

Newcomers: Your Skilled Workforce

An Employer's Guide



Are you wanting a workforce that has a wide range of skill sets, understands the global market, can help connect you with a new customer base and is reflective of our local population?

YOU DON'T NEED TO LOOK ANY FURTHER!

Windsor-Essex has a talent pool that you may not have had the opportunity to connect with yet. Our hope is that this document can help to educate you on the skills that newcomers bring to our community, the role of newcomers in our region and the resources that can be of assistance to you when you are looking to hire a newcomer.

Were you aware that 1 in 4 people in Windsor-Essex is an immigrant? Read on to learn more about our local mosaic - you may be surprised by what you discover!

NEWCOMER

A newcomer is an immigrant who has been here for five years or less.

IMMIGRANT

A person who is, or has ever been, a landed immigrant or a permanent resident.

"It has been a pleasure welcoming Walid as an AlphaKORian. He fits in well, is personable and focused on his workmanship, collaborating with the team and taking care of our clients."

Frank Abbruzzese - Alphakor

OUR MOSAIC

A SNAPSHOT OF DIVERSITY IN WINDSOR-ESSEX

OUR DIVERSITY



1 IN 4 People in Windsor-Essex are immigrants

85,810 People in Windsor-Essex are immigrants



10,800 Newcomers settled in Windsor-Essex between 2011 & 2016

An **immigrant** refers to a person who is, or has ever been, a landed immigrant or a permanent resident.

A **newcomer** is an immigrant to Canada who has been here for five years or less.

EDUCATION ATTAINMENT OF IMMIGRANTS



EDUCATION ATTAINMENT OF NEWCOMERS

20,050
have a high school diploma

1,915
have a high school diploma

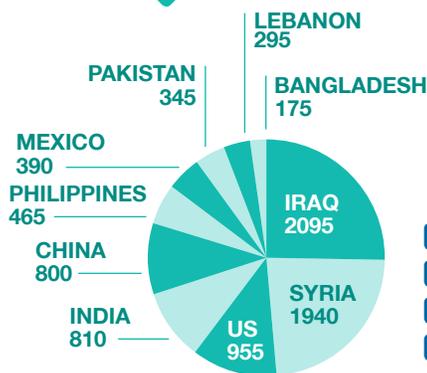
18,675
have a college education

1,095
have a college education

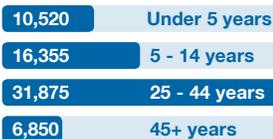
21,675
have a university education

2,970
have a university education

Recent Immigration by Place of Birth 2011-2016



Age at Immigration



TOP 5 SECTORS IMMIGRANTS ARE EMPLOYED IN



TOP 5 LANGUAGES SPOKEN AT HOME

FOR MUNICIPALITIES IN ESSEX COUNTY (OTHER THAN ENGLISH)

'Language spoken most often at home' refers to the language the person speaks most often at home at the time of data collection. A person can report more than one language as "spoken most often at home" if the languages are spoken equally often.

WINDSOR-ESSEX		AMHERSTBURG	
Arabic	8645	Italian	180
Spanish	3335	French	95
Mandarin	3050	Arabic	15
Italian	2920	Polish	15
French	2910	Cantonese	15

ESSEX		KINGSVILLE	
Portuguese	150	German	600
French	80	Spanish	570
Spanish	65	Portuguese	105
German	30	Italian	50
Mandarin	20	French	50

LAKESHORE		LASALLE	
French	660	Arabic	255
Punjabi	190	Italian	215
German	125	Mandarin	185
Polish	100	French	160
Romanian	95	Punjabi	115

LEAMINGTON		TECUMSEH	
German	1850	French	230
Spanish	1090	Italian	180
Portuguese	485	Arabic	130
Arabic	390	Serbian	110
Italian	215	Punjabi	95

WINDSOR	
Arabic	7745
Mandarin	2745
Italian	1990
French	1550
Chaldean Neo-Aramaic	1435



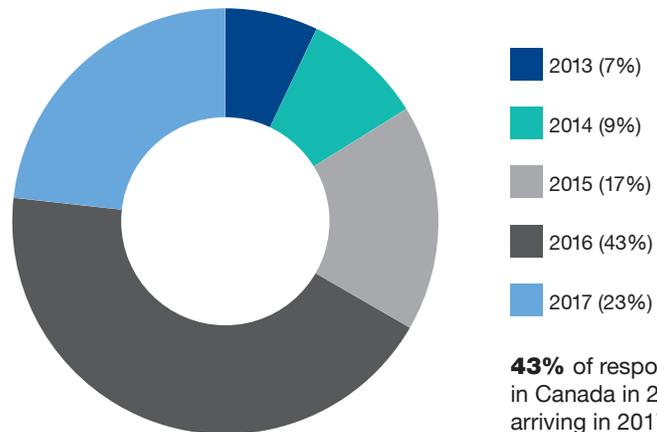
In 2017, through partnership with local newcomer serving organizations, over **300 newcomers** were surveyed to learn more about the value that they bring to our community.

Here is what we learned from them:

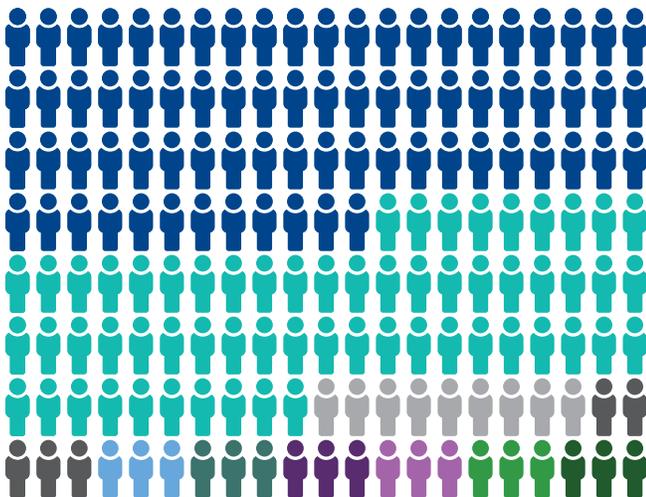
NEWCOMERS: YOUR SKILLED WORKFORCE SURVEY RESULTS

As part of our **Newcomers: Your Skilled Workforce** initiative, over 300 immigrants were surveyed with the help of local service providers, identifying their skills, education, past work experiences, and future work ambitions. The following provides an overview of the results from 255 newcomers.

Year arrived in Canada:



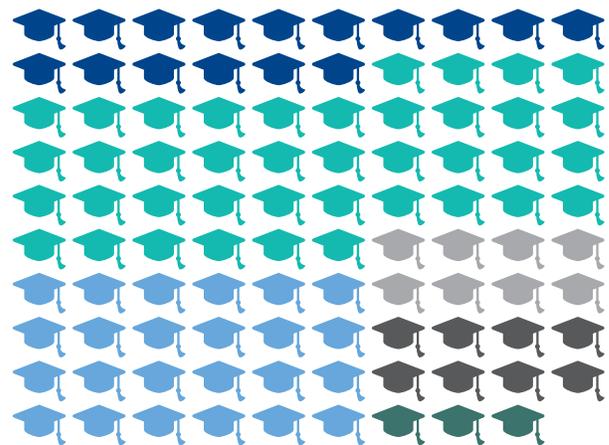
Country of Origin:



Syria: 75 Respondents	El Salvador: 3 Respondents
Iraq: 61 Respondents	Colombia: 3 Respondents
DR Congo: 9 Respondents	Philippines: 3 Respondents
China: 5 Respondents	Sudan: 3 Respondents
Bangladesh: 3 Respondents	Ivory Coast: 3 Respondents

These are the **top 10 countries** most noted by respondents. There were over **43 countries** in total identified by respondents.

Educational Attainment: (Highest Level of Certification)



Less than High School: 16%	College: 8%
High School: 40%	University: 24%
Trade High School: 8%	Post-Graduate: 3%

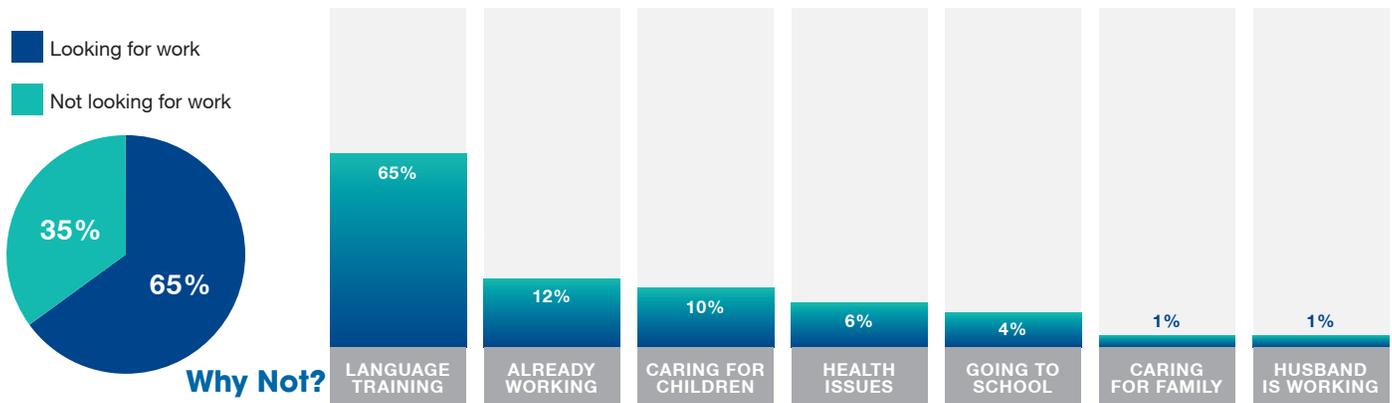
Before coming to Canada, the majority of respondents (**40%**) had a high school diploma as their highest level of education, with **43%** completing a postsecondary program including: **8%** having a trade high school diploma, **8%** with a college diploma, **24%** with a university degree, and **3%** of respondents with a post-graduate degree.

Languages:

These are the **top 6** languages spoken by respondents.



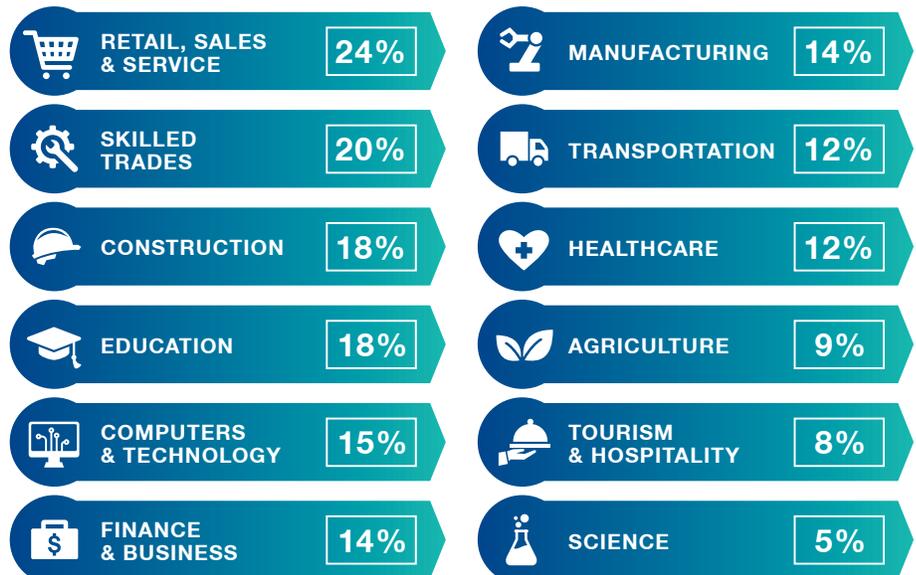
Looking for Work:



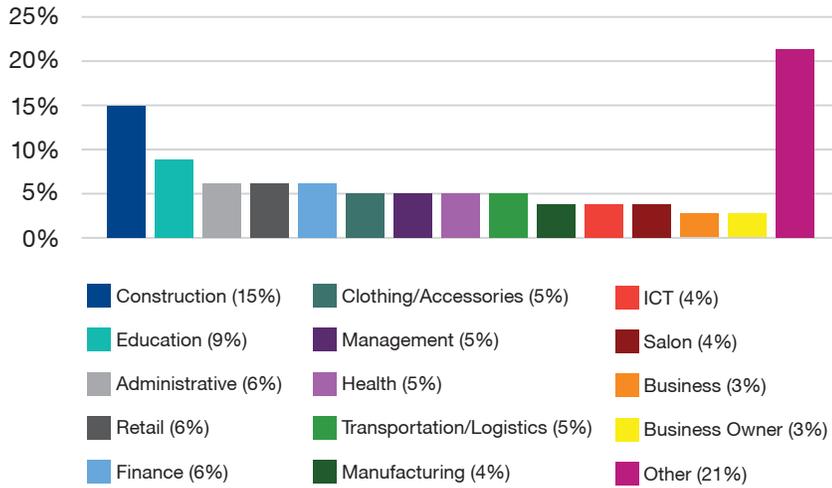
When asked if they were looking for work now or within the next 6 months, **65%** answered yes. Of the **35%** that indicated they were not looking for work, **65%** noted they were focusing on their language training and **12%** were already working.

Where They Hope to Work:

The sectors that most of the respondents hoped to work in were: Retail, Sales & Service (**24%**), Skilled Trades (**20%**), Construction (**18%**) and Education (**18%**). Respondents often chose more than one sector.



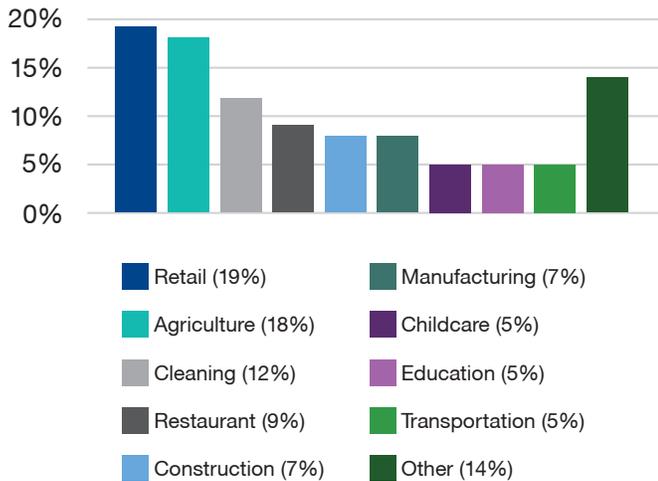
Work Experience Outside of Canada:



Other includes: Restaurant workers, Janitors, Artists, Musicians, Butchers, Scientists, etc.

Clothing/Accessories includes: Cobblers, Dressmakers, Tailors, Furriers, Hat Makers, etc.

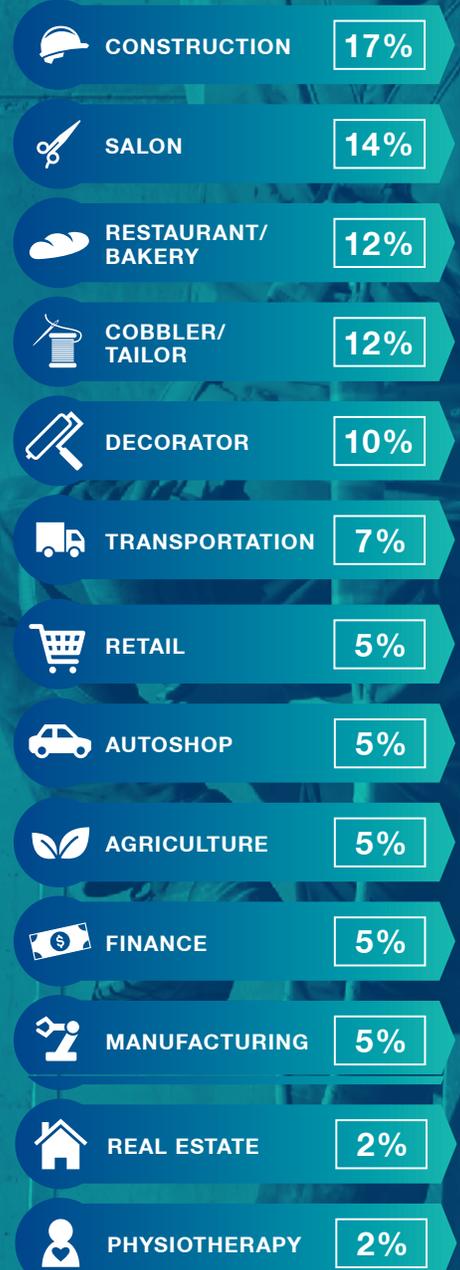
Work Experience in Canada:



The work experiences that these newcomers have gained in Canada are limited in variety when compared to the work experiences they had before coming to Canada. While many of the experiences align with the areas they desire to work in, none of the respondents currently own their own business.

17%

of respondents want to own their own business.



Skills

Respondents identified the skills that they have developed. Foundational and Soft Skills were more commonly selected as these skills are not job-specific and can be developed outside of formal education and employment.

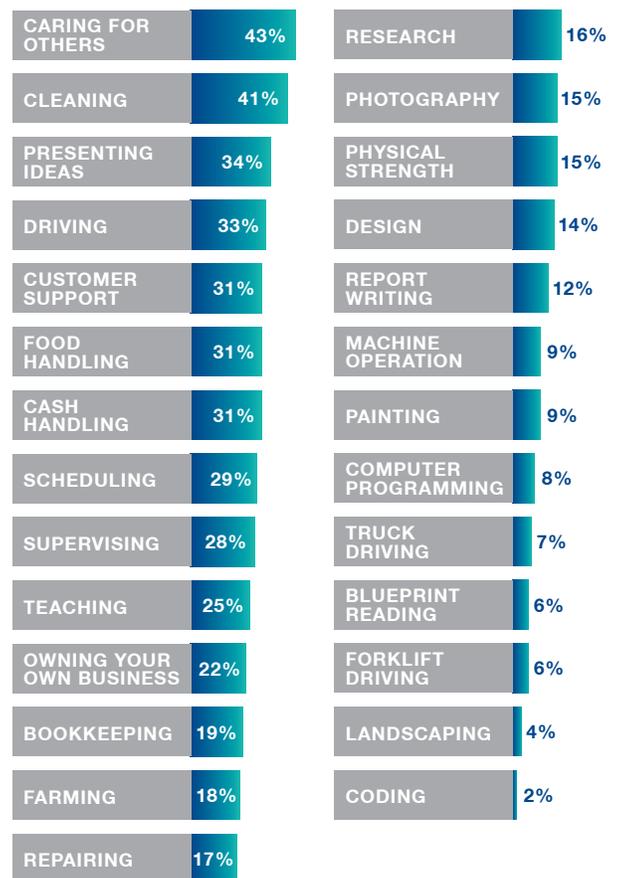
Foundational Skills

Foundational Skills are skills that provide a basis for work and lifelong learning, developed throughout one's life in settings both in and outside of formal education.



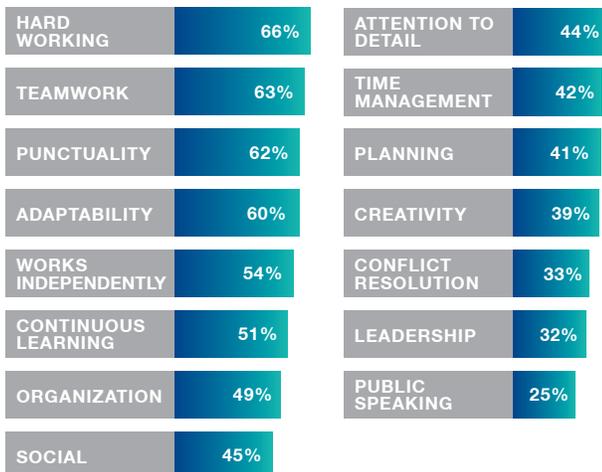
Technical Skills

Technical Skills are skills related to performing a specific task, often taught in a formal or vocational setting.



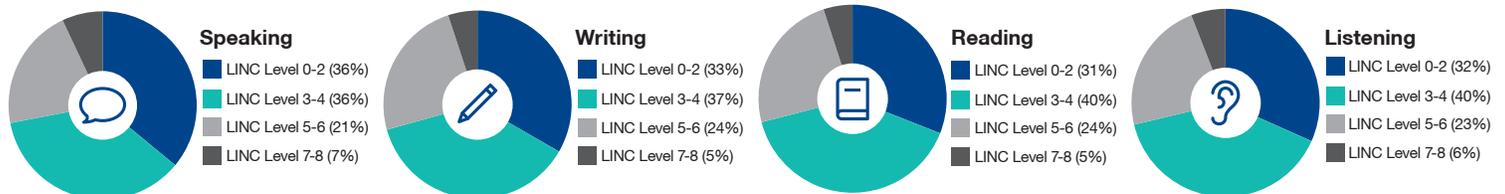
Soft Skills

Soft Skills are character skills that enable individuals to perform effectively in their environment.



English Levels

The most common level of English among respondents is LINC 3-4 (Language Instruction for Newcomers to Canada), including 36% for speaking, 40% for listening, 40% for reading, and 37% for writing.



Canadian Language Benchmark 4 = LINC Level 3-4

Speaking: Level 4

The speaker can communicate information about common everyday activities, experiences, wants and needs.

Writing: Level 4

The writer can write short, simple texts about familiar topics or situations related to daily life and experience.

Reading: Level 4

The reader can understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.

Listening: Level 4

The listener can understand, with considerable effort, simple formal and informal communication on topics of personal relevance.

Why should I have newcomers as part of my workforce?

Newcomers can be of great benefit to your company for countless reasons, including the following:

- ✓ Immigrants speak a variety of languages which can help you to provide responsive customer service.
- ✓ To attract potential patrons to your business, you might be faced with the challenge and opportunity of building networks and relationships with customers of diverse cultural backgrounds. Having a diverse workforce will help your business become more representative of your customer base and the community.¹
- ✓ Immigrants may prove to be valuable resources for understanding the product and service needs of these “new” patrons and visiting tourists.
- ✓ Immigrants can contribute diverse perspectives, experiences and skills sets to your talent pool, while bringing an understanding of global business practices.
- ✓ Broadening your candidate pool can help if you are facing a skills shortage, thereby improving your company’s productivity.
- ✓ Newcomers are often loyal workers. Improving your retention rate will decrease your need for recruitment and training of new employees.²

“Eight years ago, I was a newcomer to this city. I came with a lot of experience (both personal and professional) and the ability to speak more than one language. I found myself managing a business in just one year of employment, and have since been an important asset for this company. Many newcomers, just like me, come to this country/city with skills and wealth of experience. They just need to be given a chance to work and adapt those skills to a new environment. It is thus important to hire newcomers because not only do they have skills employers may benefit from, but service users or customers also feel more comfortable working with someone who serves them in the language they understand best.”

Kindu Selemani - Cash Max Store

1 London Economic Development Corporation, “Global Talent: Hiring immigrants makes good business sense,” 2007.

2 London Economic Development Corporation, “Global Talent: Hiring immigrants makes good business sense,” 2007.

Did You Know?

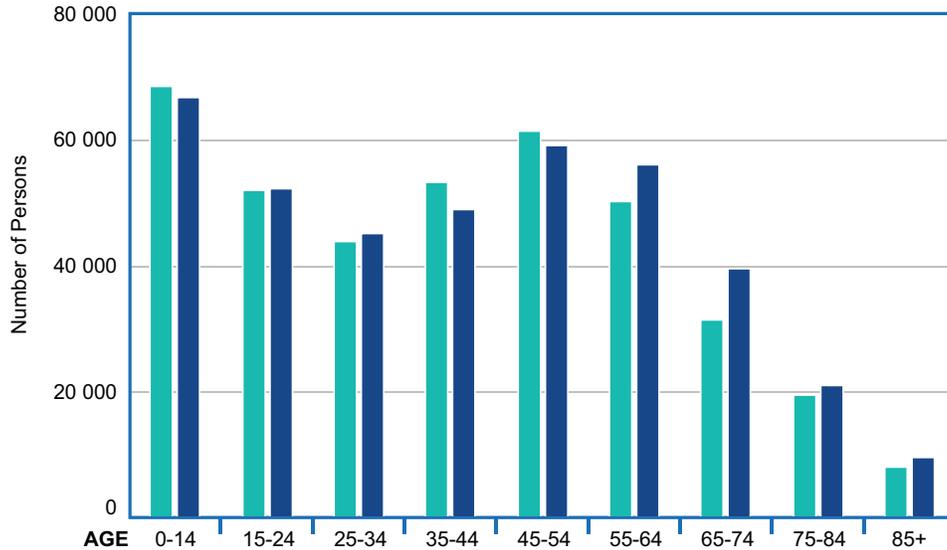
Windsor-Essex may have had a decrease in population if it were not for the arrival of newcomers.

Our 2017-2018 Community Labour Market Plan makes note of our aging population and the importance of newcomers in helping our population to grow.

POPULATION

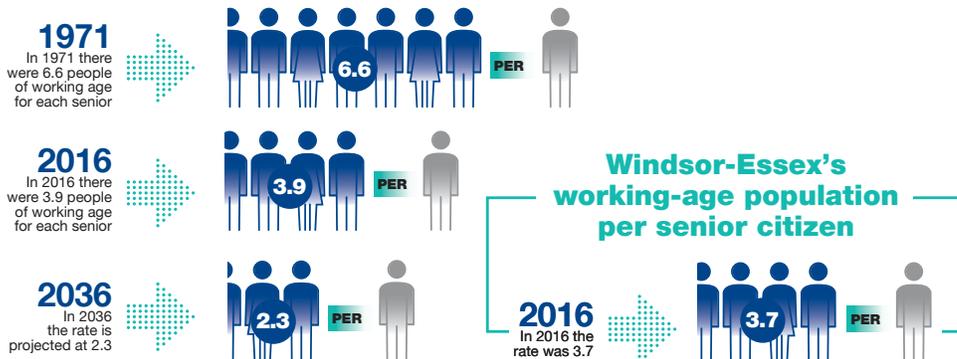
From 2011 to 2016, the population of Windsor-Essex has changed in size as well as age distribution.

Windsor-Essex Population by Age Group: 2011 vs. 2016 ^{1,2}



AGE	0-14	15-24	25-34	35-44	45-54	55-64	65-74	74-84	85+
2011	68 485	52 115	44 055	53 330	61 450	50 205	31 455	19 655	8 020
2016	66 770	52 300	45 210	48 900	59 260	56 065	39 725	21 045	9 670
% change	-2.5	0.35	2.62	-8.3	-3.56	11.7	26.3	7.1	20.6

Canada's working-age population per senior citizen over time



LEGEND



Windsor-Essex's dependency rate was 52% as of 2016. For every 2 people of working age there is 1 who is not.

The population of Windsor-Essex grew from 388,782 to 398,953, which indicates a 2.6% change in population and an increase of 10,171 people. Windsor-Essex has an aging population. Age groups over the age of 55 saw the greatest percentage increases in their groups between 2011 and 2016, with ages 65-74 experiencing the largest increase of 26.3%. This is likely due to an influx of retirees from outside the area. The prime working age population of 25-54 saw an average decrease in population by 3%.^{4,5}

1 Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-316-X2016001.

2 Statistics Canada, 2011 Census of Population, Statistics Canada Catalogue no. 98-316-XWE.

3 "Seniors," Statistics Canada, last modified January 17, 2018, <https://www.statcan.gc.ca/pub/11-402-x/2011000/chap/seniors-aines/seniors-aines-eng.htm>.

4 Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-316-X2016001.

5 Statistics Canada, 2011 Census of Population, Statistics Canada Catalogue no. 98-316-XWE.



Getting Started

If you're looking for ways to hire local talent or to better support the newcomers who are already part of your workforce, you may want to take into consideration some of these ideas. Remember that delivery is key for whatever steps you take in making your workplace diverse and newcomer friendly. Not one size fits all, as all cultures and employers are different.

Interviews and Resumes⁶

- Think of applicants' possible transferable skills when looking at their resumes. Though their work experience may not be directly related, they may have other transferable skills to offer your company.
- Recognize international work experience. Their experience may benefit you if you are looking to expand into a global market or compete in a more multicultural marketplace.
- Consider references from potential candidates' language instructors or employment counsellors who can provide a unique perspective of the candidates' experiences while in Canada.
- Provide short-term work opportunities to candidates so you can view them in the workplace and better assess their skills. This will also allow you to determine where they would fit best within your company.
- When interviewing candidates, try not to use phrases or metaphors that other cultures may not understand. For example, instead of asking when they hit a homerun on a project, ask about when they had a large success at work.

Internationally Trained Professional

An Internationally Trained Professional is an immigrant in a regulated profession or skilled trade. ITPs need to navigate the path of accreditation so that they can work in Canada. Global Experience Ontario is a one-stop access and resource centre for internationally trained professionals. Here, newcomers can seek guidance on requirements for professional qualifications, licensing and registration processes and training.

You can learn more here: www.ontarioimmigration.ca/en/geo/

⁶ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.

Mentoring

- Mentoring is a great way to help newcomers feel welcome in your workplace. Consider matching an established employee to a newcomer for a mentoring opportunity. This can be as organic or as scheduled as you would like. For example, you could encourage 10 minute discussions each day over lunch, or you could develop a schedule of times to meet and topics to discuss. Through mentoring you are helping to ease loneliness and homesickness, while also providing professional development opportunities.
- Some newcomer serving organizations may offer external and formalized mentorship programs.
- Job shadowing opportunities are an excellent way for newer staff members to learn about different roles and responsibilities within your company, and to build a sense of belonging.

“Encouraging learning through diverse culture and method brings new ideas and skills to the table which were previously unheard of. A healthy amount of competition is created amongst workers and an ability to teach locals about more cultures and methods than they have had exposure to. Securing employees who are loyal and hardworking in return for an opportunity to integrate with Canadian citizens.”

Nicola Geysler - Toolplas Systems Inc.

Transportation

- If transportation is a barrier, encourage transportation pools so that members of your workforce who live near each other can travel together.
- If your employees do not have access to transportation, consider supporting a communal trip to the mall or grocery store, or a social outing.

“It helps going to [employment service providers]. I took a course on preparing me for employment and preparing a resume and what the expectations are of Canadian employers. When I first came I didn’t know how things work here in Windsor so when I went to the [employment service provider] they started teaching us about the policies. It helps at the beginning.”

Employee

Health and Safety

- Diversify your work committees, making sure that they have representation from a variety of populations. This diverse representation will be able to provide input on varying health and safety perspectives and needs.
- Have a resource area where newcomers can learn more about the local services that are available to them (ex. settlement organizations, newcomer clinics). Make sure that these resources are kept up to date.
- Ensure that your HR team has both male and female staff who are available to hear concerns, suggestions, complaints and success stories.

Supporting Employees

These ideas can be used for supporting newcomer employees, or employees in general:

- Consider scheduling shifts so that newcomers who speak the same language or are from similar cultures can work together. This will help with attendance and confidence building. Teaming up new employees with experienced workers will help with answering any questions that may arise, making introductions to other workers, and teaching them some occupational terminology.⁷
- Ensure that male and female washrooms are available for your employees to use.
- Set apart a space that could be used as a quiet observance room.
- Consider an employee's desire to take part in cultural and/or religious holidays. Recognizing this observance will help employees share in common interaction within their culture. This in turn will help them come to work feeling refreshed and energized.
- Flexibility is key. For example, consider options for employees to start work at 8:00 a.m. instead of 7:30 a.m. so they can bring their child to daycare.
- Follow-up with new employees to discuss any difficulties that have arisen in the workplace.⁸
- If implementing new policy around diversity, discuss possible changes with diverse employees to ensure accurate interpretations and limited opportunities for miscommunication.⁹
- While newcomers may be willing to accept positions and salaries that are not reflective of their experience and education level, ensure that employees are paid fairly when reviewing their performance.¹⁰
- Offer diversity training workshops for all employees. This can help to have discussions in a respectful setting.¹¹
- Consider what growing needs newcomers may have along the way as they settle into our community. If you notice someone struggling with work, take into consideration the challenges that come along with settling in a new region, and think about how your organization could support your employee in their transition.
- Make sure that newcomers can take part in training opportunities within the community. For example, if a manager is attending a training session, encourage them to bring one or two employees along. This helps newcomers to see more of our community and provides the potential to meet other community members who may share the same language or cultural background.

⁷ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.

⁸ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.

⁹ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.

¹⁰ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.

¹¹ London Economic Development Corporation, "Global Talent: Hiring immigrants makes good business sense," 2007.



“HGS has been hiring newcomers to Windsor ever since we opened our doors in the community. We are an ideal first step into the Canadian workplace as we successfully provide full-time opportunities and the ability to grow and advance a career in our inbound Contact Centre. We offer a welcoming and fun work environment and making new friends and work colleagues can all add up to make HGS a great choice for newcomers to Windsor.”

HGS Employer

Language

- Consider pairing newcomers with established workers who speak the same language and/or are from the same culture. This helps with English language learning. One model that local employers have used is a triad model where three staff members are working together: a newcomer who is learning English, an established worker who speaks both English and the language of the newcomer, and an established worker who speaks English.
- Ensure that a language barrier isn't causing an employee to misunderstand instructions.
- If a loyal employee is struggling to improve their language, encourage them to take more training or offer to cover the cost of the training and adjust their work schedule so that they can attend language training classes.¹²
- If possible, have your company handbook available in the first language of newcomers you are onboarding.

Social and Recreation

- Reach out and include newcomers in social events that are happening in the office. Be sensitive to dietary and cultural needs while doing so.
- Host lunchtime multicultural potlucks. This is a great way for employees to share and learn about different cultures. We would encourage you to explore this Meet Smart Cultural Considerations Guide to better understand dietary considerations: https://wechu.org/sites/default/files/workplace%20wellness/meet%20smart/Meet_Smart_Cultural_Resource_Print.pdf.
- Make a point to have staff members go out for lunch together each month. These lunches will help staff get to know each other better.
- Request staff input on recreational activities that could be done. Potential activities could include skating or bowling.

¹² London Economic Development Corporation, “Global Talent: Hiring immigrants makes good business sense,” 2007.

Local Services

If you are hoping for some professional assistance in understanding the importance of diversifying your workforce, then you may want to consider the following local training opportunities:



The Select for Success program, funded by Immigration, Refugees and Citizenship Canada is a province-wide initiative lead by New Canadians' Centre of Excellence Inc., with two regional partners, Newcomer Centre of Peel and Thunder Bay Multicultural Association.

The Select for Success program, distinctive in its design, aims to provide a range of effective programs and services to connect small business owners and employers with a pool of talented, educated skilled newcomers (residing inland and overseas through Express Entry) to meet their unique labour market needs. It provides employers customized solutions to help build an inclusive workplace.

Select for Success services, needs assessment, workshops, training and resources are free of charge. You can learn more about this service by contacting:

Ofelia Dugal

Lead Employer Connections Specialist
519-258-4076 ext.1609
odugal@ncce1.org

You can learn more about the New Canadians' Centre of Excellence Inc. here: www.ncceinc.org/select-for-success



The MCC is an umbrella organization comprised of over ninety members and affiliated groups, with a collective objective to promote and encourage a harmonious, multi-racial, multi-ethnic, and multi-faith society.

With the Harmony Ribbon Cultural Awareness Program, the MCC helps companies and other not-for-profit agencies strategically identify and remove barriers to client and volunteer participation. These workshops provide cultural awareness strategies that help individuals and companies become more competent in working with individuals and groups from diverse backgrounds. This program is designed to provide participating organizations with practical strategies and tools for enhancing their cultural competence.

As part of the Harmony Ribbon Cultural Awareness Program the following three (3) 2-hour workshops are offered:

- **Cultural Awareness & Success in the 21st Century**
- **Creating an Inclusive and Respectful Work Environment**
- **Involving People from Diverse Backgrounds**

You can learn more about these workshops by contacting:

Pam Mady

Manager of Communications and Community Engagement
519-255-1127 ext. 203
pmady@themcc.com

You can learn more about the Multicultural Council of Windsor and Essex County here: www.themcc.com



South Essex Community Council offers training in a flexible way to suit the organization or employer who is interested in developing a culturally competent workplace, either through face-to-face, interactive workshops or through on-line learning modules. All four modules can be delivered together in a 4-5 hour workshop or participants can pick and choose which modules would best suit their workplace and present needs. Resources (sample policies, checklists, etc.) to continue the journey towards cultural competency, as well as a workbook will be provided to all participants at a nominal fee. Modules include:

- **What is Diversity: Setting the Context (60 minutes)**
Exploring the social realities around discrimination and benefits of diversity.
- **Cultural Competency (45 minutes)**
Participants will explore the meaning of this term, conduct a self-assessment and gain an understanding of culture and diversity.
- **Overcoming Bias (75 minutes)**
Explores the personal biases we may have and how to overcome them, how to improve communication and provide better service to people from other cultural backgrounds.
- **What Does a Culturally Competent Organization Look Like? (90 minutes)**
Examine internal organizational practices that promote and create a culturally competent organization, learn how a Cultural Audit can assist in developing a work plan for a culturally competent organization and the seven strategies that can be used to work towards this goal.

You can learn more about the South Essex Community Council here: www.secc.on.ca or by calling 519-326-8629.



International Students¹³

International students are another great option to consider for employment while they are still students and following graduation. Many of these students are often eager to work and are hoping to gain permanent residency to remain in Canada. We hope that the following information can be a start to helping you better understand the process of hiring an international student. Students are able to work off campus without a work permit as long as they are a full-time student with a valid study permit and the following criteria are met:

WHO CAN WORK OFF-CAMPUS?

International students may work off-campus without a work permit if they:

- *Have a valid study permit;*
- *Are a full-time student at a designated learning institution (DLI), such as St. Clair College or the University of Windsor;*
- *Have started studying;*
- *Are in a program that leads to a degree, diploma or certificate and is at least six months long; and, have a Social Insurance Number (SIN).*

WHO CAN'T WORK OFF-CAMPUS?

Some international students may not be allowed to work off-campus without a work permit. This is the case if they are:

- *Studying English or French as a second language (ESL/FSL);*
- *Taking general interest courses or courses to prepare for another study program; or,*
- *A visiting or exchange student who will not obtain a degree from their host school in Canada.*

Should one of the above apply to an international student, they would need to obtain a valid work permit to work in Canada.

HOW MANY HOURS CAN AN INTERNATIONAL STUDENT WORK?

An international student can work up to 20 hours per week:

- *During regular school sessions, or while they are studying if they are enrolled in an intensive program that does not have scheduled breaks;*
- *If they are studying part-time because they are completing the last session of their program;*
- *If they are a graduate student who has completed the required courses for their degree.*

¹³ "Hire international students," Government of Canada, last modified March 17, 2017, <https://www.canada.ca/en/immigration-refugees-citizenship/services/work-canada/hire-foreign-worker/international-students.html>.

AN INTERNATIONAL STUDENT CAN WORK FULL-TIME:

- During scheduled breaks, such as the winter and summer holidays or spring break and;
- After they finish their studies if they have applied for any other work permit(s).

Further information is available on the Government of Canada's webpage regarding international students studying and working in Canada: www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/work/work-off-campus.html

**For further information regarding Career Services at St. Clair College,
including services available for employers, please visit:**

www.stclaircollege.ca/careercentral/ or contact:

Victoria Injic

CAREER SERVICES COORDINATOR

St. Clair College

519-972-2727 ext. 4215

vinjic@stclaircollege.ca

**For further information regarding Career Services
at the University of Windsor, please visit:**

www.experience.uwindsor.ca or contact:

Meagan Haugh

EMPLOYER RELATIONS COORDINATOR

Co-operative Education & Workplace Partnerships

University of Windsor

519-253-3000 ext. 2591

Meagan.Haugh@uwindsor.ca

Additional Resources

The following websites and resources may be valuable to you as you seek to diversify your workforce and support newcomer employees.

AMSSA: A webpage that features diversity and inclusion websites and resources.
www.amssa.org/resources/quicklinks-resources/diversity-inclusion-resources/

CANADA'S BEST DIVERSITY EMPLOYERS: Explore this website to learn about the best diversity employers in Canada and the practices that they have used to reach this status.
www.canadastop100.com/diversity/

EMPLOYING A DIVERSE WORKFORCE: MAKING IT WORK: This resource is a booklet of human resource strategies for employers. It features the workforce in Alberta but includes themes and ideas that are relevant to all.
www.albertacanada.com/files/albertacanada/employdiverse.pdf

EXPRESS ENTRY: Learn about how you can access candidates from the Express Entry program.
www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/express-entry-what-employers-need-know.html

GLOBAL EXPERIENCE ONTARIO (GEO): Information on helping immigrants get their foreign credentials and experience recognized. <http://www.ontarioimmigration.ca/en/geo/>

GLOBAL TALENT: This resource is a guide for employers that was developed in London, Ontario by the London Economic Development Corporation. We have made reference to Global Talent in this booklet.
www.globaltalent.ca/e_home/

HIRE IMMIGRANTS: A website with resources to help in supporting investment in immigrant talent and business worldwide. www.hireimmigrants.ca

HIRING INTERNATIONAL STUDENTS: Explore this page to learn about the requirements for hiring an international student. www.canada.ca/en/immigration-refugees-citizenship/services/work-canada/hire-foreign-worker/international-students.html

LOCAL EMPLOYMENT ONTARIO SERVICE PROVIDERS: These organizations can help match you up with a candidate for the jobs you need filled. www.welcometowindsorsex.ca/en/working-here/employment-ontario-emploi-ontario.asp

MYNEWCITY: An interactive mapping application that allows you to search for newcomer services and agencies.
www.mappmycity.ca/Html5Viewer/Index.html?configBase=http://www.mappmycity.ca/Geocortex/Essentials/GeoCortex/REST/sites/Newcomer_Services_Mapping_Application/viewers/Viewer_HTML5_20/virtualdirectory/Resources/Config/Default

THE ACCESS CENTRE FOR REGULATED EMPLOYMENT: Assists clients in understanding and navigating the processes of Ontario's regulatory bodies. <http://www.accesscentre.ca/>

THE EMPLOYER'S ROADMAP: Information on hiring and retaining internationally trained workers through the Government of Canada.
www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/employer-roadmap-hiring-retaining-internationally-trained-workers.html?_ga=2.30875260.2132434038.1518614753-1563540101.1510944622

WELCOME TO WINDSORSEX: A local resource for individuals looking to relocate to our community. This resource includes a section for employers. www.welcometowindsorsex.ca/en/working-here/for-employers.asp

WORK IN CULTURE: Resources on inclusion in the creative workplace, including access to an HR toolkit.
www.workinculture.ca/Inclusion

WORLD EDUCATION SERVICES: Provides credential evaluations and has further resources on understanding foreign credentials. www.wes.org/ca/employers/evaluation.asp



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Multicultural Council of Windsor and Essex County

New Canadians' Centre of Excellence Inc.

South Essex Community Council

Unemployed Help Centre of Windsor Inc.

Windsor Women Working With Immigrant Women

Women's Enterprise Skills Training of Windsor Inc.

YMCA of Western Ontario

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880 North Service Rd., Unit 201 | Windsor, ON N8X 3J5
Telephone: 226-674-3220
E-mail: info@workforcewindsor.essex.com