



IMMIGRANT PATHWAYS TO ALTERNATIVE CAREERS IN TECHNOLOGY

IMPACT

The B.C. Employer's Guide to Hiring Internationally-Trained

Engineers

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Have You Considered hiring Engineering Professionals from Abroad?

Internationally-trained engineers offer B.C. employers a large pool of exceptional talent. This guide is designed to help you better relate to engineering job applicants from other countries during recruitment and help them adjust faster to our workplace culture once you have hired them. Use this information in conjunction with the *B.C. Technology Employers Selection Toolkit for Internationally-Trained Professionals* to make a fair and unbiased assessment of the applicant's knowledge and skills and perhaps uncover ways that the applicant can add value to your company that you may not have thought of before.

There Are Two Ways This Guide Can Help You:

For Use by Job Interviewers

1. Get quick facts on the job applicant's country of origin
2. Get quick facts on the job applicant's cultural community in B.C.
3. A heads-up on possible cultural differences between Canada and the applicant's cultural norms to help you make an unbiased decision based on the applicant's skills, knowledge and experience.

For Use by Workplace Coaches and Mentors

1. A guide to help get your new hire up to speed and productive quickly through explaining and demonstrating Canadian workplace norms.
2. Understand better what takes your new hire by surprise, and what may take you by surprise, including additional strengths that you may not expect.

The Business Case for Hiring Internationally-Trained Engineering Professionals

Many internationally-trained engineers arrive in Canada with skills, talents, knowledge and qualifications related to both technology and management. Although they have the skills the economy needs, they often don't fully understand how to communicate those skills to employers.

Employers, meanwhile, can't always decipher the training and qualifications of a newcomer to Canada and ultimately look elsewhere to make a hiring decision. However, this decision means that employers are often overlooking the strengths and benefits that an internationally trained engineering professional can bring.

The Value Internationally-Trained Engineering Professionals Bring to B.C. Employers

Growth in B.C.'s technology sector and increasing skills shortages are encouraging employers to consider job applicants from non-traditional applicant pools. Those newcomers bring education, training and work experience from related industries outside of Canada. Provided that applicants are found generally competent (see *B.C. Technology Employers Selection Toolkit for Internationally-Trained Professionals*), hiring staff from cultural backgrounds other than Canadian or American, can have a surprisingly positive outcome. In fact, the business case for a culturally diverse workplace is well documented:

1. cultural diversity drives business growth and customer service, through cultural sensitivity, language skills, business networks and market knowledge of foreign markets.
2. connections to their home country and the potential to open up new markets.
3. more diversity of perspectives in teams drives creativity and improves problem-solving.
4. if people feel valued regardless of their background, companies benefit from better working relationships, more commitment and better retention.

Consider the Experience and Talent of the Applicant

Engineering is a broad heading that includes many diverse fields that are regarded as separate professions in some other countries, such as: civil engineering, electrical engineering, computer engineering, industrial engineering, environmental engineering. Engineers not only design and build products, processes and systems but also represent, manage and advise organizations. Taking responsibility for engineering work, such as approving designs, can only be performed by licensed engineers in Canada, and only licensed engineers can describe themselves as engineers. However, there are many jobs where engineering knowledge is required, although it is not necessary to be a licensed engineer.

When interviewing internationally-trained engineering professionals, look carefully at the experience and talent of the applicants. There are many alternative positions in which engineers can start making an immediate contribution to your company, even if they do not initially qualify to work as a licensed engineer. They can work in engineering fields in Canada before receiving their licence, as long as they are supervised directly by a professional engineer. For details you can refer to the engineering governing body, which in the case of B.C. is APEGBC.

To become a licensed engineer, applicants may need to write challenge exams or take additional courses (such as courses that address laws, ethics and codes of conduct that pertain to B.C./Canada), but in many cases, professionals can work as an engineer-in-training, or technologist or technician in their field during the time they are meeting the requirements to become accredited. In the meantime, as their employer, you get the benefit of an individual bringing significant engineering skills and experience to an engineering role or technologist or technician position, and have the option of moving that person into a more senior position once accreditation is attained.

You may see some possibilities in these examples that could be similar to your hiring needs:

- A civil engineering graduate who has experience in road building before moving to B.C. could work as a technologist or a technician in a materials testing laboratory, as a site inspector or other quality assurance role, or as a sales representative for construction equipment, materials or services.
- Other engineers may have worked in design or manufacturing. Depending on their education and work experience they could be hired as an engineer in training,

technologist or technician, or in quality assurance, work scheduling, purchasing or logistics roles.

These are just a sampling of the types of options that are open to employers and internationally-trained professionals seeking work in B.C.

Some individuals may be content to stay in one or more of those positions for the remainder of their career. Others may elect to go through the process to have their international credentials recognized in B.C. Either way, it can be a win-win situation for both you and your new hire.

Understanding Common Cultural Differences and Becoming Bias-Aware

Without specific knowledge of a candidate's culture it can seem daunting to conduct a productive interview or onboard new staff. But, just like Nova Scotians differ from British Columbians and rural Canadians differ from those living in urban centres, a common country of origin does not guarantee that all job applicants from one country are alike. The very fact that they have made the effort to emigrate means that they are significantly different and unrepresentative of the population in their home country.

For best outcomes and to avoid stereotyping, we encourage you to take a general approach to cultural values, how they impact behaviour and how they can interfere with your selection of the best candidate. Research shows that employer recruitment tends to favour those with English-sounding names and with Canadian work experience, disregarding their actual performance, competencies, credentials and capabilities.

Perhaps most importantly, decide on explicit criteria you will use as your benchmark before you start recruiting. Identify the requirements of the job and the desirable additional qualities an ideal candidate would bring. Avoid specifying skills (such as proficiency in a certain language) that are not essential for the job. You can fine-tune these criteria as your recruitment proceeds. The important thing is to establish basic explicit criteria from the beginning because it will help you be objective. The Human Rights Code prohibits discrimination in employment advertising and hiring, based on a number of prohibited categories, including race, colour, ancestry and place of origin.

Everyone is biased. We have a tendency to quickly categorize and evaluate people, places or things. This lets us make sense of the world and carry out our daily activities efficiently. Unfortunately, this ability can cause us to be biased and use positive or negative stereotypes. For example, at work we trust that a "yes" means "yes" and that women and men are considered "equal". In a homogenous workplace of Canadian staff, this is likely true, but when people come together from different cultures, some of our most fundamental assumptions may be held to the test.

Cultural differences are not black or white, they differ to a degree. It is helpful to look at cultural difference as a continuum or spectrum between two opposite extremes. In reality, it is neither practical nor critical to learn the intricacies of each country.

We have listed below five important dimensions of cultural difference which B.C. residents may regularly experience in a multicultural workplace. The table which follows each description shows where a particular culture lies on the spectrum. We have used the Philippines, the People’s Republic of China and Iran as examples to compare to Canadian values (these are the countries in the *IMPACT B.C. Employer’s Guides to Hiring Internationally-Trained Professionals*). Read more about values and behaviours that merge when people trained around the world work and interact in the same setting:

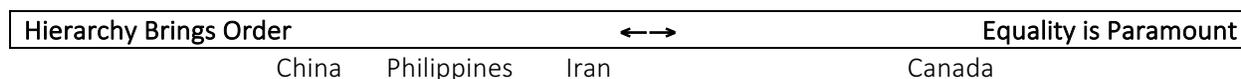
- <http://geert-hofstede.com/countries.html>
- <https://sevendimensionsofculture.wikispaces.com/Trompenaars'+Seven+Dimensions+of+Culture>
- Erin Meyer’s *The Culture Map*; information on this 2014 book available at <http://erinmeyer.com/book>
- <https://www.communicaid.com>

1. Hierarchy Brings Order Paramount¹

VS

Equality is

As Canadians we take pride in treating others as equals, whereas in many other cultures, hierarchical relationships in the family and workplace are valued as models to maintain order and subordinates enjoy being looked after by their superiors. Respect for authority impacts interactions in the workplace in many different ways. For example: subordinates may avoid eye contact out of respect; subordinates may expect managers to have the answers to most questions; subordinates may also tend to avoid debating topics directly with or even only with their manager present.



2. Relationships

VS

Task Orientation

Canadians and Westerners in general try to achieve their goals through focusing on a task, creating meeting agendas and being punctual. In other cultures, time is seen as fluid, interruptions are more frequent and goals are more likely to be achieved through managing and maintaining good relationships.

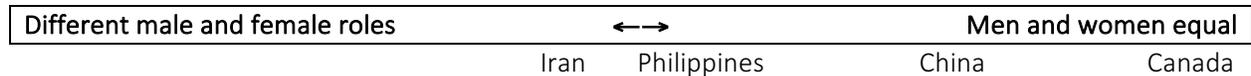


¹ Continuums presented have been adapted from comparable culture information pioneered by Geert Hofstede (geert.hofstede.com) and have been adapted for an employer audience using elements of Fons Trompenaars’ *Riding the Waves of Culture: Understanding Cultural Diversity in Business* (available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.695.447&rep=rep1&type=pdf>). The details have been further enriched with more current information.

3. Men and Women Have Different Roles VS

Men and Women Are Equal

In the last 50 years, gender equality has vastly increased in Canada and many Western countries. In many other cultures, however, men and women's roles at home, in society and at work continue to be divided. Gender roles can also be influenced by religion. Traditionally, Catholicism and Islam have maintained a clear division of gender roles. Depending on the culture, this division is more or less strict. For example, Iranian Muslim men may not be familiar with working for a female manager and women may not be comfortable shaking hands with their male counterparts.

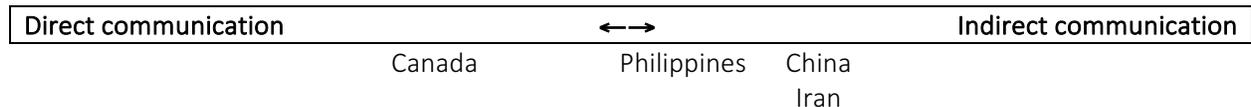


4. Direct Communication

VS

Indirect Communication

In the Western business world, direct communication is valued as the most efficient way to reach goals and make deals. However, many Western companies operating in Asian markets have learned the hard way that subtlety, deference, patience and what sometimes appears to be dishonesty is the prevalent and most effective style to work and conduct business. In indirect communicating cultures, nonverbal signals such as smiles and hand gestures add a great amount of meaning to a conversation. It is best to ask for clarification to avoid misunderstandings.

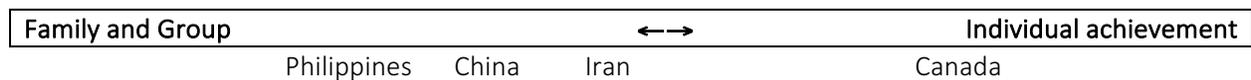


5. Family and Group is Most Important

VS

Individual Achievement is What Matters

There are two ways to understand the relationship between individuals in a group. In one extreme the individual is the most important, he/she acts alone and even in a group mostly individual contributions are rewarded. In the other, the group is the primary entity and individuals serve as members of the group. Group orientation makes it difficult for individuals to present themselves as driven and confident professionals; they may come across as humble and insecure instead.



Throw out the golden rule. For a long time, the old adage "Treat people as you would want to be treated" was considered gold; it was a sensible rule in a homogenous world where people are very much alike. In today's culturally diverse world, however, consider applying the platinum rule "Treat others as they want to be treated".

Supporting Productivity and Loyalty in Newcomer Employees

Companies that have experience with hiring internationally-trained professionals have developed a number of practices they find helpful for getting their new staff up to speed and keeping them happy, loyal and productive:

- Have a plan for getting your staff member working at full speed and accustomed to your organization's culture (3, 6, or 9 months)
 - Provide training: this can include informal on-the-job training while working with peers, supervisors or perhaps even just reading up on industry, company or product news
 - Encourage and support self-development activities, not just formal courses but participation in professional bodies
 - Pair your new staff member up with a buddy or mentor, a seasoned volunteer employee, to help the new hire get the inside scoop on the informal workings of your workplace
 - Check in at regular intervals to review progress and adjust the plan as needed
- Provide opportunities for them to use their full set of skills and develop them further
 - If someone used to be a manager, give them opportunities to practice supervisory tasks in a way that is appropriate to the Canadian workplace
 - Encourage short presentations on any topics that challenge and enrich the way work is being done in your company. Perhaps your foreign-born staff has experience doing things in a different and possibly better way
 - Find stretch assignments that give your foreign-born staff a chance to practice important non-technical skills such as their verbal language ability, leadership, etc.
 - Encourage and support self-development activities: participation in social events, sports, voluntary activities in the community, and even exploring B.C. and Canada

A note on the country profiles which follow:

The content of the country profiles which follow was selected from internet research that was subsequently reviewed, validated and augmented by engineering professionals from each of the countries highlighted. They have worked in their country of origin and are now working in B.C.

Engineering	China	
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Country Information	
<p>China is one of the world's oldest civilizations and it led the world for many centuries in arts, sciences and technology. It entered a period of decline in the 19th century, during which it struggled with famine, civil revolts, military defeats, and foreign occupation. The communists under Mao Zedong came to power in 1949, and introduced a centrally planned economy and other sweeping reforms, some of which led to severe hardships for many millions of people. In 1978, market-oriented reforms were introduced, resulting in an economic boom that has lifted 400 million people out of poverty. Since then, China has increasingly expanded its international sphere of influence, both economically and politically.</p>	
Geography	<ul style="list-style-type: none"> • Largest country in Asia and fourth largest country in the world (after Russia, Canada, and the U.S.) • Geography is vast and diverse, including forest steppes, high mountains, plains, subtropical forests, and deserts. • Climate varies regionally, from cold and dry continental in the north, to humid sub-tropical in the south. • Pollution in big cities is a major issue.
Politics	<ul style="list-style-type: none"> • China consists of 22 provinces, 5 autonomous regions, 4 city-regions (Beijing, Tianjin, Shanghai and Chongqing) and 2 special administrative regions (Hong Kong and Macau). It claims sovereignty over Taiwan. • One-party state governed by the Communist Party.

Culture	<ul style="list-style-type: none"> • National language: Mandarin, or <i>Putonghua</i> (native language of about 70% of the population). Close to 300 other languages are spoken, including Chinese regional dialects (e.g., Cantonese, Shanghainese, Hokkien), and minority languages such as Tibetan, Mongolian, Uyghur, and Korean. • The country is officially atheist, but traditional folk religion, Buddhism, Daoism, Islam and Christianity and other religions are practised. • Confucianism, a philosophy that emphasizes moral conduct and social harmony, remains a strong influence.
Population	<ul style="list-style-type: none"> • Total population is 1.3 billion (largest in the world). • About 90% of the population are ethnic (Han) Chinese. There are 55 official ethnic minorities (e.g. Zhuang, Manchu, Tibetan, Mongol, Uyghur). • Rapidly aging population, with a gender imbalance favouring males. The “one child policy” in family planning was introduced in the late 1970s but started phasing out in 2015. • Population density is generally high, especially in cities. Density is lower in autonomous regions in which higher proportions of ethnic minorities live. • Rural-urban migration has been rapid since economic reforms introduced in early 1980s. • Life expectancy at birth is 75 (2013).
Economy	
Overview	<ul style="list-style-type: none"> • World’s 2nd largest economy, and until 2015, world's fastest-growing major economy, with growth rates averaging 10% over 30 years. • World’s largest manufacturing economy and largest exporter of goods. • World’s fastest growing consumer market and second largest importer of goods. • GDP in 2014 is estimated at US\$18 trillion (at purchasing power parity); GDP per capita in 2014 approximately US\$13,200, compared to \$45,400 in Canada. • Highest level of foreign exchange reserves in the world (US\$3.2 trillion). • Inflation is estimated at 2%. • Unemployment is low and estimated at around 4.1% in 2014 (Canada’s is 6.9%).
Sectors	<ul style="list-style-type: none"> • Major industries include: <ul style="list-style-type: none"> - mining and ore processing, iron and steel, aluminum, coal - machinery - armaments - textiles and apparel - petroleum - cement

	<ul style="list-style-type: none"> - chemical fertilizers - food processing - transportation equipment - consumer products (footwear, toys, electronics etc.) - telecommunications and information technology • World’s leading manufacturer of chemical fertilizers, cement and steel. • Preferred location for global manufacturing. • Agriculture is still a major sector.
Education	
Schools	<ul style="list-style-type: none"> • Nine years of free compulsory education: 6 years of primary school and 3 years of junior secondary school. • Students can complete either a further 3 years of academic senior secondary school or 3-4 years of vocational secondary school. • Education places strong emphasis on rote memorization; there is a gap in quality between rural and urban areas. • Students from Shanghai and Hong Kong have obtained among the highest scores in mathematics, science and literacy in a worldwide evaluation of the scholastic performance of 15-year-olds run by the Programme for International Student Assessment (PISA). • A highly competitive national university entrance exam (<i>gaokao</i>) is the prerequisite for entrance into higher education institutes.
Vocational education	<ul style="list-style-type: none"> • Vocational or technical senior secondary schools provide subject- and occupation-specific education and training. Graduates of these schools normally enter the workforce. • Vocational/technical colleges offer 2-3 years of full-time post-secondary study which lead to a <i>zhuanke</i> diploma. In a limited number of fields, graduates of these programs can obtain the equivalent of a bachelor’s degree through upgrading programs.
Universities	<ul style="list-style-type: none"> • More than 2,000 universities and colleges, with more than six million enrolments. There are over 100 national key universities. The majority of institutions are public. • Universities offer bachelor’s, master’s, and doctoral degrees. • there are about 700,000 Chinese students studying abroad (not all at university level). • Major destination for international students (most popular country in Asia and third overall among all countries for international students in 2013)
Adult Literacy	<ul style="list-style-type: none"> • 96.4 %

Engineering

Overview	<ul style="list-style-type: none"> • China’s engineering sector is huge and encompasses manufacturing, machinery, electronics, construction, mining and metals, transportation, petroleum, power, aerospace, and agriculture. • China leads the world in infrastructure investment. It is also the world’s largest construction market, representing about a quarter of all construction activity worldwide. Construction growth has been slowing recently, however. • Notable Chinese engineering achievements include: <ul style="list-style-type: none"> - the Donghai Bridge, among the longest cross-sea bridges in the world, - the Three Gorges Dam, the world's largest power station, - the Shanghai Tower, the world's second-tallest building, - Since the 1990s, China has planned, designed and built the world's longest High Speed Rail (>200km/h) network with over 19,000 km of track in service (January 2016), more than the rest of the world's high-speed rail tracks combined, and 30,000 km is planned for 2020. - the Qinghai-Tibet Railway, the railway with the world’s highest track (average elevation 4500m above sea level) and highest railway station, • China is also engaged in a large number of key infrastructure construction and resource development projects in developing countries. • Third country in the world to independently send humans into space. • World’s third largest producer of peer-reviewed research articles, after the U.S and the EU.
Major employers	<p>Major employers of engineers in China include:</p> <ul style="list-style-type: none"> - China State Construction Engineering Corporation (CSCEC) (3rd largest in the world and the 20th largest general contractor for overseas sales) - Sinopec, China National Petroleum, China National Offshore Oil, Sinochem Group - China Railway Construction, China Railway Group - SAIC Motor, FAW Group, Dongfeng Motor Group - utilities such as State Grid Corporation, China Southern Power Grid and China Shenhua Energy <ul style="list-style-type: none"> • Major multinationals in all fields have established a presence in China.
Qualifications	<ul style="list-style-type: none"> • Bachelor’s degrees in engineering are offered by Chinese universities in 169 subjects in disciplines such as mechanics, electrical engineering, chemical engineering, computer science, pharmacy, geology, biomedical engineering, mining, geology, environmental sciences, and topography.

	<ul style="list-style-type: none"> • China Engineering Education Accreditation Association (CEEAA) is a national non-profit membership organization authorized by the Ministry of Education to conduct engineering educational accreditation in China. • Top 10 universities in engineering (China Universities Assessment): <ul style="list-style-type: none"> - Tsinghua University - Zhejiang University - Harbin Institute of Technology - Shanghai Jiao Tong University - Tianjin University - Dalian University of Technology - South China University of Technology - Beijing University of Aeronautics and Astronautics - Huazhong University of Science and Technology - Southeast University
Industry bodies	<ul style="list-style-type: none"> • China Association of Science and Technology (CAST) is the largest national non-governmental organization of scientific and technological workers in China It has 204 member societies. Close to 70 engineering associations are affiliated with CAST (see CAST website).
Things to Note	
General	The term “engineering” is often used loosely to refer to both technology (<i>gongxue</i>) and engineering (<i>gongchen</i>) in China. For example, China is reported to be the largest producer of engineering graduates in the world today , with some 600,000 graduates compared to the United States (70,000 engineering graduates every year) and Europe (100,000 graduates). A large proportion of these “engineers” would be called “technicians” or “technologists” in Canada.
Occupational requirements	<ul style="list-style-type: none"> • Depending on their background, Chinese engineers may have worked with standards from other countries (EU or Asian countries, or Chinese standards) and may be less familiar with North American/Canadian standards and codes. • Depending on the field, documentation requirements may be higher in Canada.
Equipment	Equipment in larger enterprises may be more advanced and updated more often than in Canada.
Organization structure	There are many large Chinese and multinational companies operating in China, whose size and number of employees dwarf those of companies in Canada. The organizational structures of large companies are much more complex.

Certification requirements	Compared to companies in Canada, companies in China are not as stringent or rigid in requiring certification and will rely more on an individual's work experience, abilities and performance.
Work conditions	Labour, environmental and safety standards are generally higher in Canada.
Potential opportunities and benefits in hiring ICT professionals from China	<ul style="list-style-type: none"> Chinese engineers have been working in an economy that has had one of the highest growth rates in the world, and so are used to high pressure and tight deadlines. As China is the "factory of the world" Chinese engineers are used to working hard and meeting international standards. Chinese engineers have knowledge of Chinese operations in their field, which can be useful to Canadian firms doing business with China. Note, however, that not all engineers have interest, ability in or knowledge of sales or marketing.

Work Norms and Culture	
Work attitudes	<ul style="list-style-type: none"> In general, Chinese professionals are very serious and diligent about their work. Canadian work attitudes appear very relaxed and casual in contrast. Unlike in Canada, workers in China are often expected to work overtime without extra pay in order to meet a deadline.
Communications	<ul style="list-style-type: none"> Chinese workers tend to interact more formally with their colleagues in a work setting than Canadians do, and are less casual in dealing with authority. Chinese professionals may appear to be reticent and quiet compared to Canadians, even discounting for unfamiliarity with communication in English. It is Chinese custom to downplay one's accomplishments, and it is considered immodest to draw attention to one's achievements. A Chinese proverb says, "Think three times before you act" and Chinese professionals will rarely speculate on matters that they have not thoroughly researched. It is not common to voice one's opinions without being asked, or debate others openly or publicly in China. One-on-one personal communication is preferred for giving feedback or criticism. There is less direct eye contact in communication than in Canada.
Work place differences	<ul style="list-style-type: none"> Companies in China, especially large ones, are more present in their employees' social and everyday lives than in Canada. Companies in China provide many services and support for their employees, such as cafeteria lunches, group outings, uniforms. Many work meetings are held in China, but it is not the custom to speak up about one's ideas or debate openly at meetings. Companies rarely lay off employees but will instead reduce hours when there is less demand.

	<ul style="list-style-type: none"> Chinese professionals are used to working individually and/or in teams. Workplaces are generally less ethnically diverse than in Canada.
Quote from Chinese professionals	<p>“Chinese immigrants have very strong technical skills and excellent work attitudes...we may be weaker in our communication skills, but if given the opportunity, we work extremely hard and employers will definitely be satisfied.”</p>
BC cultural community	<ul style="list-style-type: none"> China is among the top 3 source countries of permanent residents to Canada. Approximately 10% of the population in B.C. and 30% of the population in Metro Vancouver is of ethnic Chinese origin. Fifty percent of residents in Richmond identify as Chinese. Chinese immigrants to B.C. come from different regions of China, Hong Kong, Taiwan, and countries in Southeast Asia and may speak Mandarin or different Chinese dialects including Cantonese, Hakka, Shanghainese, Taiwanese, and Teochiu. There are many Chinese community and cultural associations including: <ul style="list-style-type: none"> - S.U.C.C.E.S.S.: initially founded to assist new Canadians of Chinese descent to overcome language and cultural barriers, it is now one of BC's largest multicultural social service providers serving people at all stages of their Canadian experience. It has locations in Greater Vancouver and Fort St. John and overseas in Taipei, Taiwan and Seoul, Korea - BC Chinese Cultural Society - Chinese Benevolent Association of Vancouver - Chinese Cultural Centre - Richmond Chinese Community Society - Richmond Chinese Mental Health Support Group - Vancouver Association of Chinese Canadians - Vancouver Senior Chinese Drop in Centre

Engineering	Iran	
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Country Information
<p>Iranians moving to Canada are not necessarily motivated by money because many enjoy a good standard of living in Iran. They come to improve the quality of their lives. Canada is a democratic country with freedom of speech and religion, while Iran is a conservative Muslim theocracy and does not tolerate freedom of speech (television and the media are heavily censored) and there is limited freedom of religion. There are many restrictions, including gender discrimination and an intolerance of new ways. The majority of Iranian immigrants come to Canada from urban areas and they gravitate towards urban centres in Canada. Iranians are rightly proud of their ancient civilization, which has influenced many cultures and traditions, and today's nation consists of a mix of communities speaking a common language.</p>

<p>Climate and Geography</p>	<ul style="list-style-type: none"> • Iran is located in West Asia and covers 1,650,000 square kilometres, making it the 18th largest nation in the world. • In the north-west, winters are cold, with heavy snowfall. Spring and autumn are mild, summers dry and hot. In the south, winters are mild and summers very hot (38° C+). Arid or semi-arid and subtropical along the Caspian coast. • The population of Iran is 80 million - second largest in the region after Egypt, and more than twice that of Canada. • Tehran, the capital, has 7,200,000 people.
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<p>Politics</p>	<ul style="list-style-type: none"> • Iran is a theocracy guided by Islamic ideology. It has an elected president and parliament, as well as a publicly-elected “Assembly of Experts” and local councils. The most powerful office and ruling over parliament is the Supreme Leader or Ayatollah, appointed for life by the Assembly of Experts. He appoints the heads of the most powerful positions. • UN sanctions on Iran were lifted in 2016 with positive implications expected for the Iranian economy and the welfare of its citizens. • Human rights and freedom of speech are repressed, although this is denied by Iranian officials who claim they are not bound by the West’s interpretation of human rights.
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<p>Culture</p>	<ul style="list-style-type: none"> • Iran was founded as a distinct and original nation in 1502, but the Persian Empire goes back to 550 BCE. Iranians consider themselves Persians and are offended if labelled as Arabs even though they share their numerical and some language terms. Some traditional language writings are in Arabic which many Persians can read and write, although spoken and written Persian is much different than Arabic. • Islam is the primary religion, comprising about 98% of the population. However there are Christians and Jews in the population (even synagogues in some cities). About 90% are Shi’a and 10% are Sunni – the opposite of the rest of the world such as Iraq and Saudi Arabia. • Iran is a Persian nation, and women can do many things that they cannot do in some neighbouring countries. Women drive personal vehicles, even taxis, and may hold public office. Women make up 65 percent of all university students. Women are engineers, doctors, and lawyers. • Persian, often called Farsi, is the official language in Iran, Afghanistan and Tajikistan. It is spoken by about 110 million people worldwide. • 93% of the adult population is literate (97% among young adults between 15 and 24 years of age). • Displaying hospitality is a core component in the culture - it measures a person’s reputation and character.
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Economy	
Overview	<ul style="list-style-type: none"> • Iran is the second largest economy in the Middle East after Saudi Arabia. GDP is US \$1.4 trillion (at Purchasing Power Parity), but \$400 billion at official exchange rates. • Current GDP growth rate is around 0.6% (2016), but this expected to grow rapidly with the lifting of UN sanctions. GDP per capita is US \$18,000 (at ppp). • Inflation rate ranges from 11% to over 20% (2016) and more. • Iran ranks second in the world in natural gas reserves and fourth in proven crude oil reserves. Economic activity and government revenues still depend largely on oil revenues and therefore remain volatile. • Unemployment is 11% (2015) and higher amongst young people. Iran continues to suffer from serious unemployment and underemployment. Lack of job opportunities has convinced many educated Iranian youth to seek jobs overseas, resulting in a significant brain drain.
Sectors	<ul style="list-style-type: none"> • Large hydrocarbon sector, small scale agriculture and services sectors, and a noticeable state presence in manufacturing and financial services. • The Iranian state plays a key role in the economy with large public and quasi-public enterprises dominating manufacturing and commercial sectors. The financial sector is dominated by public banks. It is estimated that over 65% of the population is employed in government services and enterprises. • However, in the last 25 years, many organizations have been privatized or moved to public/stock exchange ownership. There is a thriving free market economy of small to medium sized private business.
Education	
Schools	<ul style="list-style-type: none"> • More than 50% of the country's 80 million people is under 25, which has created huge demand within the education system. As of 2013, 4.5 million students were enrolled in universities. • All children attend Primary School from ages 6 to 12; Middle School runs from Grades 7 to 9 and High School from Grades 10 to 12. Primary and Middle School education is compulsory. • There are both public and private schools. Grades 1 to 12 are free at public schools. • All students are segregated by sex. • Higher education requires a High School Diploma and the passing of the Iranian University Entrance Exam usually at the national level, the equivalent of the French baccalaureate exam. Admissions to the free post-secondary programs are highly competitive. Private fee paying university is available to those unable to qualify for state institutions. • Most universities receive their funding from the state, and students do not pay for tuition or accommodation. Private institutions are also available. However, students attending public universities are either

	<p>required to commit to serve the government and /or work in the country for the number of years equivalent to those spent at the university, or to pay for their own tuition.</p>
Vocational Education	<ul style="list-style-type: none"> • Students are able to study two more years in tertiary education, which provides them with the skills to become skilled technicians and receive an “integrated associate degree”.
Universities	<ul style="list-style-type: none"> • There are 92 universities, 512 Payame Noor University branches (a public university system), and 56 research and technology institutes. Islamic Azad Universities that are scattered about the country with many branches in urban and rural areas. • Iranian universities turn out almost 750,000 skilled graduates annually. Roughly 30% are in engineering and construction, and 10% in sciences. • 65% of university students are women. • The education system in Iran favours students who choose scientific and engineering paths. They are considered the most prestigious; higher education and degrees are recognized and respected. In recognition of the quality of Iranian education, post graduate students in many western countries are well represented by Iranian students. A graduate with only a bachelor’s degree is often considered underqualified, and so there is strong incentive for students and even experienced bachelor degree holders to obtain higher degrees. The level of education and degrees attained are valued more than field experience (unlike Canada, where employers value experience at least as much as the level of education). • Iran continues to operate an 18 month to two-year military draft system which is mandatory for male university graduates. After an initial multi-month boot camp training, the rest of the time can be spent in public institution internships, particularly for masters and Ph.D. graduates.

Engineering	
Overview	<ul style="list-style-type: none"> Engineers work in many industry sectors in Iran. Agriculture and oil and gas sectors together account for 30% of GDP; the industrial sector accounts for about 25% (including water supply, electricity and gas). Small and medium-sized enterprises, which form the backbone of most economies in the world, play only a small role in the Iranian economy. Its contribution to GDP value-added is less than 15%.
Employment	<ul style="list-style-type: none"> Because of the international sanctions against Iran in place until 2016, there are 400,000 unemployed engineers in the country because the job market has been unable to absorb all graduates. Those with only a bachelor's degree cannot compete with those who have higher degrees. For those with a two-year diploma or certificate, the challenge is even greater. In addition, as a result of the sanctions, many private companies have gone bankrupt and had to lay off employees, including many engineers. The majority of engineers are either aerospace, chemical, industrial, environmental, computer, maritime, mining, petroleum, energy, mechanical, electrical or civil. Engineers are found working work in oil and gas, construction (government infrastructure projects and the housing industry), energy, manufacturing, aerospace, aeronautics, nuclear and telecommunication.
Strengths	<ul style="list-style-type: none"> Iranian engineers come to Canada and to B.C. with an in-depth knowledge of their field of study. They excel in mathematics, root knowledge, and technical theory and process. Because of conditions in Iran, they have had to figure out on their own the theory and processes needed to solve engineering problems, rather than relying on software to do it for them. As a result, they are engineers who can see the big picture, but being very detail-oriented, are able to develop precise solutions for specific engineering problems. They are adept at calculating details and understanding conceptually the challenges of projects from the beginning. Even office-based engineers visit the site on a regular basis, getting a broader understanding of real conditions and other disciplines. Iranian engineers tend to be hard workers and go the extra mile when needed. Because they have faced difficult situations back home, working under pressure, multi-tasking and coping with challenges ranging far beyond the actual engineering demands, they are experienced in developing innovative solutions quickly.
Major employers	<ul style="list-style-type: none"> State-owned enterprises (government and public organizations) comprise the majority of employers of engineers. Their boards of directors are nominated most often at the ministerial level. A lack of effective competition results in little inclination for innovation and technological change in these companies.

	<ul style="list-style-type: none"> • There are large private companies as well, although the definition of “private” means that government has no more than 49% of the shares. • The Iran Privatization Organization is responsible for the gradual privatization of some of the big organizations and has had reasonably good success.
Engineering Education	<ul style="list-style-type: none"> • The education system in Iran favours students who choose scientific and engineering paths. Along with becoming medical doctors, they are considered the most prestigious; higher education and degrees are recognized and respected. A graduate with only a bachelor’s degree is often considered underqualified, and so there is strong incentive for students to obtain higher degrees. The level of education and degrees attained are valued more than field experience (unlike Canada, where employers value experience at least as much as the level of education). • Iran produces 233,000 engineering graduates per year, behind only Russia (454,000) and the U.S. (238,000). • Students have to compete and pass a national exam to get into university and, similar to undergraduates in Canada, they spend a minimum of four years in engineering school before graduating.
Qualifications	<ul style="list-style-type: none"> • An Iranian engineering graduate is fully qualified as an engineer and can sign off on drawings and other official documentation. • Mohandess Payeh 1 and Mohandess Payeh 2 are titles used respectively for professional engineer and engineer-in-training in Iran; however there is no requirement or formal governing body to regulate the engineering profession, and no equivalent of a P. Eng. • If they enroll in a program of less than four years, upon graduation they cannot call themselves engineers, but rather technician or technologist, depending upon the program they completed.
Industry bodies	<ul style="list-style-type: none"> • There are many engineering associations, concerned primarily with providing further learning opportunities and networking within the engineering community. Many hold annual conferences. • Each engineering field has its own association. For example: <ul style="list-style-type: none"> ○ Chemical Engineers Association ○ Civil Engineers Association ○ Structural Engineers Association ○ Industrial Engineers Association • There is also the Islamic Engineers Society
Industry differences	<ul style="list-style-type: none"> • Public sector organizations are major employers of educated staff. • Public sector and large private organizations tend to be bureaucratic and hierarchical. • Electrical and other codes are different. • Very little terminology differences, if at all. • Organizational structure is similar too.

Work Norms and Culture	
Iranians in B.C.	<ul style="list-style-type: none"> • There are close to 40,000 Iranians in B.C., centred mainly in Metro Vancouver, especially in North and West Vancouver, Vancouver, Burnaby and Coquitlam.
Sample Social and Professional Support Systems	<ul style="list-style-type: none"> • The Civic Association of Iranian Canadians is a non-partisan organization involved in social and political issues in Canada. It teaches the concepts of freedom, the constitution of Canada, and the responsibilities and rights of citizens of Canada. • The Society of Iranian Canadian Professionals of B.C. promotes collaboration and networking among members and provides opportunity for professionals in technical and educational fields to lead and contribute to the regional development of B.C. Their mission is to achieve greater alignment and integration of the society's professional membership with the Canadian socio-economic structure. • Iranian Engineers of British Columbia Association (IEBCA) is a non-profit, non-religious, non-political, independent organization registered under BC Act which serves engineers with an Iranian background working or residing in British Columbia. They provide information, technical events, networking opportunities, and facilities to engineers to help their integration into the engineering profession and into the Canadian community at large. • Greater Vancouver Counselling & Education Society for Families is a clinical counselling and educational organization, mainly serving Farsi-speaking communities. Its mental health professionals are dedicated to promoting mental health and a feeling of well-being among members of the Iranian community.

Workplace Culture Differences between Iran and Canada

This table serves two purposes. First, it provides B.C. interviewers a quick overview of cultural similarities and differences between Iran and Canada. Second, it is a tool for workplace coaches / mentors and new hires to structure the mentoring process for quick results.

<i>Interviewers</i>	You may observe behaviour displayed during interviews or on the job that is not “normal” Canadian workplace behaviour or etiquette. This table will help you understand differences and the reasons behind the behaviours (all of which can be quickly modified on the job with the help of this table and minimal coaching) so that you make a hiring decision based upon the individual’s qualifications and skills and minimize any (unconscious) cultural bias.
<i>Coaches/Mentors (Work Buddies)</i>	Once you hire a candidate, match him or her with a workplace coach or mentor who can use this table to coach and mentor the new hire through each of the issues in the list.

Most Iranians seeking employment in B.C. know there are differences in the workplace cultures between Iran and Canada. They often know what those differences are, but they have not had the opportunity to see the Canadian ways in action or to practise them. Use this table as a mini-lesson plan to address the issues listed:

1. Discuss the issues with the new hire
2. Get their take on the issue
3. Demonstrate the Canadian way if necessary (as listed in the “In Canada” column)
4. Ask the new hire to demonstrate the behaviour
5. Enable practice on the job
6. Provide constructive feedback.

This will bring positive results amazingly fast so the new hire, with a better understanding of the dynamics at play in the Canadian workplace, can focus on doing the job he or she was hired to do, and quickly become a contributing, productive member of your team.

Topic	Iran	Canada
Authority	Top down hierarchy. Initiative and employee input not always welcomed by directors. An adherence to rules and regulations is not second nature to some individuals. For example, traffic rules may be ignored. Workers can be somewhat combative, and if they are unhappy, they may employ passive resistance by	Respected as long as it is fair. Ideas from the rank and file are generally listened to, and often encouraged and expected (e.g., what are we paying you for?) Rules and regulations are mostly respected. We generally value the rule of law in everyday behaviour.

	<p>ignoring direction or carrying out instructions very slowly. The western interest in specific goals and outcomes cannot be followed or practiced in some meetings.</p>	
Punctuality	<p>Flexible. Meetings may not start or end on time. (It depends largely on the employer. Government offices tend to be more lax than in private firms.)</p>	<p>Critical to be on time (or early) for work, appointments, etc. Use a calendar to keep track of meetings, appointments, events.</p>
Meeting Participation	<p>Expectations are for meetings to be to the point and on an academic more than practical level. Decisions tend to be made by directors. Tea is a very traditional ritual in most meetings and is served by an aide. Meetings can include both light and strenuous discussions.</p>	<p>Meetings here are more practical-based and tactical in nature, concerned with who will do what, by what time, etc. Decisions are often arrived at through consensus, although the person in charge may make the final decision. More concrete and sequential.</p>
Addressing Superiors, Peers, Support Staff	<p>Correct titles and formality are important when meeting people for the first time; first names perhaps once relationships are established, but the last name is predominantly used. Class-oriented society. Respect is highly valued, and higher positions are shown more respect than lower ones. Leadership, experience and education are the qualities most respected in senior managers and directors. Superiors are respected because of their position; those at a peer level or below are afforded correspondingly less respect. Assistants bring tea, run errands for professional staff.</p>	<p>Iranian new hires would be surprised to see their manager or the company owner taking out the garbage. Very few workers, including managers, have assistants. There is a high level of equality.</p> <p>Newcomers may not understand why others get paid more even though they may not have such high qualifications (i.e., they are less than me, so why am I not respected more?)</p>

<p>Working with mixed teams / colleagues (male, female, LGBT)</p>	<p>Gender and religion and the traditions surrounding them often affect the workplace. Women are challenging the system, but in the end they may have little voice, especially in government offices. (In other organizations, women are respected more, but generally men have the position and power.) However, the society is not entirely homogeneous and attitudes and values do vary according to social class, education level and family background. There is little tolerance for visible or overt LGBT as it is illegal and punishable by corporal punishment. Members of the same gender often display affection in public and seeing two men holding hands is not unusual as it is a sign of friendship. When starting a new job, co-workers help the new worker and make the job easier.</p>	<p>Many men report to women. Women often have the position and power, although there are vestiges of old school attitudes in some companies and sectors (i.e., ones which are still male-dominated), although these are slowly changing.</p> <p>Discrimination by gender in employment or the provision of goods and services is illegal.</p> <p>Newcomers need to learn sometimes that LGBT people are also people. This and a male reporting to a woman can be an issue if the newcomer holds strong religious views.</p> <p>Co-workers may be neutral about helping the new worker until they get to know him or her better.</p>
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<p>Dress</p>	<p>Men wear suits or a jacket and dress pants. Ties are banned for government employees and any man wanting to show support for the regime because they are seen as a symbol of Western decadence. Conversely, those who want to object to the theological regime wear ties in public.</p> <p>Beards may be worn as an expression of religious protocol but are not allowed to be shaggy. A clean shaven look is also very common and is not considered to be against religious symbols.</p> <p>Men are not allowed to wear shorts nor have bare arms. No T-shirts in government organizations. Women are not allowed to have bare arms nor shoulders nor leg showing dresses. Pants are required and capri pants are not allowed. A head scarf covering the hair and neck is required at all times. Police have the power to enforce dress codes on all citizenry in the streets.</p> <p>Many liberalized westernized Persians live a life of western dress within the privacy of their own homes.</p>	<p>Semi-formal dress is less frequent than it was 15 or 20 years ago. Business casual tends to be the norm.</p> <p>It is within rights to require clean shaven faces especially in food processing or in industrial sites where masks and breathing apparatus is required to be worn.</p> <p>If there is hospitality involved in the workplace, remember anything pork or alcoholic is likely strictly forbidden.</p>
<p>Team work vs. individual initiatives</p>	<p>Organizations may not appreciate or encourage teamwork; in the end the final call is made by a minority group, as the majority of employers are not private companies. People may start their own business when they see their work or ideas not</p>	<p>Teamwork is highly valued. In fact, employees are let go because they don't support or get along with their team members. In the best-functioning teams, team members support the team lead, who in turn supports the members. Not being a strong team member is considered a problem. Individual thinking and</p>

	<p>being well received. There is less value or respect for subordinates or their rights. Many businessmen are family oriented. Accountability or customer service is not a strong trait in less professional environments. Tribal (family) ancestry is still under the surface with respect to kinship and collegiality networks. While most Persians are Shia, there are those who are Sunni and the minority does experience discrimination in business networking.</p>	<p>action is valued, but it must support the team's direction and mandate. Helping each other to get the job done is considered a necessity.</p>
<p>Work Hours and Breaks</p>	<p>The work week is Saturday through Wednesday, and through Thursday in some companies. Friday is the holy day. The work day is normally eight hours (9 – 5). Particularly in government offices, there are a few breaks during the day: tea breaks, prayer breaks, lunch breaks. Work that needs to be done may sometimes seem secondary. Staying late is not common. It is customary to take a break for private prayer at least once during the work day in government organizations. This is preceded by a visit to a washroom to wash hands and face. Professionals (doctors, engineers, etc.) tend to work as hard and as long as it takes to get the job done. Doctors often must see 100 patients per day.</p>	<p>Starting time for companies varies, but is usually between 7 and 9 am, depending on the organization and the sector. Regular working hours range between 7 and 8 hours per day. Fewer and fewer organizations have scheduled coffee breaks, and those that do generally allow 15 – 20 minutes (morning and afternoon). Lunch breaks can be from 30 minutes to an hour. Smoke breaks, especially in offices, are discouraged or not allowed. Overtime applies to the hours beyond the normal work time. For salaried professionals, overtime is considered to be part of their salary and is not paid. Many workers have coffee at their desk, while walking, or in meetings.</p>

Eye Contact	Physical distance when communicating is often much closer than in Canada.	Important to make frequent eye contact when talking with all company employees, no matter what their rank. And they will do the same with you, no matter their rank. Important not to stand too close to others when conversing.
Greetings	<p>A common and respectful greeting is “Salam,” although many today use “Droud,” which is a non-religious greeting. Long greetings are normal. Often there is a reference to family.</p> <p>Shaking hands is only common between men, although liberal women may shake hands. Men greeting women place their right hand over their heart as a verbal greeting is given. Do not assume a woman wishes to shake hands in public or the workplace. Women will shake the hand of another woman. Men will kiss the cheek of other men (once on each cheek and perhaps a repeat of the first) but primarily it is used for those who are known. This is the case for women as well. Under no circumstances does a man give a hug to a woman, or vice versa.</p> <p>Participants do not as a rule touch the person such as on the shoulder or forearm.</p> <p>As a sign of respect, both men and women stand when meeting another person or when the person enters the room. A slight bow of acknowledgement is common. They also wait for another to</p>	<p>Everyone shakes hands when meeting for the first time, when saying goodbye at the beginning of a trip, or when meeting someone they have not seen for a long time. Employees don’t shake hands with other employees they see every day at their workplace.</p> <p>Cheek kissing is not practiced in the workplace in the Americas.</p> <p>Business cards are often barely glanced at, and reviewed later.</p>

	<p>go first through a door as a further sign of respect. Business cards are reviewed carefully when received. Saying “Hello” and “Goodbye” is very important. Not responding is considered very rude.</p>	<p>Newcomers sometimes find colleagues don’t always greet them, especially when they are new to the company. They may feel unwelcome.</p>
<p>Giving Feedback, Receiving Criticism</p>	<p>There is some covering-up of issues and problems because no one likes getting negative feedback or criticism. Criticism can be partly personal. If the exchange is between a superior and an underling, it can be sharp or dismissive. Formal feedback performance reviews are not common practice.</p>	<p>Many companies incorporate an annual formalized performance review for each employee, which is intended to identify areas of good performance and areas where the employee can improve through a planned approach (training, self-development, coaching, mentoring, etc.). Criticism is expected to be constructive and aimed at correcting the deficiency, and never a personal attack.</p>

Engineering	Philippines	
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Country Information	
Geography	<ul style="list-style-type: none"> • The Philippines archipelago consists of 7,000 islands in South East Asia. It lies south-east of China, north-east of Malaysia, north of Indonesia, but has no land borders. • Total area is 300,000 sq km, about one-third of B.C. • Total coastline is 38,000 km. • Terrain is mostly mountainous, with coastal lowlands. • Climate is tropical marine, with monsoons all year round. • Natural hazards are typhoons, cyclones, landslides, volcanoes, earthquakes, flooding and tsunamis.

Political	<ul style="list-style-type: none"> • A Spanish colony from the 16th century, then ceded to the U.S. in 1898, and occupied by Japan during WWII. The Philippines achieved full independence in 1946. • The US maintained large military bases which were used extensively during the Vietnam War. • Republic, with an elected executive President. • The post-war period has seen dictatorship, civil unrest, coup attempts, with terrorism and insurgency, but peace talks and accords too. Some areas are considered unsafe. • There are tensions with China over the South China Sea.
Culture	<ul style="list-style-type: none"> • Official languages are Pilipino, also known as Tagalog, (with eight major dialects) and English. Filipino refers to the people or nation, Filipina for female. • Roman Catholic is the dominant religion (81%) with other Christian, Muslim, and others.
Population	<ul style="list-style-type: none"> • Total population is 101 million, the 13th largest worldwide, three times Canada. • An additional 12 million Filipinos live overseas, one of the world's largest diasporas. • 34% are under age 15. • 44% reside in urban areas. Urbanization is increasing at 1.4% annually. • The capital city is Manila, with 13 million people. Other much smaller cities are Davao, Cebu and Zamboanga.
Economy	
Overview	<ul style="list-style-type: none"> • The overall economy is stable and growing. Philippines is regarded as a “newly industrialised country (NIC)”, not one of the “Asian tigers” but a “tiger cub”. • GDP is US\$ 693bn (at purchasing power parity), half that at the official exchange rate, growing at 6-7% pa. • GDP per capita is US\$8000, one of the lowest in the world. • Exports are US\$48bn. Major markets are Japan, USA, and China. • Unemployment has reduced to 6% (Canada is similar at 7%). Youth unemployment is over double that at 16%, slightly worse for females. Under-employment is estimated at 20%. 40% of employment is in the informal sector. • Inflation is very low at only 1%. Canada is also low at 1.6%. • The total labour force is 65 million, three and a half times that of Canada. • 25% of the population is below the poverty line, but this is reducing at around 2 to 3% per year (Canada is 10%).

Sectors	<ul style="list-style-type: none"> Major components are: Agriculture and Fishing, Electronics (mainly assembly), Garments and Footwear, Refining, Chemicals and Pharmaceuticals. IT outsourcing is very strong and growing. The Philippines is comparable with India, employing 1.3 million people, generating US\$27 bn, almost all exported. Agriculture is 12% of GDP, employing 32% of the workforce. Major products are coconut, pineapple, rice and sugar. Tourism is 10% of GDP and the workforce, employing 3.8 million people. The country is rich in non-metallic minerals and natural gas. 27% of electricity generation is geothermal.
Education	
Schools	<ul style="list-style-type: none"> Expenditure on education one of the lowest in the world at 2.7% of GDP – Canada is twice that. Up to recently, students attended “elementary” school from age 6 for six years, then high school for four years. This is currently in transition to a compulsory K-12 style system, as in Canada. Junior high school is grades 7-10, Senior is grades 11 and 12. There is a compulsory national curriculum. Additional subjects may include languages, ICT, sciences. In 2010, it was reported that 28% of elementary aged children either never attended or never completed school. This is being addressed by additional language (mother tongue) teaching and bridging programs.
Colleges	<ul style="list-style-type: none"> Colleges (and universities) are considered “Higher Education Institutes”. Most provide specialized courses in one or a limited range of subjects, usually in technology and vocational studies. Vocational training is accredited and approved by an official body, TESDA, which also administers exams and provides certificates. There is official concern over the number of unapproved “diploma mills”, i.e. of uncertain quality.
Universities	<ul style="list-style-type: none"> There are 600 public and 1600 private HEIs of which more than 300 offer engineering degrees. The public bodies are further classified into 500 national and 100 local. All public are non-sectarian. Local HEIs are regulated municipally. Most universities are private and Catholic. Accreditation is voluntary. The following are reported as the top universities: Adventist University of Philippines De La Salle University – Dasmariñas Ateneo de Manila University Silliman University Ateneo de Davao University Trinity University of Asia Ateneo de Naga University University of Santo Tomas Centro Escolar University University of the Philippines Central Philippine University
Adult Literacy	<ul style="list-style-type: none"> Around 96%, a bit lower than Canada, similar for male and female.

Things to Note	
General	<ul style="list-style-type: none"> • Filipinos are a hard-working, warm and friendly people, with strong English language skills and familiar with Canadian customs and business practices. • Philippines is the top source of immigration to Canada. Canada has more than half a million people of Filipino extraction, making up 1.5% of the population. More than half of those have Canadian citizenship.
B.C. cultural community	<ul style="list-style-type: none"> • B.C. has around 100,000 Filipino immigrants. • The Filipino Canadian Community & Business Directory (Dahong Pilipino), based in Vancouver. www.dahongpilipino.ca • Philippine Cultural Arts Society of BC; Kababayang Pilipino. www.kababayangpilipino.org; • Philippine News Today; Philippine Journal; Philippine Inquirer. • The Filipino. See www.thefilipino.com/filipinosincanada for a classified list of 30 other organizations covering housing, health, sports, children, religion, women, and more. Also 20 other organizations in other provinces.
Quotes	<ul style="list-style-type: none"> • “Don’t aim for top jobs. Take one level below, then prove yourself.” • “Be confident. Communicate well.” • “Continue your studies, at night school or weekends.” • “Watch Canadian TV to improve conversation skills, know about personalities and current events, and help assimilation with the new environment.”

Engineering	
Overview	<ul style="list-style-type: none"> Engineering is a very large sector, particularly Civil Engineering, Electronics, and Shipbuilding, and also Aerospace, Automotive and Mining.
Government	<ul style="list-style-type: none"> Department of Science & Technology (DOST), www.dost.gov.ph with 2 scientific bodies, 3 sector councils, 7 R&D institutes, and 8 other agencies. The Professional Regulation Council (PRC) under the office of the President is responsible for all professional regulation except lawyers. www.prc.gov.ph. It has 43 Professional Regulatory Boards (PRBs) including: <ul style="list-style-type: none"> Aeronautical Engineering Agricultural Engineering Chemical Engineering Civil Engineering Electrical Engineering Electronics Engineering Geodetic Engineering Geology Marine Engineer Officer Mechanical Engineering Metallurgical Engineering Mining Engineering Naval Architecture and Marine Engineering Sanitary Engineering
Strengths	<ul style="list-style-type: none"> Electronics manufacture and assembly is very strong, almost all exported. Also: Civil Engineering, Shipbuilding, Aerospace, Automotive and Mining. 27% of electricity generation is geo-thermal, second only to USA.
Engineering Education	<ul style="list-style-type: none"> There are many universities, many offering degrees in most branches of Engineering. It is reported that the top universities for Engineering are: <ul style="list-style-type: none"> University of the Philippines De La Salle University Batangas State University University of Santo Tomas Bicol University DOST operates a high school with a main and 11 other campuses offering over 1000 scholarships per year.
Major employers	<ul style="list-style-type: none"> Texas Instruments, Toshiba, Lexmark, Ericsson. Shipbuilding employs 60,000 welders at six major shipyards. Ford, Toyota, Mitsubishi, Nissan, Honda, Kia, Suzuki, Isuzu, Chery.

	<ul style="list-style-type: none"> • Moog Aerospace.
Qualifications	<ul style="list-style-type: none"> • The pre-nominal “Engineer” (or Engr.) is used by those who have passed the professional licensure exam in certain fields.
Industry bodies	<ul style="list-style-type: none"> • National Engineering Center (NEC), part of University of the Philippines www.upnec.com • Philippine Institute of Civil Engineers (PICE), with provincial chapters. Total 72,000 members plus 25,000 students. www.pice.org.ph. A Court of appeal ruling allows Civil Engineers to prepare, sign and seal architectural documents. • Association of Structural Engineers www.aseponline.org. • The following are Accredited Professional Organizations (APO), accredited by the Professional Regulation Commission (PRC) www.prc.gov.ph. (See above.) <ul style="list-style-type: none"> ○ Society of Aerospace Engineers of the Philippines (SAEP) ○ Philippine Society of Agricultural Engineers (PSAE) ○ Philippine Institute of Chemical Engineers (PIChE) ○ Philippine Institute of Civil Engineers (PICE) ○ Institute of Integrated Electrical Engineers of the Philippines IIEE ○ Institute of Electronics Engineers of the Philippines, Inc. (IECEP) ○ Geodetic Engineers of the Philippines (GEP) ○ Geological Society of the Philippines (GSP) ○ Philippine Society of Mechanical Engineers (PSME) ○ Society of Metallurgical Engineers of the Philippines (SMEP) ○ Philippine Society of Mining Engineers (PSEM) ○ Society of Naval Architects and Marine Engineers (SONAME) ○ Philippine Society of Sanitary Engineers (PSSE)
Industry differences	<ul style="list-style-type: none"> • No differences in terminology or equipment. • Electrical standards are the same.
Potential Opportunities	<ul style="list-style-type: none"> • The Philippines uses many standards and systems adopted from USA. • English is commonly used and understood.

Work Norms and Culture		
Topic	Philippines	Canada
Timekeeping	Timekeeping is more relaxed. Meetings are often late. "After lunch" could mean 12.30 to 3.30.	Punctuality is important. Meetings generally start and finish on time, and usually follow an agenda.
Authority	Status, seniority and age are important and respected. Colleagues are usually addressed by title or by Mr/Mrs/Miss, or Sir/Madam.	Colleagues, even superiors, are addressed by first names. In a meeting, the most knowledgeable person, however junior, would be expected to speak up. It is usual to ask questions, even challenge superiors tactfully.
Responsibilities	Tend to increase with age and length of service.	Competence is more important. Junior/younger colleagues may be given more responsibility. Individual initiative is expected. Achieving results is important.
Workplace environment	Formal and hierarchical. Reporting lines are respected.	More informal. Team work is more common. Employees are expected to go outside direct relationships to obtain information and cooperation, e.g. from other departments.
Communication	Disagreements and confrontation are avoided, and may be disguised. It is advisable to avoid discussing religion, politics, or social class; and avoid irony too.	Directness (with tact) is preferred: Yes means Yes, No means No. This is not rudeness.
Attitude to law	Laws may be broken, because they are not enforced.	Laws are generally followed (except maybe speeding).
Attitude to work	Filipino workers are generally hard working and very loyal to their employer (possibly because good jobs are valued because they are hard to come by).	Canadian workers are also good loyal workers. They usually expect to go home on time.
Employment values.	Education is highly valued.	Experience and competence is more highly valued than education.