

Blue Mentorship and Leadership Pathways

Toolkit #2: Talent Development



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About ECO Canada

From job creation and wage funding to training and labour market research, we champion the end-to-end career of environmental professionals. At ECO Canada, we act as the steward for the Canadian environmental workforce across all industries.

We aim to promote and drive responsible, sustainable economic growth, while also ensuring that environmental best practices remain a priority. We challenge the status quo by existing outside the typical activist mentality. We work alongside government, policymakers, academia, students, employers, professionals, industry, and international audiences to ensure we support Canada as a global leader in innovative workforce solutions and job creation. We remain the go-to source in the environmental labour market; our research provides unmatched statistics and analysis on the economic and labour trends that identify workforce gaps within the industry.

Our Mission

To ensure an adequate supply of people with the demonstrated skills and knowledge required to meet the environmental human resource needs of the public and private sectors.

Our Vision

To build the world's leading environmental workforce.

Toolkit Introduction

The federal government's paper *Engaging on Canada's Blue Economy Strategy: What We Heard* summarizes feedback from broad consultation across Canada. Stakeholders articulated a desire to ensure that the Blue Economy is inclusive (Canada, 2022: 17). This toolkit is intended to share strategies to ensure that leaders keep diversity and inclusion front and center.

Research has proven that diverse leadership teams can also be a factor in strong financial performance solidifying the business case for diversity. Bias also manifests in how leaders consider career development. Instead of thinking of typical "career ladders" the concept of career portfolios may allow for a more inclusive model valuing experiences over titles and traditional career pathways.

Given the rapid pace of change in today's workplaces, most companies and organizations focus extensive resources on employee onboarding, orientation, training, and career development. Each of these areas has similar objectives: increasing employee engagement, morale, loyalty, and retention. A strategic focus on employee development can be a competitive advantage.

Onboarding and orientation are related but not synonymous. When employees join an organization, they typically participate in an orientation which increases their knowledge of the company and its goals. Onboarding sets employees up for success in their specific roles. There are several best practices for effective orientation and onboarding. The first few months of a job are critical in employee retention, meaning that an investment in these areas should be well worth the effort.

Lastly, leaders are leading in remote, virtual environments which can bring their own challenges and biases. The toolkit will share some ways in which leaders can engage respectfully and inclusively.

Learning Objectives

- Articulate the business case for workplace diversity and inclusion.
- Understand ways to mitigate unconscious bias including the value of career portfolios as a framework for considering leadership development.
- Understand the value of onboarding, training, and learning.
- Explore ways to lead in a remote environment.

Equity, Diversity, Inclusion and Accessibility

Learning objective: Articulate the business case for workplace diversity and inclusion.

While diverse groups have played significant roles in Canada’s ocean economy, they have often been left out of key decision-making and leadership roles.

Indigenous Peoples have long been active in the ocean economy prior to colonization. Racialized Canadians have also been active. Japanese Canadians were active captains and crew on fishing fleets and many Chinese men worked in canneries in the late 19th and early 20th century (BCIC, 2021: 23). Today, many temporary foreign workers from the Philippines, Vietnam, Mexico, and Jamaica among other countries, work in fish and seafood processing plants. Women continue to be underrepresented in ocean science research and over-represented in seafood processing roles that are often seasonal and part-time (BCIC, 2021: 23).

Why is it important to create a diverse and inclusive workplace? For several reasons, the risks of not focusing on workplace diversity and inclusion are significant while the benefits are also considerable.

Risks and Benefits

Risks of not focusing on equity, diversity, inclusion and accessibility	Benefits of focusing on equity, diversity, inclusion and accessibility
<ul style="list-style-type: none"> • Increasing costs due to litigation and complaint • Lower morale • Higher turnover • Lower productivity • Lower levels of innovation • Decline in community relations • Brand/reputation damage 	<ul style="list-style-type: none"> • Representation at all levels within the organization in-line with available talent • Reduction in discrimination and an ability to respond to the needs of key stakeholders • Fair, inclusive policies, practices, and programs • Higher staff morale • Higher levels of employee engagement and satisfaction • Increased innovation and problem-solving • Ability to attract and retain talent

In the 1980s, the Canadian government commissioned a report led by Judge Rosalie Abella. It led to a series of recommendations around four groups who were deemed historically disadvantaged in employment: women, Aboriginal people, visible minorities, and people with disabilities. Employers were required to track the number of employees in each of the categories. It is important to note that employees were to self-identify as one or more of the designated groups. In practice, this usually meant that they completed a confidential survey when they were hired where they would indicate if they felt they were represented in one or more of the categories. This led to the Employment Equity Act which first came into effect in the 1980s and was later revised in 1995.

The Employment Equity Act brought upon important conversation around representation. While **representation** is an important component of diversity, over time the conversation has shifted to **inclusion** defined more broadly as a conscious effort to ensure everyone feels valued, respected, and supported in their workplace.

How Can Leaders Integrate Equity, Diversity, Inclusion and Accessibility?

1. **Offer training.** Often employees are eager to join in the process of change but lack the know-how and confidence to act. It is important to provide ongoing education and training for all employees. Training curriculum should be inclusive of many diversity issues such as accessibility, positive space, and any content that addresses gender identity, racism, Islamophobia, Indigenous awareness, or other issues facing vulnerable populations.
2. **Share a plan.** Equity, diversity, and inclusion training is not enough. Employees should be aware of their workplace diversity policy, the policy's goals and know their connection to the overall organizational objectives. Communications are key in promoting this work. Equity, diversity, and inclusion topics should be an important part of regular staff meetings.
3. **Lead from the top.** Leaders and managers set the tone of an organization. They must demonstrate a commitment to incorporate equity, diversity, and inclusion policies into every aspect of the organization's function and purpose. The organization's leadership must also provide guidance, resources, and support to ensure success within the organization, at all levels.
4. **See beyond numbers.** Move away from conceptualizing diversity, equity, and inclusion principles solely as a numbers-based goal and instead see its potential to transform the institution into a vibrant community embedding equity, diversity, and inclusion goals into its strategic plan. These principles are fundamental to an organization's operations and must be woven into the organizational fabric that governs the way business is conducted daily.
5. **Become culturally competent.** Take time to learn about different cultures, gender expressions/identity, races, religions, and backgrounds represented by your colleagues and community. Become familiar with diversity-related items and if you err, apologize, and ask for help.
6. **Be self-aware.** Managing diversity in the workplace starts with managing your own attitude and behaviour. Self-awareness is key to developing a safe and fair workplace for all.
7. **Be a diversity champion.** Be a spokesperson for diversity issues that are not necessarily your own. Any organization will find it difficult to ignore the powerful voice created when groups representing different diversity dimensions unite.
8. **Focus on building long-term organizational change.** Recognize that quick fixes will not sustain the level of commitment required to achieve diversity goals.

9. **Understand the Diversity elements you personally bring to the organization.** Diversity comes not only in the form of culture, race, and gender, but also includes elements such as socioeconomic background, age, education level, geographic location, sexual orientation, and opinion.

10. **Commit to continuous improvement.** Be willing to learn, accept feedback, and listen to the concerns of those around you. Even the most enlightened individual can find opportunities for growth. Inclusion is a journey, not a destination. It takes time, patience, and perseverance.

Research continues to demonstrate that diversity and inclusion have an impact on financial performance. McKinsey published a report on diversity's dividend called "Diversity Matters." Organizations in the top quartile for gender diversity and ethnic diversity at both the board and executive team level are more likely to outperform their industry competitors in terms of financial performance (McKinsey, 2020).

Today, many organizations are working to drive diversity and inclusion in the ocean sector. These include Ocean Allies, Ulnooweg, Canadian Women in Ocean Industries Leadership and Canada's Ocean Supercluster. As the industry grows and evolves and remote work is more pervasive, there is an opportunity to accelerate this change.

Leadership Development

Learning Objective: Understand ways to mitigate unconscious bias including the value of career portfolios as a framework for considering leadership development.

Unconscious Bias

As the need for inclusive and diverse workforces has become more widely accepted, organizations are working to eliminate unconscious bias – a bias that exists but is not overt. Nonetheless, it compromises judgement and may have unintended consequences particularly as it relates to developing and recognizing talent and leadership skills.

Harvard University professors Mahazarin Banaji and Anthony Greenwald completed a series of online tests to identify hidden biases which they define as “blind spots” which are bits of knowledge about social groups. Once lodged in our minds, hidden biases can influence our behaviour toward members of particular social groups, even if we are oblivious to this (Banaji and Greenwald, 2013). Other experts have highlighted some different types of bias which are pervasive in our workplaces (Ross, 2014).

Activity

Review the Implicit Bias Test [here](#)

Reflect on the feedback. What surprised you? What have you learned?

Examples of Unconscious Bias

Bias	Definition	You May Hear
Affinity bias	Ignoring negative traits of people, we like and focus on the faults of those we don't	“We like the same sports team.” “She’s a great fit!”
Social comparison bias	We favour those who have similar experiences to ourselves	“We went to the same college.” “We live in the same neighbourhood.”
Confirmation bias	Seeking facts that will confirm our pre-existing perceptions	“I found a report that confirms what I said in the meeting yesterday.”

Further, sometimes biases such as the affinity bias can lead to a “*halo effect*” or the assumption that a talented employee does not have any skills gaps. This can lead to the employee missing out on valuable feedback and constructive criticism.

Unconscious bias can lead to **micro-inequities** or small, exclusionary acts of differential treatment sometimes also referred to as “microaggression.” These may look like:

- Condescending body language such as eye rolls, fake smiles or looking at a phone in the middle of an important meeting.
- Mispronouncing names of employees.
- Inequities in job assignments such as assigning more complex work to some employees and not others although they have similar roles and accountabilities.

How do you know if bias exists? Warning signs could include a workplace culture which emphasizes consensus, loyalty, and unanimity. Or a culture with a heavy emphasis on teamwork,

conflict-avoidance at the expense of healthy debate. These cultures can often lead to **groupthink** where problem-solving and innovation are compromised because differing points of view do not surface.

Once the bias is identified, there are positive actions that can level the playing field. In the 1950s, many orchestras began to conduct auditions behind a screen so that those selecting candidates could not visibly see the musician but could hear their performance. Over time, this led to an increased number of women earning roles in the orchestras. A study conducted by Toronto Metropolitan University (formerly Ryerson University) argued that candidates with “ethnic-sounding” names were less likely to be called in for interviews. Ryerson professor, Dr. Rupa Banerjee called this an “implicit bias” in hiring. This bias was particularly evident in smaller companies (Banerjee, 2017). Some leading Canadian companies are now considering removing names from resumes to eliminate bias.

Strategies to mitigate bias in leadership development may include:

- Ensuring promotion decisions focus on candidates’ accomplishments based on clearly articulated criteria shared with the candidates themselves.
- Challenging important talent decisions that are made by one person, or several people with similar profiles. Panel interviews can help provide multiple perspectives.
- Discarding the concept of “fit.” Companies are often looking for people to “fit in” but that may indicate that only a homogeneous group can be successful in that organization. Instead, focus on bringing new perspectives to teams that can complement existing skill sets.

While no single strategy will eliminate micro-inequities, an effort should still be made to reduce them to promote inclusion and employee engagement.

Career Portfolios

Just a few years ago, it was not uncommon for interviewers to ask candidates “What is your five-year plan?” Or “Tell me where you see yourself in five years?” These questions are meant to assess a candidate’s goals and help candidates to articulate how they can achieve those goals. Increasingly though, the roles that exist today which candidates may be aiming for as part of their five-year plan, will not actually exist in their current form in five years.

This is particularly true in the blue ocean sector which is continuing to evolve very rapidly. It’s challenging to say “achieve X position in X career path” because the goals posts are shifting. The reality is that it may be challenging – or even impossible – to see the end from the beginning. We know that Blue Economy occupations require workers to have “more original ideas and robust mathematical and deductive reasoning skills.” Regarding specific work activities, the Blue Economy requires “strong creative thinking, data analysis, knowledge development, and provision of consultation and advice” (ECO Canada, 2022). These are transferable skills that exist in other sectors and a wide variety of roles. Many occupations in demand in the ocean sector are also in high demand in other sectors. As the Blue Economy grows, organizations will need to attract candidates from other sectors and may need to refine traditional definitions of leadership and career ladders.

The term “career portfolio” was coined by Charles Hanby at Harvard Business School who articulated that “... Careers are pathways to fulfilment, not ladders up an organization” (Hanby, 6). He invited people to think more broadly: “At times, one client, one project will fill the whole portfolio [...] but more and more our portfolios will diversify as we get older, as other responsibilities, including parenting, need time and attention, and as one’s interest expands” (Hanby, 7). This definition invites us to consider broader definitions of skill development outside of traditional work environments.

Traditionally, many organizations have structured career development as a series of steps forming a ladder. As we consider developing leaders from diverse communities, it may be important to rethink traditional assumptions about career progression and perhaps consider the concept of “**career portfolios**” allowing for shifts and changes in direction.

Career Path Versus Career Portfolio

Career Path	Career Portfolio
Focused on a more singular pursuit or “destination role”	Focused on collecting skills and experiences allowing for “off ramps”
Prescribed set of roles and experiences which assume that roles that exist today will exist as they are in 5+ years	Allows for thinking beyond boxes and silos in a world of uncertainty and/or sectors that are in flux
Demands a more single-minded focus	Creates space for other interests, volunteer activities and more indirect professional development

Career Portfolio Sample

Linh Tran is 35 years old and lives in Sydney, Nova Scotia. She arrived in Canada in her early 20s and completed a business diploma at Nova Scotia Community College. She worked for three years at a small accounting firm and then took a “career break” for about ten years to raise her three children. She is passionate about environmental issues and is interested in applying for a role at a local start-up focusing on data analytics. What might be some ways she can frame her skills for this role?

Consider:

- Her formal education has given her a broad business education.
- Raising children is about multi-tasking and managing competing priorities.
- Her work as a bookkeeper provided a great foundation in accounting fundamentals.
- What other transferable skills does Linh have?

A More Inclusive Approach

Many women and racialized candidates may already have amassed career portfolios in a more accidental way. They may have taken “career breaks” to focus on childcare or eldercare. Or they may have amassed tremendous volunteer experience as foreign credentials were not fully recognized in Canada. Racialized candidates may have been told they were not a “good fit” or may be less attracted to traditional organizations because they felt unwelcome. They may also have less access to full-time roles and perhaps take on several part-time opportunities or short-term contracts. As organizations seek to develop leaders, we need to appreciate these portfolios for the skills they develop.

We may have traditionally seen juggling multiple roles and short-term opportunities as an inability to commit. Instead, we can reframe this as developing the ability to orient oneself quickly and dive into different workplace cultures and environments.

Further, as we continue to work towards economic reconciliation in Canada, we should make space for Indigenous experiences and worldviews. In Mi'kmaq Elder Albert Marshall's words, Two-Eyed Seeing is: "To see from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together" (Bartlett and Marshall, 2012: 335). This allows us to not necessarily value one worldview over another but allow them to co-exist and find common ground as we work towards economic reconciliation as continue to seek talent from Indigenous communities and build partnerships with Indigenous peoples to build the Blue Economy.

When mentoring others, it is important to make space for – and acknowledge -- a wide variety of experiences and skill sets.

Onboarding, Orientation and Learning

Learning objective: Understand the value of onboarding, training and learning.

An employee's first few weeks in an organization are critical in ensuring that they are effectively engaged and productive. As employees form impressions of their jobs and the organizations they work for immediately, the first few months are imperative. In more senior roles such as executive positions, it may take a year to get up to speed and be fully functional in the role. For junior roles, this may take less time, especially with effective orientation and onboarding. Regardless, showing the employee that the organization – and manager – is committed to their success sends an important signal and helps to build loyalty and motivation.

The terms **onboarding** and **orientation** are similar but different. Both are important. Onboarding builds employee engagement from the first contact until the employee is established within the organization and fully performs their role. Orientation, on the other hand, is when new employees learn about the company. The outcome and scope of onboarding are broader whereas orientation is narrower. For instance, many companies will offer ongoing orientation sessions to new recruits. Attendees will represent all departments and positions across the organization. The content is usually not job-specific but company-specific, yet it provides useful and relevant context on where the employee fits. An agenda for this session may include:

- Company history, vision, and values
- Reviewing an organizational chart which shows how the company is structured.
- Meeting key leaders across the organization

In a larger organization that hires frequently, the orientation may be online and include links to pertinent information such as benefits and company-wide policies. Whether delivered in person or digitally, orientation introduces employees to their company and its broad goals.

Onboarding sets the employee up for success in their role. Effective onboarding can increase retention and reduce the costs of turnover. While onboarding should always be tailored to the individual and their role in the organization, some best practices include:

- **Keep in touch** with the employee from the time they sign the employment contract to their start date. Sometimes there may be a few weeks between an employee agreeing to take a job and the time they start. Managers can begin to send important communications and any paperwork that needs to be signed.
- **Be ready for the employee.** Ensure the employee is set up on day one. This includes ensuring that the employee has a workspace, computer, email address and whatever other equipment they need to succeed.
- Managers should assign an employee to show the employee (**tour the workspace**) around the office and introduce them to co-workers as well as orient them to meeting rooms and social spaces like lunchrooms.
- **Partner the employee with a mentor.** A mentor could be a peer in a similar position or someone in another department. Their role is to help the employee navigate the organization and answer questions as needed.

- **Regular scheduled check-in** meetings with the manager. In the first few weeks or months of the job, the employee likely needs to access the manager more frequently than when they have more experience. At these meetings, both the manager and employee can discuss the employee's role and ensure that they have a clear understanding of their roles and responsibilities.
- Take the time to **assess the employee's skills and capabilities**. They may have the experience and ability to perform two-thirds of the role on their first day but need to develop skills for the other third of the role. Be strategic and focus on ensuring the employee has exposure and training to help them close skills gaps as quickly as possible.

The above strategies should be customized to meet the needs of the organization and employees. Successful onboarding and orientation build engagement, morale, and productivity.

As roles and organizations evolve, onboarding and orientation quickly become insufficient. Many workplaces are striving to become a **"learning organization"** meaning that learning and development are ingrained in corporate culture and everyday practice. As workplaces change and evolve, employees continually need to learn and re-learn. Organizations usually ensure that training and development are key cornerstones of their business strategy. The term **"up-skilling"** refers to upgrading employee skills to meet current and future business demands. This may take the form of a **needs assessment** where an organization maps out the skills employees have versus the skills they need in the future. Specific training is then developed to close those skill gaps.

While formal courses may be required, there are other ways to increase employee skills and capabilities. Increasingly, training may take a non-traditional form often called **social learning**. Employees have the benefit of learning from peers with more experience. This could include job shadowing or cross-training with an employee who can help their colleague close skill gaps. It could also include a mentoring program to expose the employee to a new area of the organization. While there are many different choices for disseminating training, the content is critical. Increasingly, organizations are focused on the concept of **action learning** which involves problem-solving and analyzing scenarios that are typical in that workplace or industry.

Leading with Flexibility

Learning objective: Explore ways to lead in a remote environment.

On May 29th, 2020, Eric Andrew Gee of the *Globe and Mail* asked “Is the office era over?” (Gee, 2020). The office era has been slowly eroding with the onset of Internet access, online collaboration tools, rising commercial real estate costs and changes in employee preferences. For many, COVID-19 has led to a complete workplace transformation. Employers were forced to implement major changes in very short order. This trend will likely not abate any time soon.

The ocean sector is particularly challenged by its location. As Canadians moved to the coasts during the pandemic, affordable housing has become even less accessible. Hiring and retention on the coasts can be challenging already and it will be difficult for many companies to increase wages to accommodate for increased costs of living (ECO Canada, September 2022). As employers strive to create inclusive workplaces and technology has enabled access to work-related systems outside of the office environment, flexible work arrangements allow employees an opportunity to change the way they work affording more time at home (wellness and work/leisure balance)

Remote work has been viewed as a gendered construct usually benefiting primarily women and helping to retain them during the early years of parenting. Many organizations associated working from home as a gendered accommodation and policies were developed as a diversity and inclusion strategy aimed at marginalized employee groups. Typically, flexible work arrangements and telecommuting were HR policies driven by diversity offices and seen as an inclusive workplace practice.

Research often concluded, however, that remote work left employees “out of sight and out of mind.” Productivity was linked to proximity – at least in the minds of many leaders and was an unspoken maxim in many offices. This perception meant that remote work was often viewed as career-limiting. Remote workers could be sidelined and easily overlooked. Disability writer, Alaina Leary reflects on how remote work opens doors and opportunities for many candidates with disabilities (Leary, 2020).

Flexible work arrangements can involve a variety of creative solutions such as:

- **Remote work** – the ability to work from home (or elsewhere) while staying connected through mobile tools and videoconferencing capabilities.
- **Flexible hours** – Employees may still go into the office but could start earlier in the morning and finish earlier in the day to avoid traffic or align better with family responsibilities.
- **Job sharing** – Two employees may both work part-time and equal the equivalent of a full-time job.
- **Compressed work weeks** – Employees typically complete 40-hour work weeks in four days (rather than five) allowing for one day off a week.
- **Leaves of absence** – More long-term solutions may exist such as employees taking leaves of absence and/or working for a reduced salary of 80% for four years and then taking the fifth year off of work entirely.

Leaders need to be purposeful to build time for social interactions and information networking. As well, managerial oversight sometimes needs to be rethought. Instead of evaluating employee performance based on the hours that they work, managers need to be more thoughtful about managing employee output versus their time.

Unconscious bias can manifest itself in day-to-day workplace practices. Opportunities for debate may be lost and micro-inequities can pervade. A good practice is to set ground rules and protocols for virtual (and in-person) meetings that might include:

- Rotate “housework” like taking the meeting minutes.
- Insist on no interruptions. Everyone speaks.
- If needed, interrupt the interrupters: “I’d like to hear Jermaine finish his thought”
- Conduct a roundtable at the end of each significant discussion to ensure everyone is heard. The most senior person can speak last so as not to influence others prematurely.
- Reach out to employees who may be uncomfortable speaking up in meetings to solicit their feedback privately.

Team meetings are an opportunity to engage employees in equity, diversity, inclusion, and accessibility. Many meetings we attended started with a land acknowledgement and we recommend this continue to be part of the organization’s practice. Some guidelines on land acknowledgements are available [here](#). As well, individuals can now set their pronouns in Zoom/Teams. The platforms also have several accessibility features such as closed captioning which should be enabled.

In a remote environment, leaders need to prioritize communication and inclusion as much as possible.

Additional Resources

- [Harvard Business Review podcast: “Build Your Portfolio Career”](#)
- Book: *Blindspot: Hidden Biases of Good People* by Mahzarin Banaji and Anthony Greenwald
- [Ted Talk: Etuaptmumk: Two-Eyed Seeing](#). Rebecca Thomas.
- Report: [Achieving Equity in Canada’s Blue Economy: BCIC](#)

Key Terms

Bias - A predisposition, prejudice, or generalization about a group of people based on personal characteristics or stereotypes.

Groupthink – When consensus is achieved at the expense of healthy debate often caused by homogeneous groups or a culture that discourages dissension.

Inclusion – Appreciating and using our unique differences in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.

Microinequities/microaggressions – Small behavioural acts that may lead to employees feeling excluded or undermined.

Needs assessment: A comprehensive review of the workforce's current skills and the skills the workforce needs in the future.

Representation – Ensuring that workplaces reflect the communities they serve. This often involves tracking statistics on diversity-related metrics such as hiring and promotion decisions.

Orientation: Typically occurs in the early days of an employee starting at an organization and provides a broad overview of the company.

Onboarding: The process of ensuring the employee has the skills needed to succeed in their job.

Social learning: Usually an inexpensive way to conduct training. It usually involves learning from peers and colleagues in an informal way.

Upskilling: The practice of ensuring that employees have the skills needed to support the organization in the future.

Practice...

After reviewing the content above, consider the following questions....

1. The following are all benefits of creating a diverse workforce except:
 - a. High employee engagement
 - b. Increased absenteeism
 - c. The ability to attract and retain talent
 - d. High levels of employee productivity

2. John is hiring for a data analyst role at the aquaculture company where he works. Several resumes have been submitted and he has chosen to interview two candidates who graduated with MBAs from the same university he attended. What type of bias is John exhibiting?
 - a. Social comparison
 - b. Affinity
 - c. Confirmation
 - d. Groupthink

3. Eileen works for a large marine transportation company and is hiring a new technician. As per policy, she is conducting a panel interview with another manager. She asks her friend Sheila to participate in the panel since they have similar views on people. This is an example of _____ :
 - a. social comparison bias
 - b. affinity bias
 - c. confirmation bias
 - d. a best practice

4. Curtis has been identified as a “high potential employee” since he started with the organization five years ago. He has been promoted rapidly and is now leading a large team of thirty employees. Feedback on his annual employee survey has raised some concerns about his managerial leadership capabilities. His boss, Stephen, believes that Curtis has tremendous potential within the organization and is reluctant to coach him on this issue. This is an example of:
 - a. social comparison bias
 - b. affinity bias and the “halo effect”
 - c. confirmation bias
 - d. no bias in particular

5. Jessica is presenting a new strategic direction which requires significant investment by her executive leadership team. As the CEO, she is passionate about her ideas. After her twenty-minute presentation, she is surprised that there are no questions, and the proposal moves ahead after a unanimous vote. This could be an example of:
 - a. social comparison bias.
 - b. Affinity bias.
 - c. confirmation bias.
 - d. Groupthink.

6. Jessica is completing the performance review for her Chief Financial Officer. \ She is having a hectic day and during the review, takes a couple of phone calls and responds to an urgent text message. This behaviour is an example of:
 - a. social comparison bias
 - b. a microinequity
 - c. confirmation bias
 - d. groupthink

7. Which of the following is a risk of *not* onboarding employees effectively?
 - a. High employee engagement
 - b. Low employee turnover
 - c. High employee productivity
 - d. High employee turnover

8. Sarah is a new business analyst. Her manager asks an experienced analyst to “show her the ropes.” This is a form of:
 - a. mentoring.
 - b. job shadowing.
 - c. orientation.
 - d. career development.

9. When does onboarding start?
 - a. On the first day of the job
 - b. After the orientation session has occurred
 - c. When an employee is about six months into the job
 - d. From the time the employee signs their offer letter

10. Which term best explains the concept of a diversity dividend?
 - a. Reflecting the communities in which a company does business.
 - b. Diversity has minimal or no impact on financial performance.
 - c. Companies with diverse leadership teams are more likely to outperform company homogeneous leadership team regarding financial performance.
 - d. Inclusive workplaces lead to better problem-solving.

11. How were the four designated groups identified in the Employment Equity Act?
 - a. They are currently disadvantaged in employment.
 - b. They are overrepresented in the Canadian workforce.
 - c. They were historically disadvantaged in employment.
 - d. They have the highest levels of employee engagement.

12. The concept of “two-eyed seeing” is a way we can:
 - a. Privilege Western worldviews.
 - b. Promote hierarchy.
 - c. Balance Indigenous and Western worldviews.
 - d. Create accessibility.

13. What is the purpose of blind recruiting?
- a. To shortlist candidates quickly.
 - b. To ensure that underqualified candidates still get a chance to interview.
 - c. To establish a clear panel interview process.
 - d. To eliminate implicit bias where candidates with less common names are inadvertently overlooked.

Answers to Practice...

1.b - 2.b - 3.c - 4.b - 5.d - 6.b - 7.d - 8.b - 9.d - 10.c - 11.c - 12.c - 13.d

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