



TOOLBOX FOR MAWIC COACHES



WHO IS THIS TOOLBOX FOR?

This toolbox is targeted at people who help migrants integrate at the workplace, especially if you do this in a coaching capacity. We have developed this toolbox as an accompanying tool to the Migration and Workplace Integration Coach training programme. Both the training and the toolbox were developed as part of the MaWIC project. Whether you have trained as a Migration and Workplace Integration Coach or in a similar capacity: this toolbox is for you! For the purpose of better comprehension, we will refer to the coaching role targeted by this toolbox as the MaWI-Coach.

The MaWI-Coach develops a learning environment that is relevant to and reflective of the migrant, that is, the coachee and their cultural and social experiences. They act as guides, mediators, consultants, instructors, and advocates for migrants, helping to effectively connect their cultural and community-based knowledge to developing their civic competences and skills.

Although the MaWIC project focussed on the three exemplary sectors – health care, logistics and automotive – the actual training and toolbox contents can be used by coaches working with migrants in all sectors.



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WHAT IS THE PURPOSE OF THIS TOOLBOX?

The toolbox is designed to help Migration and Workplace Integration Coaches in their daily work. It is a collection of resources targeted at this very specific strand of coaching activity. These resources include specific issues and concepts that you will often be confronted with and tips on how to handle them, but also very practical tools and methods that you can apply in your day-to-day work as a coach. However, this toolbox is not designed to serve as or replace training as a coach in any way. We assume that the users of the toolbox have already undergone training in the area of coaching and intercultural competences and / or have gained a certain level of experience in this capacity. So coaching and issues such as intercultural communication, diversity management and the like should not be new to you when you use this toolbox.

HOW CAN I USE IT?

As described above, this toolbox represents a collection of resources that we have identified to be useful in the day-to-day work of a coach. It is divided into individual cards that handle specific issues and aspects of the coaching and integration process, for example communication. It also includes concrete tools such as templates and exercises. You can use the toolbox for orientation and inspiration purposes or you can look for concrete suggestions and solutions to issues arising during your work. This toolbox is not designed to be exclusive. We are sure that you already apply a lot of useful tools. This is why we encourage you to regard this toolbox as a work in progress. Feel free to print it out and put it in a folder, use individual cards for specific issues, take out tools that do not work for you and add others that you have come across elsewhere. In short, use this as a pool of resources to further develop and adapt to your own needs!

FURTHER READING AND RESOURCES

We have included links to resources and background information to all the cards in this toolbox. For now, we would like to raise your attention to other MaWIC project results. In the Erasmus+ project “MaWIC – Facilitating Migration and Workplace Integration with Qualified Personnel and Concepts”, we have developed an array of resources that are interesting and helpful to you if you work in a role similar to what we call the MaWI-Coach. Feel free to check out our project results which consist of:

- a learning outcome profile for MaWI-Coaches, highlighting the competences that are vital for this role;
- a training course for MaWI-Coaches, in form of a training manual. Although this training manual is targeted at training providers looking to train MaWI-Coaches, this result may also be particularly interesting for you, especially because you will find valuable background information for your work, often elaborating upon the contents of this toolbox which, by nature, is a lot more concise and less comprehensive than some of our course materials;

- a toolbox for employers who are (or are planning to) employ migrants, this toolbox is similar in structure to this one, but it is targeted at companies in their employer role, giving a lot of valuable tips and information that is helpful when looking to employ migrants; and
- recommendations for successful integration of migrants at the workplace.





1. FRAMEWORK CONDITIONS FOR A SUCCESSFUL INTEGRATION PROCESS

In the introduction to this toolbox, we have already spoken about the role of the coach, or rather, for our purposes: the MaWi-Coach. In coaching, and in intercultural communication, the attitudes and convictions are crucial. It is important that you are aware of this! You will probably have reflected upon your attitudes, convictions, and competences in your previous coaching training. Similarly, for the purpose of successful integration at the workplace, it is also important to take a close look at the convictions and attitudes of the whole organisation.

What are the convictions and attitudes of your colleagues, superiors, of the staff at large and what overall company culture do you exhibit at your workplace?

Below, we have listed some important framework conditions in terms of attitudes and convictions that are vital for a successful integration coaching process, not only from your personal side as a coach but also from the side of your company at large.

FRAMEWORK CONDITIONS FOR SUCCESSFUL INTEGRATION COACHING

Everyone's responsibility

Integration is the task of everyone, and this should be made clear and explicit. Theories mean that the management's / clear commitment and explicit support are important for integration to permeate the entire company and be valued by the employees. Management should make it clear that integration is a key issue and a crucial part of the company culture! All colleagues should know what that means for them personally and you as a coach but also your superiors should allocate sufficient time and resources to sensitise everyone to the issue.

Cultural awareness

Cultural competence, intercultural competence, cross-cultural competence, there are many concepts and they differ slightly, but the foundation is to become aware of your own culture in relation to other cultures and to develop an understanding of these differences. This is about an awareness of how your own and other people's behaviours, attitudes and convictions are linked to culture and cultural norms and an ability to understand and interpret other people based on the cultural background they have. Swedes, for example, have clearer boundaries between work and private life and can be perceived as asocial,

boring, and difficult to get to know when they do not want to hang out after working hours. Awareness of this, from Swedes and people from other cultures makes it possible to avoid misunderstandings and behaviours can be interpreted based on the knowledge one has about cultural differences. MaWi-Coaches should be able to create an environment that encourages and embraces the culture of the migrant / coachee. The coach should use the coachee's cultural experiences as a foundation upon which to develop their civic knowledge and skills. Curiosity and openness are the key.

Listen and learn

It is easy to think that the host country's way is the only way and the best way to do things. That might be the case, even inevitable, but things can always be better, and we can all learn from other ways, gain new perspectives and insights and increase our understanding of other people. If we are open and willing to listen, a person from outside can come up with new approaches or concrete tips that develop the business and make the workplace more efficient. It may be directly linked to different cultures, such as languages, contacts in other countries and understanding of how to think within other cultures, but also things that are more about the actual professional practice.

Weather the prejudices

Everyone has prejudices, whether we are aware of them or want to acknowledge them or not. It is natural for us to group and to some extent attribute people to properties based on their belonging to a specific group. Problems arise when we assume that our prejudices are true and when they stand in the way of seeing the person behind our prejudices. Try not to assume things but ask the person yourself. It is likely that prejudices, large and small, will be made aware and “bubble” up in the daily work, and it can then be good to create opportunities when these can be dealt with in an open and non-judgmental environment. Focus on common denominators Friendship and relationships are similar, and we are looking for people who are like ourselves. At the beginning of relationships, the focus is on external and superficial factors, but over time, deeper factors, such as values, attitudes and interests become more important. One way of building relationships is therefore to focus on similarities instead of differences, find common denominators and create common goals that one can strive for together. MaWI-Coaches should be able to listen with an open mind and not be judgmental, as well as encouraging the migrant / coachee to speak and participate in the discussion. By analysing what the migrant / coachee is saying, the coach should reflect on it, preparing responses accordingly.

PRACTICAL HINTS AND TIPS

Get the management on board!

This is vital not least because the process can only be successful if the resources are right. Also, it is important to lead by example, company culture always depends on the attitude of the management.

Provide intercultural training opportunities to company staff

Integration and diversity only work when it is a multi-directional process. It is not a one-way road where only the migrant is supposed to integrate to a homogeneous and static organisation. Which organisation is culturally homogeneous anyway? This works best if all people involved are aware of cultural concepts, aware of their own identity and identity as a concept, if they have reflected on the meaning of culture for themselves as individuals and the meaning of culture in more generic terms. There are great training concepts and approaches in this area that can achieve great levels of sensitisation in relatively short training units.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

[Check out the MaWIC Toolbox for Companies](#)

[Check out the MaWI-Coach Training Manual](#)

- **Module 2 on Diversity Management in companies!** This includes some interesting aspects on company culture.
- **Module 9 on practical ideas and tips of how to get management and HR on board.**



2. COMMUNICATION TIPS FOR COACHES

Coaching involves the conviction that people have more potential than they are currently able to display and that they carry the answers to their problems within themselves. The coach's role is to help the individual to explore and develop this potential, thereby discovering his or her solutions and reaching the objectives. The coaching process consists of a specific kind of dialogue where new views and ideas are triggered. As you can see, communication is crucial in this process.

This card is not intended to train you in coaching communication. As we stated in the introduction to this toolbox, we assume that you already have some training and experience in this area. This card aims at giving you an easy-to-use and comprehensive overview of some communication strategies and tricks that you may find helpful in your day-to-day work as a migration coach.

BACKGROUND INFORMATION

Although there are different "schools" and academic traditions in coaching, some important principles unite all of them:

Solution orientation: As coaches we do not spend a lot of time on analysing how a problem originated, and we support clients who have a strong problem focus to switch perspectives. We help to identify experiences, abilities and ideas which lead to solutions.

Appreciation of client's potentials: We are convinced that the client is best able to identify the most feasible solution. Only they have the necessary expertise to bring about this match. We can perhaps contribute with our ideas, but we are careful not to make choices on behalf of the client.

Ownership: People usually identify most with what they themselves have produced. Therefore, we make the client formulate their objectives and conclusions. We avoid doing anything they can do on their own.

Asking questions instead of giving answers: This is connected to our belief in the client's potential. We do not have the answers. Our expertise is asking inspiring questions to bring about the client's answer.

The last principle is the key to communication techniques for coaches. The coaching process is mainly based on the dialogue between coach and coachee. Communication skills and techniques are therefore core competences of any coach. The International Coaching Federation (ICF) defines three communication skills in an elaborated and detailed way (For a full definition of the ICF's three core competences: <https://coachfederation.org/core-competencies>)

- Active Listening
- Powerful Questioning
- Direct Communication

PRACTICAL TIPS

Active listening

Active listening is a crucial technique in communication. Try to practice active listening as much as you can when speaking to your coachees! Some tips for active listening according to the ICF (for a full definition of the ICF's three core competences: <https://coachfederation.org/core-competencies>):

- The coachee's agenda should be at the core of the conversation!
- Listen to the migrant / coachee and hear what she / he has to say about their concerns, convictions, objective etc.
- Listen with all your senses. Look out for body language, tone of voice, facial expressions etc.
- Use active listening techniques to clarify and comprehend (i.e., summarise, reiterate, paraphrase etc.).
- Take the coachee seriously. Accept and encourage his / her emotions, perceptions, worries, convictions, ideas etc.
- Take in and build on what your client says. Let the conversation develop that way.

Powerful questioning

A question is not only a means of getting information for the person who asks. In a helpful coaching process, it should be even the other way around. Asking new and inspiring questions is at the core of the coach's profession. Questions can make people aware of their perceptions and interpretations and they can be used for trying out new perspectives. Coaching can thus be understood as an information creating process for the client (in the first place) and for the coach.

Very useful in the coaching process are open-ended questions. And remember that questions require time, only with patience can they trigger new thought processes. Keeping quiet often means that important things are happening in the head of the conversational partner!

Some examples for open-ended questions

- What do you mean by...?
- Can you give me an example of...?
- I cannot really imagine that, at the moment, can you explain that again?
- Why is this important for you?
- What worries you about...?
- How do you rate that?
- What feeling does that trigger in you?
- Why do you see this as a problem?
- What would need to change in order to solve this?



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

For more detailed information about the core coaching competencies

<https://coachfederation.org/core-competencies>

For more information and ideas for communication as a coach

Communication exercises

<https://positivepsychology.com/communication-exercises-for-work/>

Questioning techniques

<https://www.typetalk.com/blog/the-8-essential-questioning-techniques-you-need-to-know/>

Additional coaching resources can be found here

Coaching out of the Box provides a multitude of interesting resources including videos and webinars

<https://www.coachingoutofthebox.com/coaching-resources>

Life Coaching Centre also provides some helpful resources, particularly additional materials for your coaching practice

<http://lifecoachingcentre.co.uk/resources/>
<https://positivepsychology.com/life-coaching-tools/>
<https://erickson.edu/free-coaching-resources>



3. FACILITATING INTERCULTURAL COMMUNICATION

Interpersonal interactions between members of different cultures constitute intercultural communication. Our cultural identity is made up of our different experiences, norms and value systems that come into play when we interact interculturally. There are two different models used to approach intercultural communication: The classic model assumes that each person belongs to one culture. The model of the mul-

ticultural person assumes that we are all multicultural people. This means we interact in different cultures or subcultures, for example, at the football club, at the workplace, at the bank, among our family etc. The culture and the way to interact in the football club might be different from how we interact at work or at the bank. But all cultures are part of us.

BACKGROUND INFORMATION

When talking about intercultural communication, it is important to understand some terms and concepts. We will only briefly list some basis concepts here, if you feel you want to extend your knowledge in this area, have a look at the last section of this card!

For a better grasp of the concept of culture, cultural identity, norms, values, etc., read up on the concepts of the cultural onion (Geert Hofstede) and the cultural iceberg (Edward T. Hall).

Geert Hofstede has developed the concept of cultural dimensions, which will help you understand how different cultural backgrounds shape the way we interact with peo-

ple. According to Hofstede, six dimensions distinguish cultures from one another: (1) Power Distance Index (high vs low); (2) Individualism vs Collectivism; (3) Masculinity vs Femininity; (4) Uncertainty Avoidance Index (high vs low); (5) Long- vs Short-Term Orientation; (6) Indulgence Versus Restraint.

Another important concept in this context is that of high-context and low-context cultures, developed by Edward T. Hall. It refers to the degree of explicitness or implicitness of communication. High context cultures assume a larger extent of implicit context that the communicating parties are aware of and thus communicate less explicitly compared to low-context cultures.

PROBLEM FIELDS

Cultural differences can lead to all sorts of misunderstandings at the workplace. Here are just a few examples:

How we give and receive feedback differs widely. It can be direct. Some people may be upset by direct feedback, others may not understand indirect feedback (a good example: the extreme politeness of British feedback).

Making friends and acquaintances: Here too, cultures can be explicit. For example, social interaction with colleagues outside of work can be common.

How conflicts are handled and resolved can vary widely and if people are not aware of this, it often exacer-

bates the conflict (for example, a frank way of verbalising problems may end up offending people who are not used to this).

Decision-making: How decisions are made, and consensus is created also differs from culture to culture. This can be due to, amongst others, different degrees of hierarchy in structures, the relevance of consensus in groups, etc.

It is important to be aware of such potential pitfalls and have some ideas of how to handle them (see below). However, we should always bear in mind, that the way in which we communicate is not only determined by culture, but also by personal characteristics.

METHODS AND TECHNIQUES

Practical tips for communicating in a multicultural setting

The tips here focus more on intercultural communication, in Card #4 – Language Learning and Support you will find more tips on communicating with a specific focus on language difficulties.

Communicate clearly and explicitly: When dealing with multicultural teams, communication should be as low-context as possible in order to avoid misunderstandings. Avoid slang, idioms, and colloquialisms. Be careful with humour.

Inform yourself about the cultures of heritage of the coachees / migrants you work with: Research or take part in intercultural training. Also, ask the migrant about their culture! This will show your interest and act as a door-opener.

Initiate intercultural competence training for all staff: Intercultural competence is the ability to successfully communicate with people from other cultures. A person who has intercultural competence is aware of their own cultural identity and understands their own and other culture's specific ways of perception, thinking, feeling and acting. Intercultural training can really foster this competence among the entire staff.

Be attentive to non-verbal communication: Often, body language will help you better understand what has been said.

Write things down / use images: Fixing communication in writing will help clarify matters. Pictographs can be useful too.

Practice what you know about communication for coaches: Active listening, for example, is also a good way of facilitating intercultural communications. Rephrasing and frequent questions can help avoid misunderstandings.

Be supportive and patient: Give everyone the chance to speak. In some cultures, the breaks between two people talking are longer than in others. Make sure everyone gets their turn.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

On the models and concepts introduced in this card

Module 1 of the MaWIC training course explains all the models and concepts mentioned in detail:
<https://www.project-mawic.eu/>

Cultural onion and cultural iceberg:
You can find good explanations on these terms by searching the internet or going to YouTube.

High context and low context cultures:
<https://online.seu.edu/articles/high-and-low-context-cultures/>

Hofstede's cultural dimensions theory:
https://en.wikipedia.org/wiki/Hofstede%27s_cultural_dimensions_theory
www.hofstede-insights.com/models/national-culture

Here are some interesting examples of cultural misunderstanding at work and how to tackle them

<https://medium.com/waat-ltd/how-to-avoid-the-cultural-misunderstandings-that-can-impact-your-business-c4a70941c65a>

<https://hbr.org/2015/10/when-culture-doesnt-translate>

<https://www.fm-magazine.com/news/2018/mar/avoid-misunderstandings-in-multicultural-workplaces-201818619.html>

<https://trainingindustry.com/blog/performance-management/strategies-for-effective-cross-cultural-communication-within-the-workplace/>

10 tips for improving your intercultural communication skills

<https://www.pslcorp.com/nearshoring-outsourcing/10-tips-for-improving-your-intercultural-communication-skills/>



4. LANGUAGE LEARNING AND SUPPORT

Supporting migrants at the workplace in most cases means supporting them with the language. There are two aspects to consider: language learning, and language support.

Coaches are not trained language teachers and you may be concerned about offering migrants help with a new language. It is important to remember that your task is not to “teach”, but to give support with the language. In most cases, the migrants you work with will have attained a certain level of language skills already. This is the point from which you can take off and support the progress. You can (and should) focus on a pragmatic and functional approach to language learning. Ability to communicate trumps perfect grammar!



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ASPECTS TO CONSIDER

You should be able to provide information about language learning offers and potential financial support schemes. Make sure you inform yourself about local opportunities, such as:

Courses in person:

- Universities, adult education colleges, libraries, etc.
- Private language schools
- Non-profit organisations offering cheap or free training
- Volunteers for language exchanges / tandems

Self-learning and e-learning:

- Libraries
- Websites, online courses
- Apps (e.g., Duolingo)

Funding:

- Inform yourself about financial support schemes: often, courses can be – partly – funded by public funding schemes; sometimes there are also free or subsidised courses offered by non-profit organisations

Language learning is influenced by many factors. You may be able to positively influence / offer support regarding some of them in your role as a coach, but others are outside your realm of influence so be patient and do not assign blame to the migrant or yourself if some people learn faster than others.

- Social and demographic factors, such as age, educational background (especially experience learning other languages), physical and emotional health, cost, and financial opportunities.
- Frequency, amount, and kind of exposure to the new language, time constraints.
- How is learning designed, structured, and supported, which methods are used.
- Personal motivation.
- Opportunities to personalise learning and to practice the new language.

METHODS AND TECHNIQUES

Learning a language requires time and patience. In the meantime, you may be able to support communication at the workplace in the following ways:

Language support at work

It can happen using images of various nature (pictures and pictographs) to support mutual understanding where language fails.

The coach can advocate to provide the workers more language trainings and classes.

Language tandems or buddy systems at the workplace

This can be implemented in many ways. For example, if a co-worker is interested in learning the migrant's native language you could implement a traditional language tandem. In a buddy system, a co-worker is responsible for helping with language issues. It is often a good idea to find someone who has also learned a language in this or a similar way. Make sure such systems receive the necessary support in terms of time and other resources.

Further tips on facilitating communication at the workplace

The Council of Europe has produced a very helpful Toolkit for Language Support for Adult Refugees (see Reference section below for the link to the publication). It contains some very good tips, some of which we have included in this card.

Speak a lot: it is important that you provide a lot of opportunities for the learner to hear the language (but obviously also to practice themselves). Speak a lot, depending on the language level of the learner, be more or less concise, adapt your language to their abilities. Also, it is equally important to give the learner the opportunities to speak and practice.

Are there any colleagues who speak the migrant's native language? If yes, make sure you introduce them to one another and enable them to give support and translate. These colleagues are also great candidates as language support buddies. Using the native language can also help learning a new language.

Do not exert any pressure: learning under pressure and stress has long been proven to be ineffective. In addition, consider that migrant colleagues may have experienced more than enough pressure on their journeys and in the context of their integration process.

Be patient and allow migrants to finish speaking: Do not interrupt anybody on account of mistakes they make. Ask the migrant if he or she would like to be corrected. Often, it is a good compromise to correct mistakes that keep recurring.

Use visual material such as images and pictographs: If necessary and helpful, write down important information to make sure it is understood. This will help migrants to expand their vocabulary and feel that they understand.

Beyond these tips for day-to-day support, time permitting, you might want to try some games / icebreakers with migrants and their colleagues to support them and to sensitise colleagues to the situation the migrant is experiencing.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

Language Support for Adult Refugees – A Council of Europe Toolkit migrants and refugees
<https://www.coe.int/en/web/language-support-for-adult-refugees/home>

This publication is part of the Council of Europe's website LIAM – Linguistic Integration of Adult Migrants – which contains a lot of interesting resources on the issue of language support
<https://www.coe.int/en/web/lang-migrants>

Good practices in language integration
http://www.pandpasproject.eu/wp-content/uploads/2018/10/Good_Practices.pdf

Nonverbal communication in the workplace
<https://www.thebalancecareers.com/nonverbal-communication-in-the-workplace-1918470>



5. CAREER GUIDANCE

Migrants are often faced with the problem that their qualifications and certificates are not recognised in the country of destination. The recognition of prior training is often difficult, sometimes expensive, and in almost all cases it is a complicated process that requires a lot of knowledge.

However, career guidance does not only involve recognition of formal qualifications. Many other aspects are involved: training needs that the migrant has to fulfil their current tasks, knowledge of the local labour market, training opportunities etc. but also mental and psychological factors need to be considered when supporting migrants in this area.



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BACKGROUND INFORMATION

As explained above, career guidance involves many aspects and requires a lot of technical knowledge. Be aware that you do not have to become an expert in career guidance to support your coachees in this area. We recommend that you refer your coachees to career guidance and counselling centres that often also offer specific services for migrants. However, you can and should make yourself familiar with a few issues, such as:

- Your country's education and training system, opportunities for further training, entrance requirements, costs.
- Laws regulating qualifications recognition and competent bodies dealing with these matters.
- Career guidance and counselling services in your area (for example employment agencies, chambers, private providers).
- Opportunities for growth and development inside your company (including in-company training, funding schemes, etc.).

PRACTICAL TIPS

Migrant workers might need different kinds of support when it comes to career guidance. For you as a coach, this kind of support will probably involve establishing the status quo and the objective in terms of professional development.

Make sure you keep the following tips in mind to support your coachee in the process of career guidance:

- Prepare yourself well for the talk. What is the cause of this talk? Have you or other colleagues noticed that there is a need for training or has the migrant asked for your help?
- Make sure you conduct this talk in the right setting, with sufficient time and no distractions.
- Use the communication skills you have acquired in your coaching training. For example, active listening and open-ended questions are important for such a talk.
- When referring your coachee to other points (for example career guidance centres, recognition bodies, HR department, etc.), make sure they are well prepared by following the steps listed below.
- Help the coachee identify strengths and weaknesses, be realistic about boundaries and obstacles. Sometimes there are unrealistic ideas about the local labour market demands.

Step 1 – Establishing the status quo.

The first step should be an assessment of the current situation. Where are they at now professionally and where would they like to go?

a. Is the migrant sufficiently trained to perform the current job / position / responsibilities? If not, you may need to establish learning / training needs and look for the right adjustment training.

b. Is the migrant happy with their current job / position / responsibilities? If not, jointly establish why this is and what would need to happen to change this? In this case, you should look for the right further training (or recognition opportunities, if applicable).

Resources for this stage: You can refer to Card #11 – Additional resources for career guidance

Step 2 – Assessment, documentation, validation, and recognition of prior learning.

There are many terms for the first step, the appraisal and ultimately recognition of prior learning of migrants. It differs from country to country and is often subject to complex legislation and processes. Research your country's specific situation on this. Probably, you will find it easier to refer your coachee to competent bodies which are responsible for this process. They also differ from country to country. A good place to start may be your local chambers, employment agency or career guidance and counselling services.

However, you can assist the migrant in this process by interviewing them regarding their professional and educational history and background, thus identifying:

- What (formal and non-formal) qualifications the migrant has?
- What working experiences the migrant has?
- Any other aspects to be considered in this regard?
- Are there opportunities for recognising existing qualifications? What are the costs involved? What are the benefits (increased pay, opportunities for further training, etc.)?

Resources for this stage: There are many tools and procedures for the assessment and documentation of prior learning. It is not possible to list them all here, but we have provided a few examples at the end of this card.

Step 3 – Planning further training and qualification activities.

You may be able to help the migrant by collaborating with your personnel or training department and / or external counselling and training providers.

- Identify possible training pathways inside and outside of the company. What are the entrance requirements? What are the costs involved? Are there funding opportunities? What does the coachee need to invest in this (in terms of time, cost, additional training required, etc.)?
- What opportunities are there for growth and development within your own organisation? Outside of your organisation?



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

Two good starting points for the documentation and validation of prior learning

The EU's Europass tools: <https://europa.eu/europass/en>

The "Profilpass" – A portfolio approach to career guidance: https://www.profilpass.de/media/pp_english.pdf

Every country differs when it comes to recognition of prior qualifications and training. Our advice for the coach is to use European regulations as a starting point and then move on to researching the national / regional rules, bodies, and potential advisors. This is a good starting point:

https://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition_en



6. SUPPORTING INTEGRATION OUTSIDE OF WORK



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As you are now thoroughly aware: the integration process is a long and complex one that spans many different aspects of life – work, personal experiences, family and friends, hobbies and leisure and many more. Migrants could struggle with personal issues in those fields that could hinder their integration both at work and in private: health and medical assistance, education, networks, hobbies, support with children, bureaucracy, as well as more practical and less legal or labour-law related aspects. You should be able to provide guidance to migrants on practical, for-

mal, and legal aspects in order to be able to help and support them. Such aspects could include health care, education and childcare, possibilities for financial support, but also social aspects such as possibilities to practice hobbies and leisure activities. Such advice differs greatly between countries, regions, municipalities and employers which is why, in this card, we merely raise aspects that you should be aware of and may obtain information about in order to support the integration process outside of work.

METHODS AND TECHNIQUES

In the following, you will find a list of issues and questions that migrants might require advice or assistance with. You should be able to answer these questions, know where to obtain answers or be able to point the migrant out to some people who can (such as experts, competent bodies, counselling services, and so on).

Legal / labour law-related issues

- Regulations, rights and obligations regarding health insurance, rights and obligations regarding sick leave
- Holiday regulations, number of holidays, pay, etc.
- Rights and anti-discrimination regulations
- Working time, regulations regarding overtime, timekeeping, etc.
- Health and safety regulations at work
- Role of trade unions
- Rights and obligations regarding training
- Questions related to: Work permit, residence permit, extensions, and obligations

For health, education, housing etc.

- Services helping to find accommodation
- Associations and non-profit organisations supporting migrants in the city / region
- How to find doctors / clinics; medical support / counselling services at health insurances / social insurances
- Tax, revenues, and custom office or equivalent: services helping people with taxes and bureaucracy
- Financial support schemes that could be relevant for migrants, including:
 - Funding schemes for language learning or general education
 - Funding schemes for employment and further training
 - Free membership schemes at libraries, sport clubs etc.

Recognition of qualifications / further training options

- Vocational education system / formal qualifications and certificates / further training offers
- Recognition of qualifications / validation of prior learning
- Career advice / job centre / employment agencies
- Adult education colleges / other training providers

For language learning

- Training providers, for example adult education colleges, language schools, public libraries
- Relevant funding schemes
- Free language apps or internet services (Google Translate, Duolingo, etc.)

For leisure and social life

- Existing networks of migrant workers
- Local leisure and sports opportunities, clubs and associations, libraries, etc.
- Possibilities of free membership for migrants
- Existing activities / schemes at work
- Buddy / mentoring schemes at work or for social life (e.g., tutoring schemes for school children, etc.)

Other practical questions

- Finances, banking, insurance questions
- What do I need to open a bank account?
- What are the unwritten rules and values at the workplace?
- Questions regarding children:
 - Education, schools, childcare
 - Rights and obligations, costs, etc.

Identify and activate support structures inside the company

- What support structures exist? (For example: in-company training, representation of (migrant) workers' interests, works council, buddy/mentor systems, Foreworkers, team leaders, immediate supervisors, etc.)
- Who is responsible for what?
- Are migrants made aware of them?
- How can the coach activate or support these structures?
 - Trainings
 - Regular meetings etc.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

European information on how to support migrants' integration outside of the working place

<https://fra.europa.eu/en/publication/2016/healthcare-entitlements-migrants-irregular-situation-eu-28>

https://europa.eu/youreurope/citizens/index_en.htm

https://europa.eu/youreurope/citizens/health/index_en.htm

https://europa.eu/youreurope/citizens/residence/index_en.htm

Some useful national links

<http://www.mbmtraining.uk/uk-policy-on-migration.html>



7. SUPPORTING INTEGRATION OUTSIDE OF WORK



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INTRODUCTION AND BACKGROUND INFORMATION

Diversity management is a buzzword, but it is also an important concept when bringing your entire organisation up-to-scratch regarding the integration of migrants at the workplace. In this context, the idea is not that the migrant only integrates into a homogeneous and static company culture, but that companies are and should be, already culturally diverse entities and, more importantly, that diversity is an asset rather than a deficit.

If you are interested in more background information about diversity as a concept and diversity management as a company strategy, you may enjoy Module 2 and 9 of the MaWIC Training Course (see References and Further Reading).

Actively promoting equality and diversity in the workplace is important not only for the employer, who will have a successful, thriving business, but also for the migrant workers, who are the most at risk to face discrimination in a working environment. But all company staff will benefit from a diversity- and equality-friendly company culture. Diversity is a broad concept, it does not only focus on ethnic and cultural background, but all sorts of aspects that influence our identity, such as gender, religion, sexual orientation, socio-economic background, etc. All in all, we all have “diverse” backgrounds and can all benefit from a diversity-friendly company culture.

METHODS AND TECHNIQUES

Here are some practical ideas on how to foster an open-minded and diversity-friendly culture and support intercultural learning at your workplace:

- 1. Provide intercultural competence training** to all staff! We also recommend this regarding the facilitation of intercultural communication. It pays off to raise everyone’s awareness of how culture influences the way in which we perceive, think, feel and act. Intercultural competence training fosters an awareness of how one’s own cultural background influences our actions whilst sensitising people for a better understanding of other culture’s specific ways of perception, thinking, feeling and acting. It is a great place to start fostering a more diversity-friendly company culture!
- 2. Implement a buddy / mentoring system** – assign fixed “buddies” (i.e., mentors) to new employees to help them settling in. The buddies can support the arrival at the company, but also help the migrants settle in better outside of work (for tips in this regard, also refer to Card #6 – Supporting integration outside of work). Make sure the buddies are up for this task and committed by choosing volunteers rather than merely assigning colleagues, ensuring that they have enough time and resources to fulfil this task and supporting them in a supervisory function.
- 3. Design working spaces** in a way that facilitates communication and exchange. This is particularly easy when arranging break spaces. For example, set up a cultural corner in the break room or some other

- regularly used area. Together with the migrants and other colleagues, you can create a cultural space (e.g. by using pictures and items from the migrant employee's country of origin and / or your region).
- Identify and create an appropriate space at your workplace (e.g., free wall, small table).
 - Together with the migrant employee, select some pictures and items.
 - Invite colleagues to have a look at your "cultural corner", add pictures and items of their own culture.
- 4. Have regular talks** (e.g., at the end of the week) with the migrant employee (e.g. reflexing intercultural experiences of the week). Make sure you also involve their immediate colleagues and superiors in these reflective talks.
 - 5. Organise an intercultural lunch or dinner** where colleagues serve typical food from their own country (or region) of origin.
 - You can also invite people to share music from their country or region of origin.
 - Make sure you also involve "domestic" employees, this encourages a feeling of belonging and highlights that we are all multicultural in many ways.
 - 6. Play music together** with migrant employee from the migrant employee's country of origin (e.g., during lunch break, during work if possible).
 - 7. Play the identity game** with a heterogeneous group with colleagues from all sorts of backgrounds and ages. Everybody sits in a circle, you read out specific characteristics and everybody who identifies with those stands up. Give everybody the chance to look around and notice who is in the same boat. This game is great to emphasise that identity is made up of multiple factors, not only geographic or ethnic origin (see Card #12).
 - 8. Use activity-oriented learning** and communication exercises and games to solve conflicts.

The ultimate goal should be to create an overall culture of openness and exchange at the workplace, where colleagues feel welcome, supported and are taken seriously. As you can imagine, this is a long process which cannot be achieved just by one person. However, when you implement some of the above (or other) ideas, you may kick-off a process. Remember to try to get management and representation of interest behind you as much as possible! Also involve your personnel department! This is important regarding training, but also recruitment policy. The more people are involved, the greater the impact.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

For background information about diversity management and more practical ideas about how to implement it in your own company, take a look at Module 2 and 9 of the MaWI-Coach Training Course: <https://www.project-mawic.eu/>

More ideas:

Exercises about cross-cultural understanding
<http://www.culture-at-work.com/ex1xcincidents.html>

Team-building activities ideas

<https://www.scienceofpeople.com/team-building-activities/>



8. ADDITIONAL RESOURCES — LOGBOOK / REFLECTIVE JOURNAL

INTRODUCTION AND BACKGROUND INFORMATION

What is the purpose of the logbook / reflective journal?

Reflection is a core competence of any coach. Talking to others, including peers and mentors, about your experiences can help crystallise thinking and adapt practice, as well as provide different perspectives and ideas.

Keeping a so-called logbook or reflective journal will help you reflect your work. Considering your theoretical knowledge and your working practice in parallel will support your professional progress as a coach, it will develop your skills based on reflection either alone or with your peers or mentor. You will be able to spot recurring issues and plot your own progress or changes in your coaching. It will also be a useful tool to look back on in the future to help you build up a base of knowledge about theory and about your own practice.

How will I write my journal?

The logbook / reflective journal is a tool for you to record your experiences from your daily coaching practice. By logging and reflecting them in a written form, you will be able to contextualise your own experiences, see them in front of the theoretical background, compare and discuss them with other coaches or colleagues / supervisors, and eventually reflect and adapt your working practice.

The reflective journal can be regarded almost as a professional diary, so it is confidential, you do not need to share it with anyone if you do not want to and you can mainly use it for self-reflection. However, maybe it will be helpful for you to show specific sections to and discuss them with other coaches, supervisors or mentors. This way you can get some external input, which can be extremely helpful when you are stuck in a difficult situation and cannot find a solution.



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What will I write in my journal?

It is up to you and your working practice how and in what form you want to keep your journal. However, keeping a certain structure or guiding questions in mind may help you get to the core of things. We have included some suggestions of what to write about and how to write it, but you should feel free to adapt it to your needs.

What to write about?

A good place to start are aspects at work that you feel you could have handled better. What could you have done better? Why did you do it the way you did? What do you need to improve your work (resources, information, support, etc.)? In the next step, you could start to do some brainstorming and research, seek advice and discussion about the issue at hand. You can then go on to log the progress on this issue, what helped, what did not, etc.

How to write?

Again, this journal is yours, so our first tip is to make it your own. Be honest, use your own words and let the words flow. Try not to stay on the surface, dig deeper, be flexible. Be selective, do not try to write down everything but concentrate on the tricky and interesting aspects of your coaching practice. Also, try to write things down as soon as you can. Seek help if you need it.

TEMPLATE

Here is a template for your logbook / reflective journal and two ideas for structure and content. Feel free to adapt them to your needs!



MY LOGBOOK/REFLECTIVE JOURNAL

Name: _____

Organisation: _____

Entry number: _____

Date of entry: _____

Dates of supplementary entries: _____

IDEA 1 — FOR STRUCTURE AND CONTENT

1. Current issue / question
2. Involved people
3. My aims and contemplations
4. My procedure, all occurrences related to it
5. Result, comparison to aims, opinion of others
6. Open questions, need for research or follow-up action
7. My own judgment
8. New / further ideas

IDEA 2 — GUIDING QUESTIONS

1. Where did I feel insecure / overwhelmed? Where did I lose my footing?
2. Did I make a mistake? Is / was there a quality deficiency?
3. Where am I dissatisfied with my performance?
4. Where am I dissatisfied with the process?
5. What would I like to do differently or better?
6. What knowledge do I lack? What would I like to know more about?
7. What do I need to improve my coaching practice?
8. ...



9. COACHING RESOURCES — COACHING AGREEMENT

INTRODUCTION AND BACKGROUND INFORMATION

Agreements in Coaching – The Three-Cornered Contract or Contract Triangle

The concept of the three-cornered contract was first coined in the therapy method called Transactional Analysis by Fanita English and modified by Nelly Micholt. For these sources see (English, Fanita: Transactional Analysis Journal Vol.5, n.4, 1975; Micholt, Nelly: Transactional Analysis Journal Vol 22, N.4, 1992). When we work as internal or external coaches in companies and organisations the first contracting party is often not the person whom we directly support to improve performance. Depending on the size and kind of organisation the initiative mostly comes from a superior or the human resource department.

It is important to conclude separate, explicit agreements or contracts with the various parties involved. Contracts here mean clear arrangements to which both sides have explicitly agreed. In addition, each person should know roughly what was agreed among the other concerned parties.

When we clarify goals and frameworks with the different sides involved, we address to questions as:

- What are the goals and expected outcomes? And how will these be measured?
- Which procedure will we employ?
- How much time do we have and what should be the frequency of the coaching?
- How will feedback be organised between the parties?
- How will confidentiality be dealt with?

The contract triangle is helpful for these clarifications. It makes existing expectations and arrangements transparent and it helps to monitor the coaching process. Even if you have got a defined position in the company as an internal coach, this transparency will be indispensable for trust building and focus in the coaching relationship. Regarding the three parties to the agreement as corners of a triangle can also show if there are distortions in the balance between them. For example, the coach and coachee might be too close to one another and the employer far removed. Imbalances can work all ways and will often lead to difficulties in the coaching process.

COACHING AGREEMENT

Making a “contract”, we like to call it agreement, with the migrant (i.e., the coachee) can be a useful tool to agree on common grounds, contents, and objectives of the coaching process.

A good template for a coaching agreement is provided by the International Coach Federation: <https://coachfederation.org/app/uploads/2017/11/SampleCoachingAgreement.pdf>

When making the agreement between yourself and your “coachee”, make sure you take sufficient time, sit down together in a comfortable atmosphere and, if possible, without interruptions or distractions. Here are some tips for leading the agreement talk.



TIPS FOR THE AGREEMENT TALK BETWEEN COACH AND COACHEE / MIGRANT

1. Initiate contact

2. First meeting

- What is this meeting about? Clarify objective of initial meeting, time frame, etc.
- What are the expectations and goals of the coachee?
 - What do you want to gain from the coaching process?
 - What is your current situation regarding satisfaction with work, private life, integration process, etc.?
 - Some aspects that you may raise attention to: career development, learning / training needs, work-life-balance, motivation, relationships (colleagues, friends, family, etc.) social life, hobbies, etc.
 - What support does the coachee / migrant expect?
- What are the expectations of the coach? What are the ground rules of the coach (e.g. confidentiality)?
- Initial time frame for the coaching.
- Frequency and length of meetings (predefined and / or ad-hoc).



3. Review

- At regular (pre-determined) intervals, meet for a joint review (depending on the length of the coaching relationship, this could take place once at around the middle of the coaching period or at several points in time).
- Have the agreed issues been addressed? Which goals have been achieved?
- Is there a need for a revision of goals / issues to be addressed?

4. Conclusion meeting

At the end of the coaching period, meet to discuss the outcomes of the coaching process:

- Have the goals been achieved?
- What was the impact of the coaching process on the coachee, on the coach, on the organisation? At what levels?
- How do you rate the coaching process? What went well, what went not so well?
- How will you go on? What further goals remain? What resources / support does the coachee need to achieve them? How will the coachee go about this? Will the coaching relationship end here or will you redefine and / or continue it?



10. ADDITIONAL RESOURCES — WELCOME PACKAGE

INTRODUCTION AND BACKGROUND INFORMATION

A good practice example for an integration tool is a “Welcome Package” to support the arrival of the migrant at the company.

The coach can develop it based on all the aspects to consider when migrant employees arrive at the company, and knowledge about how to prepare a good welcome and introduction.

During our MaWIC training course, a number of assignments that the training participants had to complete involved collecting and documenting useful information about their country’s / region’s / company’s handling of issues relevant for the migrant. This included more general information about the company, information regarding labour law, social benefits, health insurance, etc., but also more technical aspects, such as recognition of qualifications and the like. The course participants gave us the feedback that these assignments were very useful to them because they could apply them directly at work.

So why not compile something similar for your own company / organisation and country. Many companies already have something similar for new employees. If yours does, too, why not take a look at it and extend it with important information for an employee who is not only new to your company, but also to your country. Such a welcome package would contain all important and relevant information that your coachee needs to know when beginning to work in your company. It will help the migrants because they will have a lot of information in writing (which has the added benefit of facilitating comprehension and lowering the threshold of having to ask for information) and it will also help you and your colleagues because you will have information ready and at hand when asked. Researching some of this information might seem like a lot of work, but it will be worthwhile!

WELCOME PACKAGE FOR ARRIVAL AT THE COMPANY

Since each organisation is different and each nation has different regulations regarding labour law, education and training, social benefits, etc., each welcome package will be different. For the purpose of inspiration of what it might contain, we have collected a few issues that might be interesting. If you need further inspiration, you may want to refer to Card #6 Supporting Integration Outside of Work.



POSSIBLE CONTENTS OF YOUR WELCOME PACKAGE

1. Information about the company / organisation

- General information (mission, size, form, etc.).
- Some company history.
- Organisation chart and important contact points.
- Relevant departments and people (HR department, coaching and training contacts, representation of interests, etc.).
- Communication chain (employees report to specific superiors).
- Working hours, work schedule, shift plans, etc.
- Salary components (basic salary, allowances, bonus etc.).
- Salary payment: form of payment (e.g., bank transfer), payday (e.g., end of the month).
- Probationary period / trial period.
- Illness, what to do and who to inform.
- Company-specific social and insurance-related aspects (e.g., additional leave policies, remuneration policies, additional benefits, etc.).
- Important workplace health & safety policies.
- Formal dress code or work clothes.

2. Information about practical aspects such as holidays, social insurance, etc.

- Public (legal) holidays (including religious holidays).
- Leave regulation / policy.
- Social insurance such as health insurance, pension fund, unemployment insurance etc. How does it work? What are my obligations and entitlements? Illness, maternity, etc.?
- Tax-related issues and information.
- Rights regarding employee representation.
- Education and care regulations in your country (obligations, cost, etc.).

3. Relevant local information

- Health (local doctors and clinics).
- Education and childcare (schools, nurseries, local contact points).
- Hobbies and leisure (clubs and societies, libraries, migrant organisations, etc.).
- Accommodation and housing (contact points, funding schemes, etc.).

4. Specific support schemes in and around your organisation

- Relevant advice and support structures and their contact points.
- E.g., buddy systems, language tandems, representation of workers, migrants, women, etc.

5. Additional contents / gifts / gift vouchers

- Promotion material of your company.
- Gift vouchers for local places of interest (e.g., cinema, gym, etc.).





11. ADDITIONAL RESOURCES — RESOURCES FOR CAREER GUIDANCE

PERSONAL DEVELOPMENT PLAN

The personal development plan can be a useful tool to discuss aims for professional development with the migrants. You may also find it helpful for your own development planning as a coach.

Name: _____

	Aims → What do I want to achieve?	Activities → What I will do in order to achieve my development aims?	Obstacles → What could hinder me achieving my goals?	Solutions → How I can overcome the obstacles?	Duration & deadline → My detailed timeline?
1.					
2.					
3.					

CHECKLIST INDICATORS FOR TRAINING / LEARNING NEEDS

The following list contains a number of signs that a person probably should or would like to learn something:

- Asks many questions, enquires
- Shows curiosity, interest
- Hesitates often, seems uncertain, helpless
- Exhibits avoidance behaviour, wants to escape tasks
- Makes mistakes, failures, quality deficiencies
- Exhibits stress, signs of being overchallenged
- Often experiences conflicts, complaints, annoyances
- Dissatisfaction with work
- Works slowly, inefficiently
- Avoids changes
- Leaves work unfinished

GUIDELINES FOR OBSERVING LEARNING NEEDS

- How does the employee approach new tasks? How do they prepare themselves for the work?
- What task-related challenges have not yet been solved or not solved well? What quality deficiencies have occurred? What mistakes/weaknesses keep on recurring?
- What do they do once the task entrusted them has been completed?
- How do they deal with customers? How do they address their needs?
- How do they respond to unexpected difficulties, disruptions or when they encounter problems?
- Do they recognise their own errors, difficulties and limitations themselves, and how do they deal with it?
- What are the signs of uncertainty / being over challenged? What seems difficult?
- How do they handle stressful periods in which several things have to be done at the same time?
- How do they share their own workload, how do they manage time?
- How do they react when colleagues make them aware of mistakes? How do they take on board such corrections?
- How do they use the help and advice from colleagues? How do they behave when others need help or support?
- What remains/will be circumvented / overlooked?
- What conflicts / complaints reoccur? How do they behave in conflicts?
- How do they obtain information from colleagues / how do they pass this information on?
- How do they take into account the need for economic efficiency?
- How do they apply their professional knowledge and skills?
- How do they use written and other resources?
- How do they present the results of their work? How do they deal with the questions that arise from their work?
- If the employee has management responsibility: How do they perceive it? How do they deal with subordinates?
- Analysis: Which training needs (technical, methodological, personal, social) emerge?



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

Some more background information on the issue of career guidance approaches

What is important in career counselling of migrants:
<https://rightstogo.weebly.com/what-is-important-in-career-counseling-of-migrants-and-refugees.html>

Personal development planning:
<https://www.managers.org.uk/knowledge-bank/personal-development-planning>

Valuing diversity: guidance for labour market integration of migrants:
https://www.cedefop.europa.eu/files/6124_en.pdf

Higher education for migrants and refugees:
https://ec.europa.eu/education/policies/higher-education/higher-education-for-migrants-and-refugees_en

Recognition of prior learning toolkit:
https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/recognition-of-prior-learning-toolkit---worksheet-and-cards.pdf?sfvrsn=af7cf581_14



12. ADDITIONAL RESOURCES — ACTIVITIES AND GAMES

INTRODUCTION AND BACKGROUND INFORMATION

As you know from your day-to-day practice, it is often difficult to take employees out of the work process and set aside some time to really work on issues. However, sometimes a little “play time” really goes a long way in helping to settle conflicts or issues, supporting learning processes and aiding the integration process. Gamification is the key! We have collected a few ideas for you, but you will find that there is a lot of material out there that you can utilise and adapt to your needs.

ACTIVITIES AND GAMES TO SUPPORT THE INTEGRATION PROCESS

The identity game

Aim of the game? The identity game is a great game to sensitise people to the breadth and scope of cultural identity and raise awareness of the fact that identity is made up of multiple factors, not only geographic or ethnic origin.

With whom and how long? This game works best in a heterogeneous mid-sized to large group, minimum 10 participants. With preparation and wrap-up, it can last between 15-20 minutes.

How does it work? Everybody sits in a circle. The game leader reads out characteristics and everybody who identifies with those stands up. For example: “was born in the Spring”, “has children”, “likes ice cream” etc. Depending on the nature of the group, the characteristics can be (mainly) personal. It becomes more interesting when you include questions about the personal, professional, and cultural background, but be sensitive. Give everybody the chance to look around and notice who is in the same boat.

Preparation and material? No material needed, prepare a list of characteristics, allow for (mainly) personal back-up questions depending on how the group interacts.

Send a letter to yourself

Aim of the game? This exercise is a classic tool for reflection and purpose in times of change (in this case the integration process at and outside of the workplace). The aim is to help the migrants reflect on their current stage of the integration process and formulate goals for the near future.

With whom and how long? This exercise can be done with only one migrant or groups. You may assign time for it within or outside of the working process.

How does it work? Ask the migrant to write a letter to themselves in a year’s time. Give them a list of guiding questions to help them formulate and reflect: “Try to visualise the person you will be in one year. What will you have achieved? What will be different? What will have been difficult? What will you be proud of? What advice would you like to give yourself? Is there anything you would like to ask yourself? To remember? Let your thoughts flow freely!”

Preparation and material? Writing paper, pen, an envelope, stamp. Ask the coachee to seal and address the envelope. Your task will be to send the letter at an agreed time in the future. One year is a good time frame for our purpose. Make sure you do not forget to send it!

Barnga – An intercultural card game

Aim of the game? This game is a great game for raising awareness of all the hidden codes and rules of different cultures.

With whom and how long? This game requires a larger group (minimum 9, better more) and at least 45 minutes including introduction and debriefing two people or more. It is thus often difficult to realise at the workplace but may be a nice activity for a “cultural evening” or an intercultural competence training.

How does it work? At least 3 groups of a minimum of 3 players are formed. The game works best with 4-5 groups of 4-6 people. Each group sits at a table with a set of playing cards and a rule sheet per person. They study the rules and play a few rounds of cards, then, all rule sheets are collected by the moderator and participants are asked to stop talking and play in silence. The confusion starts when, after a while, individual participants are asked to change the group (again in silence) without knowing that the other group plays according to different rules. Afterwards, participants have the opportunity to discuss their experiences and reflect about misunderstandings and the pitfalls of living together as (not only culturally) different people.

Preparation and material? Quite a lot of preparation needed but it is worth it! Familiarise yourself well with the moderation guidelines and game rules! Material: standard card game sets (depending on the amount of groups), print out of (different) rule sheets per person. Moderation guidelines and rule sheets can be found here: <http://intercultural-learning.eu/Portfolio-Item/barnga/>

Guiding the blind

Aim of the game? This game helps to build trust, improve conversation and raise awareness to feelings of helplessness / insecurity.

With whom and how long? At least two people or more. Depending on the size of the group, 20-30 minutes. Exercise can be done with only one migrant or groups. You may assign time for it within or outside of the working process.

How does it work? It is a pair exercise. One person is blindfolded, the other sees. The pair must jointly navigate a difficult course (use chairs, table, other furniture, etc. to build the course). The instruction to the seeing partner is to make sure that their companion safely masters the course. Afterwards: How did they both fare? How did they each feel? Then, they return back through the course, again blindfolded and seeing. But now they receive different instructions: The blindfolded partner leads and the seeing companion must only intervene or do something when the blindfolded partner asks for help or is in danger. Afterwards: How did they both feel this time? Was it harder or easier? If you still have time, reverse the roles so that each participant experiences each role.

Preparation and material? No preparation needed. A scarf or piece of cloth as blindfold.



REFERENCES, ADDITIONAL INFORMATION AND FURTHER RESOURCES

Here are a few links where you can find further ideas and resources for games and exercises. The list is not exclusive, you will be able to research a lot more ideas which might suit your needs better.

Toolbox Intercultural Learning
<http://intercultural-learning.eu/toolbox/>

Team building exercises
<https://www.mindtools.com/pages/article/team-building-communication.htm>

Toolbox for Training Methods
<http://migobi.eu/products/>