to get a new utility knife when they break.</li> <li>- The employees who follow these rules are considered valuable employees.</li> </ul>
<p>Beliefs and attitudes</p>	<ul style="list-style-type: none"> <li>- Peter feels that it is not macho to report a small cut.</li> <li>- Peter may be in fear of losing his job if he complains or asks for a new knife.</li> <li>- He may believe that he needs to bring home the money as his wife takes care of the home.</li> <li>- He feel that the community will take care of his family if he is injured or killed.</li> </ul>	<ul style="list-style-type: none"> <li>- Believes everyone in the workplace has a responsibility to follow safety procedures and work safely.</li> </ul>
<p>Learning styles and work habits</p>	<ul style="list-style-type: none"> <li>- Accepts his injury as “the price he has to pay” to earn a living.</li> <li>- Peter will come in early and stay later to exceed production levels. In many cultures, you are paid based on your production. If you do not produce your quota, you are not paid.</li> </ul>	<ul style="list-style-type: none"> <li>- Expects the employer to support a healthy and safe work environment and provide appropriate safety training.</li> <li>- Rewards and recognizes employees based on individual performance and achievements.</li> </ul>

View of time	<ul style="list-style-type: none"> <li>- Peter comes into work early to be ready to start his shift and be productive. The more time he puts in, the more of a good employee he will be.</li> <li>- Peter might even skip his breaks if he is not meeting his production quota.</li> </ul>	<ul style="list-style-type: none"> <li>- Expects employees to come in to work 10-15 minutes before shift time.</li> <li>- Insist that employees take scheduled breaks as a safety precaution.</li> </ul>
Personal space	<ul style="list-style-type: none"> <li>- Peter formally addresses his boss and safety coordinator by shaking their hands each time they greet.</li> <li>- Peter does not stand as close to them as he would with co-workers as a sign of respect.</li> </ul>	<ul style="list-style-type: none"> <li>- He would shake hands the first time he meets employees. After that, just says “hi” or wave whenever he sees them.</li> <li>- Would not give them more space when communicating. Would expect employees to stand the same distance between them.</li> </ul>
Food and eating habits	<ul style="list-style-type: none"> <li>- Peter is used to having his main and biggest meal at lunch. In his culture, eating meals is a social event and may want to eat with others from his country.</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the time, and especially at work, views eating meals as a necessity.</li> </ul>
Relationships and family	<ul style="list-style-type: none"> <li>- Peter’s loyalty lies with his supervisor more than the organization.</li> <li>- Peter calls his supervisor by his surname as a sign of respect.</li> <li>- Peter works overtime in order to support his wife and extended family back home.</li> </ul>	<ul style="list-style-type: none"> <li>- Loyalty is to the organization but to his employees as well.</li> <li>- Addresses all levels on a first name basis and has told Peter to call him “Bob.”</li> </ul>

# Appendix C

## Appendix C: Communication Behaviours

BEHAVIOUR	What it means to me	What it might mean to the other person
Not making eye contact	<ul style="list-style-type: none"> <li>- Sneaky, unassertive or inattentive</li> </ul>	<ul style="list-style-type: none"> <li>- Showing respect</li> <li>- Finds you rude</li> <li>- Doesn't understand you but doesn't want you to know that</li> </ul>
Saying yes or nodding when one doesn't understand	<ul style="list-style-type: none"> <li>- Lying or faking they understand</li> <li>- Not listening</li> <li>- Embarrassed to admit lack of understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Can mean "yes," "maybe" or "not likely"</li> <li>- I hear you and respect you, but not understanding</li> </ul>
Giving a soft handshake	<ul style="list-style-type: none"> <li>- Lack of confidence</li> <li>- Lack of enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>- A respectful, polite, confident greeting</li> <li>- Not a form of greeting in their culture, e.g., kissing to say hello</li> <li>- Uncomfortable or not permitted to touch opposite sex</li> </ul>
Standing very close when talking	<ul style="list-style-type: none"> <li>- Invasive</li> <li>- Needs attention</li> <li>- Threatening</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate communication behaviour</li> <li>- Showing attentiveness</li> </ul>
Spending time in small talk	<ul style="list-style-type: none"> <li>- Lonely</li> <li>- Friendly</li> <li>- Gossiping</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate greeting</li> </ul>
Addressing you by a title	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Sign of authority</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Intimidated</li> </ul>
Laughing or smiling a lot (when nothing is funny)	<ul style="list-style-type: none"> <li>- Nervous</li> <li>- Confused</li> <li>- Hearing Impairment or difficulty</li> <li>- Lack of comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate communication behaviour</li> <li>- May only be serious with the boss</li> <li>- Trust issue</li> </ul>

Arriving without the necessary paperwork	<ul style="list-style-type: none"> <li>- Rushed</li> <li>- Confused</li> <li>- Unorganized</li> </ul>	<ul style="list-style-type: none"> <li>- Unfamiliar with the use of paper</li> <li>- Trust issue</li> </ul>
Avoiding filling out paperwork or forms	<ul style="list-style-type: none"> <li>- Hiding something</li> <li>- Lack of understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Not able to read and/or write</li> <li>- Lack of understanding</li> <li>- Pride issue</li> </ul>
Persistently not doing what was asked of them	<ul style="list-style-type: none"> <li>- Trying to cause conflict</li> <li>- Disrespectful or poor attitude</li> <li>- Incompetent to do the task</li> </ul>	<ul style="list-style-type: none"> <li>- It is considered unhealthy</li> <li>- It is considered demeaning</li> <li>- Not able to read the signals they are expected to watch for</li> <li>- Lack of understanding why they are doing it</li> <li>- Were trained at some point to do the opposite</li> </ul>
Avoiding making an independent decision	<ul style="list-style-type: none"> <li>- Lack of confidence</li> <li>- Lack of knowledge or ability</li> </ul>	<ul style="list-style-type: none"> <li>- Does not value individualism, must be a group decision</li> <li>- Fear of losing job or other</li> </ul>
Speaking too softly/loudly	<ul style="list-style-type: none"> <li>- Shy, lack of confidence</li> <li>- Rude, angry</li> <li>- Language barrier</li> <li>- Hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate communication behaviour</li> </ul>

# Appendix D

## Appendix D: Suggested Training Tools

Some organizations have adopted the following methods to help new Canadians understand safety and health training and procedures:

- Visually rich PowerPoint presentations combined with demonstration during job orientation.

- Videos that are department and job specific and created internally, in appropriate language for those with limited English skills.

- Safety and health bulletin boards that are attractive, in plain English and renewed on a regular basis.

- One-on-one training for those identified as needing more assistance.

- Pairing a new Canadian with a more experienced employee who can speak his or her language. Combine this suggestion with other training methods to ensure the message is consistent.

- A ‘training cell’ where new Canadians have the chance to demonstrate step-by-step procedure of operating a machine while being observed by their trainers.

- Proficiency reviews that are conducted by representatives from machine manufacturers to ensure their products are being operated properly. The reviews are based on workers’ demonstration.

- Use of colours and shapes to identify chemical cleaning products.

- Health and safety procedures translated into different languages.

- Identification of potential safety hazards as training is delivered.



- Examples of personal protective equipment (PPE) including a demonstration of their usage
- Series of posters with minimal text that are visually consistent, showing safety practices and steps.
- Instructions on how to use a first aid kit including a demonstration of what each item is used for.
- Instructions on how to use the telephone to make an emergency call to 911 (script on what to say, how to report the company's address and phone number).
- Information on entanglement policies (watch, bracelet, strings on hoods).
- WHMIS – “The Winning Label” Video: the test should be delivered orally, with matching pictures, or yes/no questions.
- Avoid multiple choice tests as they are confusing and often ambiguous.

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## Workplace Culture – Workplace Safety... A Final Word

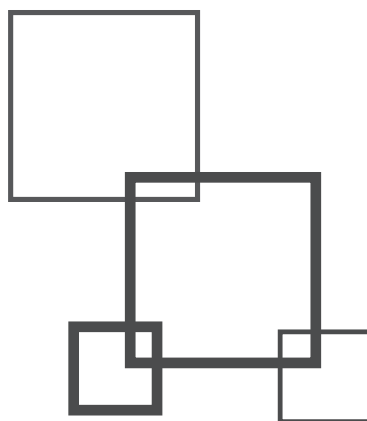
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Canadian workplace culture is based on the idea that **no job is so important that we would risk the health and safety of employees.** Working safely is as important as being productive and performing well.

In the Canadian workplace, supervisors and employees share responsibility.

- Supervisors must make sure employees are trained and understand safety procedures.
- Employees must practise proper work procedures, report hazards and wear personal protective equipment.

By working together to identify and correct unsafe work practices, supervisors and employees can help to build a safe workplace community.



# Sources and Resources

## **Workers Compensation Board of Manitoba**

333 Broadway Winnipeg, MB R3C 4W3

Tel: (204) 954-4321 (English)

Toll-free: 1-800-362-3340

[www.wcb.mb.ca](http://www.wcb.mb.ca)

## **Manitoba Federation of Labour**

503-275 Broadway Winnipeg, MB R3C 4M6

Tel: (204) 947-1400

[www.mfl.mb.ca](http://www.mfl.mb.ca)

## **Manitoba Labour Employment Standards Branch**

604-401 York Avenue Winnipeg, MB R3C 0P8

Tel: (204) 945-3352

Toll-free: 1-800-821-4307

[www.gov.mb.ca/labour/standards](http://www.gov.mb.ca/labour/standards)

## **SAFE Workers of Tomorrow**

Unit 3 – 1680 Notre Dame Avenue

Winnipeg, MB R3H 1H6

Tel: (204) 992-2988

[www.workersoftomorrow.com](http://www.workersoftomorrow.com)

Work Start. *Working Culture in Canada*

Work Start. *Safety in the Workplace*

WIN - *New Canadian's Guide to the Canadian Workplace*

Axtell RE, Fornwald M. *Gestures: The Do's and Taboos of Body Language Around the World.*

New York, John Wiley & Sons, 1997.

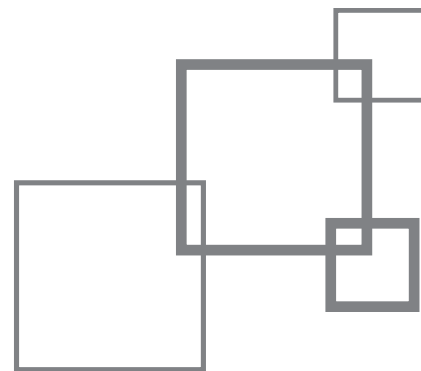
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Harris PR, Moran RT. *Managing Cultural Differences – Leadership Strategies for a New World of Business*, 6<sup>th</sup> Ed. Woburn, MA, Butterworth-Heinemann, 2004.

Hofstede, Gert Jan, Paul B. Pedersen and Geert Hofstede; *Exploring Culture - Exercises, Stories, and Synthetic Cultures*, Intercultural Press, Inc. 2002.

Laroche, Lionel, Ph.D. and Rutherford, Don; *Recruiting, Retaining, and Promoting Culturally Different Employees*, 2007.











# **Building** **A SAFE WORKPLACE** **COMMUNITY**

**An Employer's Guide to Understanding Cultural Impacts in Health and Safety**