



LEADER GUIDE

BUILDING A **Safe Workplace** COMMUNITY

Canadian Language Benchmark 7

**A NEW CANADIAN'S GUIDE TO HOW CULTURE
IMPACTS HEALTH AND SAFETY**



Building a Safe Workplace Community
A New Canadian's Guide to How Culture Impacts Health and Safety (CLB 7)

Module 2: Workplace Culture – What to Expect

Method	Training Resource	Explanation	Time
Presentation	<ul style="list-style-type: none"> PP Slide #1 – <i>BSWC: Workplace Culture – What to Expect</i> 	Welcome to <i>Module 2: Workplace Culture – What to Expect</i> .	1 – 2 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #2 – <i>Objectives of Module</i> 	Review objectives of the module.	3 – 5 mins.
Activity	<ul style="list-style-type: none"> PP Slide #3 – <i>Vocabulary</i> PP Slides #4 & 5 – <i>Vocabulary Definitions</i> 	<ol style="list-style-type: none"> Review the vocabulary on PP Slide #3 – <i>Vocabulary</i>. Divide participants into working groups (or in pairs, or individually if a small group), and assign one word from the PP Slide to each group. Instruct each group to discuss the definition assigned to them, and to define the term in their own words. Ask each group to present their definition to the larger group. Review each group's definition and compare to the definition on PP Slides #4 & 5 – <i>Vocabulary Definitions</i>. 	5 mins.
Activity & Discussion	<ul style="list-style-type: none"> Handout #1A – <i>Quiz: What Would You Do?</i> Handout #1B – <i>Quiz: What Would You Do? – Answer Sheet</i> 	<ol style="list-style-type: none"> Have participants remain in their working groups and distribute Handout #1A – <i>Quiz: What Would You Do?</i> Ask participants to complete the quiz. Distribute Handout #1B – <i>Quiz: What Would You Do? – Answer Sheet</i>. Review the answers with the groups and discuss. 	10 – 15 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #6 – <i>Rules New Canadians Should Know</i> 	Review the points on PP Slide #6 – <i>Rules New Canadians Should Know</i> , and explain that we will now look at each point in detail.	3 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #7 – <i>Workplace Rules</i> Flipchart 	<ol style="list-style-type: none"> Review PP Slides #7 – <i>Workplace Rules</i>, using the information on page 12 from the manual to expand on the information on the slides (ie – define <i>written</i> and <i>unwritten</i> rules). Provide a sample of <i>written</i> rules provided by the workers' current employer. Ask participants if they had similar rules in their workplace in their culture and record any examples on the flipchart; facilitate a discussion, ask for comments/questions. Provide some examples of <i>unwritten</i> rules, such as: <ul style="list-style-type: none"> Be at work 10 minutes before your shift starts. Stay at your workstation until quitting time. Brainstorm some examples of <i>unwritten</i> rules with the entire group, and record their examples on the flipchart; facilitate a discussion, ask for comments/questions. 	15 – 20 mins.

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Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #8 – <i>Workplace Etiquette</i> 	Review the definition of workplace etiquette on PP slide #8 – Workplace Etiquette, and tell participants that you will be looking at some specific examples of workplace etiquette.	1 - 2 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #9 – <i>Workplace Etiquette – Cell Phones</i> 	<ol style="list-style-type: none"> Ask participants what the workplace etiquette in their workplace is regarding cell phone use. Review PP Slide #9 – <i>Workplace Etiquette – Cell Phones</i>. Facilitate a discussion about the use of cell phones in the workplace. 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #10 – <i>Workplace Etiquette – Proper Hygiene</i> 	<ol style="list-style-type: none"> Ask participants what the workplace etiquette in their workplace is regarding personal hygiene. Review PP Slide #10 – <i>Workplace Etiquette – Proper Hygiene</i>. Facilitate a discussion about personal hygiene in the workplace. 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #11 – <i>Workplace Etiquette – Social Conversations</i> 	<ol style="list-style-type: none"> Ask participants what the workplace etiquette in their workplace is regarding social conversations. Review PP Slide #11 – <i>Workplace Etiquette – Social Conversations</i>. Facilitate a discussion about social conversations in the workplace. 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #12 – <i>Geeta's Story (Image/Audio)</i> 	<ol style="list-style-type: none"> Show/play PP Slide #12 – Geeta's Story Click icon to play audio. <ul style="list-style-type: none"> Note: Audio is of a new Canadian talking about not understanding her coworkers' language. Ask participants what they feel Geeta's story has to do with workplace etiquette, and discuss. 	5 – 10 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> Handout #2 – <i>Case Study: A Princess Story</i> 	<ol style="list-style-type: none"> Distribute Handout #2 – <i>Case Study: A Princess Story</i> (page 13 in the manual), and ask participants to read it (or read it as a group). Divide participants into working groups (or in pairs, or individually if a small group), and ask them to discuss the following in their groups: <ul style="list-style-type: none"> Does the situation in this story present an unsafe situation? Did the workers break some unwritten rules in the workplace? Did the workers break the rules regarding social etiquette in the workplace? Ask the groups to present their answers to the larger group, and facilitate a discussion. Ask participants for further comments/questions. 	10 mins.
Activity & Discussion	<ul style="list-style-type: none"> Handout #3 – <i>Canadian Values</i> 	<ol style="list-style-type: none"> Have participants remain in their working groups and distribute Handout #3 – <i>Canadian Values</i>. Ask participants to complete the exercise. Once completed, facilitate a discussion about the differences between expectations of Canadian employers and employers in other countries, for each value. 	10 mins.
Presentation,	<ul style="list-style-type: none"> Handout #4 – 	<ol style="list-style-type: none"> Have participants remain in their working groups and distribute 	10 -15 mins.

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Activity & Discussion	<i>Case Study: Juan's Story</i>	<p>Handout #4 – <i>Case Study: Juan's Story</i>.</p> <ol style="list-style-type: none"> Ask participants to read Handout #4 (or read it as a group), and ask them to discuss the following in their groups: <ul style="list-style-type: none"> What is the issue? Did it arise because of some unwritten rules that the participant was aware of? Did it arise because the employee may not have understood the workplace etiquette? Did it arise because the employee may not have understood Canadian values? Have the groups present their answers to the larger group, and facilitate a discussion. Explain that: <ul style="list-style-type: none"> In the Canadian workplace, being on time for work means showing up 10 – 15 minutes early. If your boss says to start at 6:30 a.m., you should be at work at 6:15 and at your workstation, ready to work, by 6:30 a.m. This gives you enough time to get to your work area, and put on your uniform and safety equipment. Ask participants for questions/comments. 	
Activity & Discussion	<ul style="list-style-type: none"> Handout #5 – <i>Communication Skills Checklist</i> Flipchart 	<ol style="list-style-type: none"> Have participants remain in their working groups and distribute Handout #5 – <i>Communication Skills Checklist</i>. Ask the participants to complete Handout #5. Once complete, ask the groups to identify the questions to which they answered “no”, to the larger group. List these on the flipchart under the heading <i>Communication Skills to Work On</i>. Facilitate a discussion on how to improve these skills. 	15 mins.
Activity		<ol style="list-style-type: none"> Introduce <i>The Listening Game</i> – a game that illustrates the importance of active and responsive listening (see Instructions at the back to the Leader's Guide). Play <i>The Listening Game</i>. 	20 – 30 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #13 – <i>Communication Skills</i> PP Slide #14 – <i>Listening Skills</i> 	<ol style="list-style-type: none"> Explain that the purpose of <i>The Listening Game</i> was to have the volunteers use listening skills in an almost impossible situation. It was designed to show how difficult listening really is. Review the information on PP Slide #13 – <i>Communication Skills</i>, and PP Slide #14 – <i>Listening Skills</i>. 	5 mins.
Presentation		<p>Reinforce the fact that asking questions and good listening skills are important communication skills.</p> <p>Introduce the topic of body language – a very important form of non-verbal communication.</p>	5 mins.
Presentation & Activity	<ul style="list-style-type: none"> <i>Body, Tone, Words Experiment</i> Flipchart 	<ol style="list-style-type: none"> Ask the group: “Which of the 3 ways of communicating, (body language, tone of voice, or words) have the most influence on the message that we communicate?” On the flipchart, write: <p style="text-align: center;">Body</p> 	20 – 30 mins.

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		<p style="text-align: center;">Tone Words _____ 100%</p> <p>3. Ask the participants, through discussion, to fill in the percentages that each of the communication methods carries.</p> <ul style="list-style-type: none"> • Examples: 80% words, 10% tone of voice, and 10% body language; or 95% words, 2% tone, and 3% body language, etc. <p><u>Experiment</u></p> <p>Present the idea of an experiment to the participants. For the experiment:</p> <ol style="list-style-type: none"> 1. Form a circle with your thumb and index finger. 2. Ask everyone in the class to do the same thing and hold the circle in front of them. 3. Ask if everyone is ready for the experiment. 4. Tell the participants to: "Take the circle and put it on your chin like this" (take the circle and put it on your <i>forehead</i>). <ul style="list-style-type: none"> ○ Look around the room and notice who has the circle on their forehead and who has it on their chin. 5. Remind the participants of what you said (to put the circle on their chins), vs. what you did (put it on your forehead). Comment that most people ended up with the circle on their forehead in spite of the fact that you told them to put it on their chin. 6. Ask: "What did most people follow: the words or the body language?" Discuss. 7. Explain: "Words are important – but only as long as the tone and body language is consistent with the words. But, let's consider what happens when the words give one message and the tone and/or body language convey a different message – as in our experiment." <p>Research has indicated that when there is inconsistency between the body language, tone and words of a message, the message of the <i>words</i> can be lost and the body language and/or tone will have the greatest impact. In terms of percentages it looks like this (write on the flipchart):</p> <p style="text-align: center;">Body 55% Tone 38% Words <u>7%</u> 100%</p> <p>If the words in a message are contradicted by the message of the tone and body language, the receiver will perceive the contradiction. This generally results in confusion and mistrust.</p>	

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		<p>Therefore, it is important that body language, tone and words communicate the same message. These forms of communication are relevant in both face-to-face contact and over the telephone. In telephone contact, body language is absent, while tone of voice and words convey the message. However, you will find that even though the customer cannot see your body language, your tone and words usually reflect your body language.</p> <p>8. Ask the participants to provide their own examples of confusion that may have occurred due to non-verbal communication having been misunderstood.</p> <ul style="list-style-type: none"> ○ Example: In Africa hitchhikers hold an arm straight out in front them and wave their hand (as opposed to sticking out a thumb). When touring southern Africa, I thought that the people on the side of the road were being friendly and waving “hello”, but what they were trying to say was: “I need a ride”. <p>Ask participants for other examples.</p>	
Presentation & Discussion	<ul style="list-style-type: none"> • PP Slide #15 – <i>Working as a Team</i> 	<ol style="list-style-type: none"> 1. Review the information on PP Slide #15 – <i>Working as a Team</i>. 2. Ask participants for examples of teamwork, and if teamwork was a part of their workplace in their culture. 	5 – 10 mins.
Presentation	<ul style="list-style-type: none"> • PP Slide #16 – <i>Things to Remember...</i> 	Review the information on PP Slide #16 – <i>Things to Remember About Being a Team Member in the Workplace</i> .	3 mins.
Activity & Discussion	<ul style="list-style-type: none"> • Flipchart 	<ol style="list-style-type: none"> 1. Ask: <ul style="list-style-type: none"> ○ What is involved in being a member of a team? Think of a team that you were on (for example: a work team, sports team, or a team of people planning a party/event, etc.) ○ What are the qualities of a good team member? 2. Summarize the responses on the flipchart and facilitate a discussion. 	15 mins.
Presentation & Discussion	<ul style="list-style-type: none"> • PP Slide #17 – <i>A Story About a Canadian Boss (Image/Audio)</i> 	<ol style="list-style-type: none"> 1. Show/play PP Slide #17 – <i>A Story About a Canadian Boss (Image/Audio)</i>. Click icon to play audio. <ul style="list-style-type: none"> ○ Note: Audio is of a new Canadian worker expressing the differences between her Canadian supervisor and her previous supervisor. 2. Ask: <ul style="list-style-type: none"> ○ What is the Canadian boss using to communicate his message: ○ Words? ○ Tone of Voice? ○ Body Language? 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> • PP Slide #18 – <i>More About</i> 	<ol style="list-style-type: none"> 1. Review the information on PP Slide #18 – <i>More About Canadian Bosses</i>. 	5 – 10 mins.

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Method	Training Resource	Explanation	Time
	<i>Canadian Bosses</i>	2. Ask participants for their experiences with bosses in the workplace regarding each of the points on the slide.	
Presentation & Discussion	<ul style="list-style-type: none"> PP Slides #19, 20 & 21 – <i>Things to Remember About Teamwork</i> 	Review the points on PP Slides #19, 20 & 21 – <i>Things to Remember About Teamwork</i> . After each point, ask participants for comments/questions/examples.	
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #22 – <i>A New Canadian from Holland (Image/Audio)</i> 	<ol style="list-style-type: none"> Show/play PP Slide #22 – <i>A New Canadian from Holland (Image/Audio)</i>. Click icon to play audio. <ul style="list-style-type: none"> Note: Audio is of new Canadian from Holland speaking about their fear that their communication style may affect job promotions for them. Ask: <ul style="list-style-type: none"> What is the Canadian's communication style: direct or indirect? Why does the new Canadian from Holland feel he is in danger of not getting promoted? Do you think he should try to change his communication style? Ask participants for questions/comments. 	10 – 15 mins.
Presentation		Ask participants if there is any other information covered in the course they would like further clarification on.	5 – 10 mins.
Presentation & Activity	<ul style="list-style-type: none"> Handout #6 – <i>Module Evaluation Form</i> Flipchart 	<ol style="list-style-type: none"> Distribute Handout #6 – <i>Module Evaluation Form</i> to each participant. Have each participant complete Handout #6, and hand them in. Ask the participants what they found most useful about the module. Record the responses on the flipchart. Ask if anyone has any questions/discussion. 	5 – 10 mins.

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Module 2: Workplace Culture – What to Expect – Handout #1A

Quiz: What Would You Do?

Read each question and circle your response

1. If you work in a company where there are many safety rules:
 - I think of them more as recommendations. Production is more important to the company than safety.
 - I try to follow safety rules because they are for my own benefit.
 - I think working safely is more important than good productivity.

2. If you are working in a department in a company where safety glasses are required, but your safety glasses just broke:
 - I would keep working. I want to have good production and don't have time to leave my work station to get more safety glasses.
 - I would stop working and go and ask someone for more safety glasses. I do not want to risk hurting my eyes.
 - I would put my sunglasses on until my break time.

3. If you are working in a department where closed shoes are required and you see someone walking through the department with sandals:
 - I would do nothing. It is none of my business.
 - I would tell that person they need to change into closed shoes.
 - I would tell my supervisor at the company barbecue.

4. If you are working and you injure your thumb:
 - I would keep on working. I don't want to disappoint my department by leaving and slowing down production.
 - I would go to my supervisor and report the injury.
 - I would wait until the end of my shift to report the injury.

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Module 2: Workplace Culture – What to Expect – Handout #1B

Quiz: What Would You Do? – Answer Sheet

1. If you work in a company where there are many safety rules:

- I think of them more as recommendations. Production is more important to the company than safety.
- **I try to follow safety rules because they are for my own benefit.**
- I think working safely is more important than good productivity.

2. If you are working in a department in a company where safety glasses are required, but your safety glasses just broke:

- I would keep working. I want to have good production and don't have time to leave my work station to get more safety glasses.
- **I would stop working and go and ask someone for more safety glasses. I do not want to risk hurting my eyes.**
- I would put my sunglasses on until my break time.

3. If you are working in a department where closed shoes are required and you see someone walking through the department with sandals:

- I would do nothing. It is none of my business.
- **I would tell that person they need to change into closed shoes.**
- I would tell my supervisor at the company barbecue.

4. If you are working and you injure your thumb:

- I would keep on working. I don't want to disappoint my department by leaving and slowing down production.
- **I would go to my supervisor and report the injury.**
- I would wait until the end of my shift to report the injury.

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Module 2: Workplace Culture – What to Expect – Handout #2

Case Study: 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 the person’s normal expected duties.

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Module 2: Workplace Culture – What to Expect – Handout #3

Canadian Values

In the first column in the table below is a list of Canadian values – a list of the values that Canadian employers expect from their employees. Review each of these values and, if they are different from the expectations of employers in your home country, identify how they are different.

Canadian Employer Values	Employer Values in Your Home Country
Be on time.	
Complete tasks independently or with little supervision once you have been trained to do the job.	
Make decisions and follow procedures base on company policy.	
Be adaptable.	
Take the initiative.	
Cooperate with others and work together in a team environment.	
Have a positive attitude.	
Take questions or concerns to the right person, based on their level of authority.	

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Offer ideas and suggestions for improvement.	
Tell your supervisor if you have been hurt on the job.	
Report an injury immediately.	
Report when someone else is not working safely.	
Think of your workplace as a community and yourself as a contributing member.	

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Module 2: Workplace Culture – What to Expect – Handout #4

Case Study: Juan's Story

Juan's first job in Canada was at a food processing company as a shipper/receiver. During his interview, Juan's supervisor told him that his hours would be 6:30 am to 2:30 pm. Juan was very excited when he got the call that he could start on Wednesday morning. His supervisor ended the call by saying "see you at 6:30 in the morning!" When Wednesday morning came, Juan came to work at 6:30 but by the time he found his department and took off his jacket, it was 6:45 am. His supervisor was angry and told him that all employees must be on time, Juan was upset and confused because he thought he was on time.

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Module 2: Workplace Culture – What to Expect – Handout #5

Communication Skills Checklist

Place a checkmark under **Yes** or **No** for each statement.

Communication Skill	Yes	No
I clearly explain or show safety concerns to my supervisor.		
I say “yes” or nod my head when I understand and/or agree.		
I repeat back instructions to my supervisor to show that I understand.		
I tell supervisors and employees when I don't understand and ask them to repeat.		
I re-phrase instructions.		
I keep social conversations with my co-workers for break time.		
I share my ideas and suggestions in meetings.		
I calmly handle problems and conflict by speaking respectfully.		
I understand and follow Canadian expectations on eye contact and personal space.		
I ask the right questions to get the information I need to work safely.		

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Module 2: Workplace Culture – What to Expect – Handout #6

1. For each statement below, please mark an X in one of the boxes to indicate your response.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented effectively.					
The information was practical.					
The module topics were useful.					
The module was too short.					
The module was too long.					
The material was clear and understandable.					

2. On a scale of 1 – 5, with 5 being the highest score, please indicate your overall satisfaction with the module.

1	2	3	4	5
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3. Do you have any suggestions for improving the module? If so, please list them below.

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The Listening Game – Facilitator's Instructions

The purpose of this exercise is to illustrate how difficult it is to really listen – it shows that listening is a difficult skill to master.

Note: this should be a light-hearted, fun, learning experience. If it is not handled as such, it can be embarrassing to those who garble the message. Be sensitive to those who may be threatened by this. Recognize the contributions of the volunteers and have the class applaud them.

1. Ask for three volunteers to participate in a fun exercise. Tell them they will be asked to repeat a brief "safety message." They are to play the role of a supervisor, who receives a message from their manager when they enter the room.

Ask the volunteers to leave the room

2. Call one of the volunteers back into the room. Acting as the manager, seated at a desk, ask the volunteer to sit down, and give the following instructions:

(Name of Volunteer), it is not safe to have that many staff working in the yard at the same time. Please get three staff out of the yard and back to the warehouse. They are your staff, so the final decision is yours but I would suggest Mike, Mohammed, John, and Ernie.

By the way, some of the staff has been reporting to work late. I've also heard a rumor that some of the male staff has come to work with beer on their breath and have been acting inappropriately in the cafeteria when female employees are around. I don't want you to be influenced by any of these things but I'll leave it with you to handle.

Can you get on this right away?

Note: *When you give the message, speak quite quickly and do not allow yourself to be interrupted.*

3. After you've given the message to the first volunteer/supervisor, tell the volunteer that they are going to play the manager's role, and have them sit in your chair. Call another volunteer back into the room. Have the first volunteer/supervisor give the second volunteer the same verbal instructions you gave them (without using the script).

Repeat this procedure again, so the last volunteer has acted as the supervisor. Once all volunteers have acted as supervisor, ask the third volunteer to relay the message to the group.

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Unless you have a very unusual group, the message will change from person to person. Among the changes that you might expect are:

- Confusion in the stated number three and the four names given.
 - Shift in emphasis from the supervisor's choice to an order from the boss.
 - Shift from a safety concern to the emphasis on being late to work, having beer on the breath and inappropriate behaviour in the cafeteria.
 - The urgency about "right away" may be lost.
4. Facilitate a discussion. Ask: "From your observations of what happened during the game, how do you think people can improve their listening skills? What is required to 'listen' rather than just 'hear'?"