



Learning Outcome Profile of the MaWI-Coach

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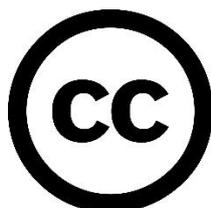


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Introduction

Europe has a labour problem. Some countries and sectors desperately need qualified and reliable workers, because demographic factors are shrinking their respective workforce. Migration is a natural resource to fill this void, but the acclimatisation of migrants does not happen automatically. Some sectors attract more migrants and can integrate them quickly. In other sectors, it is less common to use migrants to support the workforce, including sectors that could greatly benefit from these migrants. Often, actors within these sectors lack the experience or vision to take advantage of this resource. In any case, the new migrants are there, and they desire to work and be independent and live full lives in their host countries.

Whenever migrants start working in a new country, workplace integration is a key element for the sustainability of the general integration and a challenge to be faced by employers, migrants and colleagues. The method of the MaWIC project to use a holistic approach to the complex process of integrating migrant workers. The method attempts to analyse the needs of all stakeholders (employers and employees, co-workers, social partners, HR, etc.) within the context of the unique challenges facing workers who have migrated from another country.

It is our hypothesis that the key to successful integration, aside from personal motivation and supporting legal and economic factors, is professional assistance. In this context, the MaWIC project defines the role of the MaWI-Coach (Migration and Workplace Integration Coach) as a support person for integration. The coach could be someone from HR, a colleague or a person from outside the organisation. Whoever it is, they should possess the knowledge, skills and competences collected and described in the “Learning Outcomes Profile” of the MaWI-Coach. Besides the general information and related competences surrounding legal, intercultural and many other fields, the MaWI-Coach should understand the specific needs of migrants. Understanding these needs allows the MaWI-Coach to not only to support migrants themselves but it enables the coach to help the workplace be open and receptive to these needs. Other helpful techniques include tutoring, mediation, teambuilding and the implementation of tolerance training. The coaching role addressed by MaWIC is related to workplace integration and coaching. A coaching approach for integration is an effective way to provide guidance for the different target groups involved in the integration process. When done well, this approach will start a process of learning and development through increasing self-



awareness and a sense of personal responsibility. The skills and competences necessary to guiding migrants, employers and colleagues through the integration process are summarized in the following learning outcome profile.

The development process of the profile

Through a series of multinational interviews, the project collected all the necessary competences, skills and issues that a MaWI-Coach should be familiar with. These were collected and formulated in the form of learning outcomes that show the variety of knowledge, skills and competences that coaches should obtain through training as well as extensive professional experience. Some elements can also be acquired through informal learning. For example, we expect many coaches will be from the migrant community, so they bring with them knowledge about the issues and circumstances faced by migrants. In any case, the role is accessible to anyone interested in this field and is useful for job coaching on an everyday basis. The goal of the profile, then, is to be comprehensive and detailed without being too narrow. The MaWI-Coach can come from a variety of roles – be it coach, mentor, trainer, suited colleague or HR specialist – and this profile should be useful for any of these.

The profile can serve as a basis for the development of training for integration professionals in the company as well as for the visualisation and evaluation of one's own knowledge, skills and competences. It helps recognising gaps and needs for further training for this specific role. The profile and learning outcomes are based on comparable work processes that we have identified in different countries. This allows the profile to be applied internationally across all sectors. Nevertheless, the profile can also be adapted to specific sectors or countries, which does not affect its general applicability. In order to demonstrate this, the profile entails separate sections of learning outcomes specifically developed for the healthcare sector in Germany.

Learning outcomes formulated in the profile are defined as “statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence” (European Parliament Council 2008, p. 4).

- “‘knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual”;



• “skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)”

• “‘competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.” (European Parliament Council 2008, p. 4)

In a nutshell, the learning outcome profile describes all knowledge, skills and competences a learner should acquire to perform the different work tasks, regardless where or how the coach acquires them (through training, further education, on-the-job learning, i.e. formal, non-formal and informal learning contexts). The profile should be read as a grid. The skills and knowledge in the second and third column support the competence in the first one.



Learning Outcome Profile of the MaWI-Coach



A. General expertise: Coaching, mediation and conflict management		
Competence	Skills	Knowledge
<p>The coach possesses core coaching competences¹ in the fields of interpersonal communication, counselling, mediation and conflict solving. These competences are:</p>		
<p>(1) The coach is able to act professionally and ethically within the coaching process. (foundation)</p>	<p>Coaching of the migrant employee</p> <p><u>Foundation</u> <i>Ethical guidelines and professional standards:</i> The coach is able to</p> <ul style="list-style-type: none"> • apply ethical principles and standards in all coaching situations. <p>E.g.:</p> <ul style="list-style-type: none"> ○ refrain from unlawful discrimination in occupational activities, including age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability ○ make verbal and written statements that are true and accurate about what is offered by the coach. ○ maintain, store and dispose of any records, including electronic files and communications, created during his/her coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements 	<p>General knowledge</p> <p><u>Ethical guidelines</u> The coach is able to explain ethical guidelines such as</p> <ul style="list-style-type: none"> • Code of Ethics of the International Coach Federation • Global Code of Ethics • Code of Ethics of an established national coaching organisation <p><u>Coaching agreement</u> The coach is able to explain</p> <ul style="list-style-type: none"> • how an appropriate relationship works • the contents of the relationship • the client's and coach's responsibilities <p><u>Coaching agreement - distinguishing forms of support</u> The coach is able to clearly communicate the difference between</p> <ul style="list-style-type: none"> • Coaching • Supervision • Consulting • Psychotherapy • and other support activities

¹ Based on the „core coaching competencies“ of the ICF; alternative: „coaching competence categories“ of the European Mentoring & Coaching Council (EMCC)





Learning Outcome Profile of the MaWI-Coach



A. General expertise: Coaching, mediation and conflict management

Competence	Skills	Knowledge
	<p><i>Coaching agreement:</i> The coach is able to</p> <ul style="list-style-type: none"> • establish a coaching agreement. <p>E.g.:</p> <ul style="list-style-type: none"> ○ effectively discuss the guidelines with the client as well as specific parameters of the coaching relationship (e.g. logistics, fees, scheduling, inclusion of others if appropriate) ○ reach an agreement with the client about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities 	
<p>2) The coach is able to establish a professional coaching relationship.</p>	<p>Coaching of the migrant employee</p> <p><u>Relationship</u> <i>Establishing trust and confidentiality with the migrant employee:</i> The coach is able to</p> <ul style="list-style-type: none"> • create a safe, supportive environment within the coaching process that produces ongoing mutual respect and trust. <p>E.g.:</p> <ul style="list-style-type: none"> ○ show genuine concern for the migrant employee's welfare and future ○ continuously demonstrate personal integrity, honesty and sincerity, demonstrate respect for the migrant employee's perceptions, learning style, personal being <p><i>Coaching presence:</i> The coach is able to</p> <ul style="list-style-type: none"> • be fully conscious and create a spontaneous relationship with the migrant employee, employing a style that is open, flexible and confident. 	<p>General & theoretical knowledge</p> <p><u>Phases in the coaching process</u> The coach is able to explain the typical phases in the coaching process (e.g. 1. Establish relationship and set goals, 2. Develop an action plan, 3. Overcome obstacles, 4. Assess progress).</p> <p><u>Counselling theories / concept</u> The coach is able to explain at least one basic counselling theory, e.g.:</p> <ul style="list-style-type: none"> • <i>Person-centred counselling</i> (Carl Rogers) with the three interrelated core conditions (congruence, unconditional positive regard & empathy) and the concept (personality theory) of self-actualization (or self-concept) • <i>other optional theories, e.g.</i> <ul style="list-style-type: none"> ○ Systemic counselling ○ Solution-focused counselling ○ Behavioural counselling ○ Gestalt counselling





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	<p>E.g.:</p> <ul style="list-style-type: none"> ○ see many ways to work with the migrant employee and choose what is most effective in the moment ○ use humour effectively to create a safe and supportive atmosphere ○ demonstrate confidence when confronted with strong emotions and ability to self-manage in a way so that the coach is not affected by the emotions of others 	<p>The coach is able to explain the basic approaches of various coaching theories/concepts (see above) and can distinguish between them, e.g. knows how to use the four-quadrant grid (Wilber) to categorize the perspectives of various theories and scholars.</p> <p>E.g. for basic approach:</p> <ul style="list-style-type: none"> • Systemic counselling seeks to address people not only on individual level, but also as people in relationships, dealing with the interactions of groups and their interactional patterns and dynamics. According to Wilber's four-quadrant grid, the systematic approach has an <i>exterior plural perspective</i> • Person-centred counselling seeks to facilitate a client's self-actualizing tendency. According to Wilber's four-quadrant grid, the systematic approach has an <i>interior individual perspective</i>
<p>(3) The coach is able to communicate effectively by using several established tools and techniques within the coaching process.</p>	<p>Coaching of the migrant employee</p> <p><u>Communication</u> <u>Active listening:</u> The coach is able to</p> <ul style="list-style-type: none"> • focus on the contents of the conversation, to filter out the context and desires of the migrant employee. He/she is able to apply strategies to support the migrant employee's self-expression. <p>E.g.:</p> <ul style="list-style-type: none"> ○ distinguish between the words, the tone of voice, and the body language ○ summarize, paraphrase, reiterate, and mirror back what the migrant employee has said to ensure clarity and understanding ○ encourage, accept, explore and reinforce the client's expressions of feelings, perceptions, concerns, beliefs, suggestions 	<p>General & theoretical knowledge</p> <p><u>Communication terms</u> The coach is able to distinguish between basic communication terms:</p> <ul style="list-style-type: none"> • Verbal and nonverbal communication • Sender and receiver • Etc. <p><u>Communication concepts</u> The coach is able to explain basic concepts of communication, e.g.</p> <ul style="list-style-type: none"> • Four sides model of communication by Schulz von Thun <p><u>Communication techniques</u> The coach is able to explain the following communication techniques:</p> <ul style="list-style-type: none"> • Active listening (facial gestures, body language, paraphrasing etc.)





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A. General expertise: Coaching, mediation and conflict management		
Competence	Skills	Knowledge
	<p><i>Powerful questioning:</i> The coach is able to</p> <ul style="list-style-type: none"> • use questioning techniques that reveal the information needed for maximum benefit to the coaching relationship and the migrant employee. <p>E.g.:</p> <ul style="list-style-type: none"> ○ questions that reflect active listening and an understanding of the migrant employee's perspective ○ open-ended questions that create greater clarity, possibility or new learning ○ questions that move the migrant employee toward what they desire, not questions that ask for the migrant employee to justify or look backward <p><i>Communication:</i> The coach is able to</p> <ul style="list-style-type: none"> • use communication techniques effectively during coaching sessions and to use language that has the greatest positive impact on the migrant employee. <p>E.g.:</p> <ul style="list-style-type: none"> ○ reframe and articulate to help the migrant employee understand what he/she wants or is uncertain about from another perspective ○ use language that is appropriate and respectful to the migrant employee (e.g., non-sexist, non-racist, non-technical, non-jargon) 	<ul style="list-style-type: none"> • Questioning techniques (reflective questions, leading questions, Circular questioning etc.) • Socratic dialogue
<p>(4) The coach is able to plan, manage and accompany the learning process of the migrant employee.</p>	<p>Coaching of the migrant employee</p> <p><u>Learning</u></p> <p><i>Creating awareness:</i> The coach is able to</p> <ul style="list-style-type: none"> • integrate and accurately evaluate multiple sources of information and interpret that information so as to help the migrant employee gain awareness and thereby achieve agreed-upon results, e.g.: 	<p>General & theoretical knowledge</p> <p><u>Learning terms</u></p> <p>The coach is able to distinguish between basic learning terms:</p> <ul style="list-style-type: none"> • Active and passive learning • Formal and non-formal (informal) learning • Associative learning (operant & classical conditioning) and cognitive learning





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A. General expertise: Coaching, mediation and conflict management

Competence	Skills	Knowledge
	<ul style="list-style-type: none"> ○ go beyond what is said in assessing migrant employee's concerns, not simply reacting to what the migrant employee's has said on the surface ○ invoke inquiry for greater understanding, awareness and clarity ○ communicate broader perspectives to the migrant employee and inspire commitment to shift his/her viewpoint and find new possibilities for action <p><i>Designing actions:</i> The coach is able to</p> <ul style="list-style-type: none"> ● train the migrant employee to take advantage of opportunities for ongoing learning during coaching and in work/life situations, as well as to take new actions that will most effectively lead to agreed-upon coaching results, e.g.: <ul style="list-style-type: none"> ○ brainstorm and assist the migrant employee to define actions that will enable them to demonstrate, practice and deepen new learning ○ engage the migrant employee to explore alternative ideas and solutions, to evaluate options and to make related decisions ○ celebrate migrant employee successes and capabilities for future growth <p><i>Planning and goal setting:</i> The coach is able to</p> <ul style="list-style-type: none"> ● develop and maintain an effective coaching plan with the client, e.g.: <ul style="list-style-type: none"> ○ create a plan that includes attainable, measurable and specific results with clear target dates ○ help the migrant employee identify and access different resources for learning (e.g., books, internet, and other professionals) ○ identify and target early successes that are important to the migrant employee 	<ul style="list-style-type: none"> ● Intentional and unintentional (incidental) learning ● Self-regulated learning and other-directed learning, etc. <p><u>Learning theories</u> The coach is able to explain the following learning theories:</p> <ul style="list-style-type: none"> ● Behavioural learning theory ● Cognitive learning Theory ● Constructivist learning theory <p><u>Learning strategies</u> The coach is able to distinguish between the three overall learning strategies:</p> <ul style="list-style-type: none"> ● Cognitive strategies (information processing), e.g. repetition, elaboration, summarisation ● Metacognitive strategies (control strategies), e.g. planning, observing and monitoring, regulating ● Supportive learning strategies, e.g. motivation, concentration, time management, learning environment <p><u>Setting goals / evaluation</u> The coach is able to explain the SMART criteria for goal setting and evaluation:</p> <ul style="list-style-type: none"> ● Specific – target a specific area for improvement ● Measurable – quantify or at least suggest an indicator of progress ● Achievable – objective must be attainable with the amount of time and resources available ● Relevant & Realistic – state what results can realistically be achieved and are relevant ● Time-related – specify when the result(s) can be achieved





Learning Outcome Profile of the MaWI-Coach



A. General expertise: Coaching, mediation and conflict management

Competence	Skills	Knowledge
	<p><i>Managing progress and accountability:</i> The coach is able to</p> <ul style="list-style-type: none"> • detect/recognise what is important for the migrant employee and to apply strategies to motivate (or empower) the migrant employee to take action, e.g.: <ul style="list-style-type: none"> ○ encourage the migrant employee to take action that will move the migrant employee toward his/her stated goals ○ focus on the overall coaching plan while, at the same time, being willing to adjust actions and/or shift direction during the coaching process or specific sessions 	
<p>(5) The coach is able to maintain neutrality and apply strategies of conflict management in the workplace.</p>	<p>Coaching of the migrant employee, employer, colleagues</p> <p>The coach is able to</p> <ul style="list-style-type: none"> • apply strategies of conflict management, e.g.: <ul style="list-style-type: none"> ○ address problems quickly before they reach crisis stage ○ identify the source of the conflict ○ draw out the perspective and feelings of reluctant participants ○ listen without interruption as parties share their perspective ○ identify solutions both disputants can support ○ direct the conflicting parties to focus on issues and stay away from personal attacks ○ restrict pressure, aggression and intimidation ○ demonstrate how to communicate through employing good speaking and listening skills 	<p>General & theoretical knowledge</p> <p><u>Types of conflicts</u> The coach is able to explain the three types of conflicts:</p> <ul style="list-style-type: none"> • Intrapsychic conflict • Interpersonal conflicts • Group conflicts <p><u>Causes of conflicts</u> The coach is able to explain typical causes of conflicts, e.g. the five arenas from Christopher Moore:</p> <ul style="list-style-type: none"> • Data conflicts • Interest conflicts • Value conflicts • Relationship conflicts • Structural conflicts <p><u>Conflict prevention</u> The coach is able to explain the different forms and goals of conflict prevention:</p> <ul style="list-style-type: none"> • Primary prevention





Learning Outcome Profile of the MaWI-Coach



A. General expertise: Coaching, mediation and conflict management

Competence	Skills	Knowledge
		<ul style="list-style-type: none"> • Secondary prevention • Tertiary prevention <p><u>Conflict models</u> The coach is able to explain a model of conflict escalation, e.g.:</p> <ul style="list-style-type: none"> • Friedrich Glasl's model of conflict escalation (9 stages) <p><u>Communication techniques / conflict resolution techniques</u> The coach is able to explain at least one approach with communication and conflict resolution techniques, e.g.:</p> <ul style="list-style-type: none"> • Nonviolent communication (Rosenberg) • Principled negotiation (Harvard Concept)
<p>(6) The coach is able to demonstrate awareness of his or her own values, beliefs and behaviours. Furthermore, the coach is able to recognise how this self-awareness affects the coaching relationship and process.</p>	<p>The coach is able to</p> <ul style="list-style-type: none"> • build self-understanding based on an established model of human behaviour with rigorous reflection on the coaching practice. • respond to the migrant employee's emotions without becoming personally involved. 	<p>General & theoretical knowledge</p> <p><u>Theories around self-judgment, self-schema and self-perception</u> The coach is able to explain at least one model/theory, e.g.:</p> <ul style="list-style-type: none"> • Self-concept of Carl Rogers • Social comparison theory (Leon Festinger) • Social self (George Herbert Mead) <p>For further required knowledge, see also next row.</p>
<p>(7) The coach is able to review and improve the standard of the coaching practice.</p>	<p>The coach is able to</p> <ul style="list-style-type: none"> • continuously review, reflect on and update personal beliefs, attitudes and skills to improve coaching. • proactively identify gaps in skills, knowledge and attitudes and use a structured process to meet learning needs. • develop and maintain his/her competences through relevant education and training. 	<p>Practical knowledge</p> <p><u>Training</u> The coach knows where to participate in relevant trainings (e.g. e-learning, further training courses).</p> <p><u>Exchange of experiences</u> The coach knows where to exchange experiences with other coaches (e.g. MaWIC online platform, coaching associations).</p>



B. General expertise: Intercultural awareness and reduction of prejudices.

Competence	Skills	Knowledge
<p>The coach is able to apply concepts and strategies of intercultural competence in the coaching process.</p>	<p>Based on intercultural competence² the coach is able to</p> <ul style="list-style-type: none"> • support the migrant employee in getting to know and understand the host country and its culture. • help them learn about unwritten/informal rules, norms and customs at work. • help them in dealing with culture shock and potential intercultural incidents. • support the colleagues and the employer welcoming the migrant employee. • help them understand the migrant employee's situation. • prevent against prejudices, racism and discrimination. • convey the values of diversity management in an organization. <p>In general The coach is able to</p> <ul style="list-style-type: none"> • train others in the terminology of culture. • train others in the functions of culture. 	<p>Terminology, concepts and models of culture⁴ The coach is able to explain</p> <ul style="list-style-type: none"> • basic cultural terms and its definitions (e.g. customs⁵, habits⁶, conventions⁷, traditions⁸, rituals⁹, values¹⁰). He/she is able to distinguish between formal¹¹ and informal¹² norms. • different definitions of culture like those of Hofstede, Thomas, Schein or Trompenaars and how to classify them. • basic functions of culture. • main models of culture like Hofstede's cultural onion or Hall's cultural iceberg. • distinguish between different concepts and models of culture. <p>Cultural dimensions¹³ The coach is able to explain</p> <ul style="list-style-type: none"> • the cultural dimensions of Hofstede - especially individualism vs. collectivism, power distance and uncertainty avoidance. • the cultural dimensions of Hall - especially proxemics and low- vs. high-context communication. • the cultural scales of Erin Meyer - especially scheduling, feedback, leading, trusting and confrontation. • discuss the meaning and limits of the above cultural dimensions.

² Intercultural competence is a range of cognitive, affective, and behavioural skills and knowledge that lead to effective and appropriate communication with people from other cultures.

⁴ Hall (1976), Hofstede (2012), Sagmeister (2016)

⁵ A custom is a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system.

⁶ A habit (or wont) is a routine of behaviour that is repeated regularly and tends to occur subconsciously

⁷ A convention is a selection from among two or more alternatives, where the rule or alternative is agreed upon among participants.

⁸ A tradition is a belief or behaviour passed down within a group or society with symbolic meaning or special significance with origins in the past.

⁹ A ritual is a sequence of activities involving gestures, words, and objects, performed in a sequestered place, and performed according to set sequence.

¹⁰ Value systems are proscriptive and prescriptive beliefs, which affect ethical behaviour of a person or are the basis of their intentional activities.

¹¹ Formal norms are those rules and standards that are spelled out and are expected to be followed by all members of the group.

¹² Informal norms are rules and standards that are unwritten but are generally understood and followed by members of the group.

¹³ Hall (1976), Hofstede (2012), Meyer (2016)



Learning Outcome Profile of the MaWI-Coach



B. General expertise: Intercultural awareness and reduction of prejudices.		
Competence	Skills	Knowledge
	<ul style="list-style-type: none"> • train others in cultural dimensions and give case examples. <p>Coaching of the migrant employee The coach is able to</p> <ul style="list-style-type: none"> • help the migrant employee understand the nature of prejudices and discrimination. • develop self-awareness. • train others in applying strategies to deal with a culture shock. • train others in applying strategies to deal with and discuss critical intercultural incidents. • train and explain norms and values in the industrial sector. <p>Coaching of the employer / colleagues The coach is able to</p> <ul style="list-style-type: none"> • sensitise himself/herself for stressful situations migrant employees can face (e.g. culture shock, foreign language, new private and professional circumstances). • discuss, raise attention to and apply techniques and strategies about how to deal with potential intercultural incidents. • apply techniques and measures to reduce existing prejudices. • assist with the implementation of diversity management³ in the organization and, if necessary, adapt to the special needs of SME`s with limited 	<ul style="list-style-type: none"> • practical case examples for all the cultural dimensions he/she deals with. • different non-verbal communication styles across cultures (e.g. facial expressions, gestures). <p>Culture Shock and critical incidents¹⁴ The coach is able to explain</p> <ul style="list-style-type: none"> • the background, causes and the different phases of a culture shock as well as its dynamics and influencing factors. • strategies for supporting migrants to overcome difficulties in the rejection phase of culture shock. • strategies and methods for handling incidents caused by intercultural misunderstandings (critical incidents). • strategies to deal with critical intercultural incidents. • practical examples in the industrial sector of critical intercultural incidents. <p>Individual perception, diversity management, prevention of prejudices, racism, discrimination¹⁵ The coach is able to explain</p> <ul style="list-style-type: none"> • measures and scientific results of cognition psychology concerning the (limited) individual perception of all humans as well as effects influencing our individual judgements like framing, priming, halo, associative coherence, overconfidence and base-line. • the background of prejudices, racism and discrimination, its sources and its functions. • prevention strategies against prejudices, racism and discrimination (e.g. information, describing instead of judging). • the background, potentials and limitations of diversity management.

³ Among the many definitions of diversity management, Gilbert et al. (1999, p. 61) provide the representative definition: "Diversity management is a voluntary organizational program designed to create greater inclusion of all individuals into informal social networks and formal company programs."

¹⁴ Alexander & Klein (2001), Cope & Watts (2000), Elliott (2004), Tripp (1993)

¹⁵ Arrendo (1996), Kahnemann (2012), Zanoni & Janssens (2007)



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B. General expertise: Intercultural awareness and reduction of prejudices.		
Competence	Skills	Knowledge
	<p>resources (e.g. focus on selected elements like transparent recruitment approaches).</p> <ul style="list-style-type: none"> • train others in norms and values of the industrial sector. • develop self-awareness. 	<ul style="list-style-type: none"> • how to implement diversity management in an organization. <p>Nursing in Germany¹⁶ The coach is able to explain</p> <ul style="list-style-type: none"> • the everyday work in a German healthcare facility (it is e.g. in Germany, nurses are typically qualified to do “direct” nursing, whereas nursing at the patient in most countries worldwide is a task for nursing assistants). • the demographic transition in Germany and its implications for the healthcare sector (e.g. lack of skilled employees, increase of elderly, patients and old-age related diseases). • intercultural issues in the German healthcare market (e.g. more “guest workers” to be treated, more foreign colleagues). • the role of relatives. • rituals in the German nursing sector (e.g. death rituals) and how Germans typically deal with pain, sickness and old-age. <p>Nursing in foreign countries The coach is able to name</p> <ul style="list-style-type: none"> • examples of everyday work in a healthcare facility in home countries with e.g. less “direct” nursing. • examples of countries where people typically deal differently with pain, sickness, death and old-age in comparison to Germany. • the role of relatives in countries where the extended family still dominates.

¹⁶ Merda et al. (2012)



Learning Outcome Profile of the MaWI-Coach



(1) Work process / task: The coach gives guidance and assistance to the employer and the migrant employee through the formal integration process.

Competence	Skills	Knowledge
<p>The coach is able to use guidance and interventions to support the employer and the migrant employee through the formal integration process in a qualified, systematic and patient manner.</p>	<p>Coaching of the employer The coach is able to</p> <ul style="list-style-type: none"> consult the employer concerning the overall legal integration framework when hiring migrant employees/refugee. inform the employer appropriately (e.g. information brochures, contact persons). <p>Coaching of the migrant employee The coach is able to</p> <ul style="list-style-type: none"> train the migrant employee under consideration of the language skills and the legal understanding of the migrant employee regarding the relevant steps and the overall legal integration framework. Furthermore, the coach is able to organise and select relevant information for the migrant employee (e.g. information brochures, contact persons). assist the migrant employee in filling out legal forms. consult, guide and support the migrant employee step by step through the formal integration process. <p>The coach is able to consult, guide and inform the migrant employee about possibilities and available services in the country for family reunion, specifically concerning the migration of family members to Germany.</p>	<p>General & theoretical knowledge¹⁷ The coach is able to explain the legal integration framework:</p> <ul style="list-style-type: none"> legal key terms and their basic meaning, asylum law, right of residence (Residence Act), responsibilities and rights of migrant employees and possibilities and barriers of a family reunion <p>The coach is able to distinguish between</p> <p>A) the different types of the residence permit status:</p> <ul style="list-style-type: none"> refugee status (granted refugee) asylum status (granted asylum) subsidiary and humanitarian protection and <p>B) the different residence titles:</p> <ul style="list-style-type: none"> Residence permit (temporary residence title) EU Blue Card Settlement permit EU permit for permanent residence (permanent residence title) <p>Practical knowledge The coach knows</p> <ul style="list-style-type: none"> where to receive information about the legal integration framework. all relevant forms and applications. relevant contact persons and points for the formal integration process (e.g. public agencies, private information and counselling centres).

¹⁷ Bundesministerium der Justiz und für Verbraucherschutz (2018), European Commission (2018), Federal Office for Migration and Refugees (2013)



Learning Outcome Profile of the MaWI-Coach



		<p>Specific (nursing-occupations in Germany)¹⁸</p> <p>The coach is able to describe the specific legal obligations for studying and working in the German nursing sector. He/she is able to describe</p> <ul style="list-style-type: none"> • the background, meaning and implications of the nursing profession as a recognised shortage occupation (Mangelberuf).¹⁹ • the background, meaning and implications of the WHO Code of Practice.²⁰ • local contact persons in the Employment Agency (Agentur für Arbeit). • the local requirements for the recognition of foreign exams. • the procedure (language courses, professional adaptation) of the recognition courses. • local contact persons in the government presidium (Regierungspräsidium).
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(2) Work process / task: The coach assists the migrant employee with social interactions.		
Competence	Skills	Knowledge
<p>The coach is able to analyse the social needs and interests of the migrant employee and to give appropriate guidance and assistance in order to enable social interactions with colleagues and the local population as well as to promote community participation.</p>	<p>Social interactions at the workplace: The coach is able to</p> <ul style="list-style-type: none"> • apply strategies and methods to identify discrimination and prejudices in the working environment of the migrant employee. • apply strategies to stimulate a non-discriminatory and respectful social working environment among all colleagues including the migrant employee. • apply strategies to foster social interaction among the migrant employee with his/her colleagues. 	<p>General & theoretical knowledge The coach is able to</p> <ul style="list-style-type: none"> • describe social integration, adaptation and acculturation as well as the meaning of social interactions for these processes (see also general expertise A & B). • explain common barriers to social participation and integration at the workplace for migrant employees. <p>Practical knowledge The coach is able to</p> <ul style="list-style-type: none"> • name sports clubs and other associations in the community.

¹⁸ Angenendt et al. (2014), Merda (2018)

¹⁹ Bundesagentur für Arbeit (2018)

²⁰ World Health Organization (2011)



Learning Outcome Profile of the MaWI-Coach



(2) Work process / task: The coach assists the migrant employee with social interactions.

Competence	Skills	Knowledge
<p>The coach is able to support the migrant employee in establishing a strong network in the local and migrant employee community.</p>	<p>Social interactions in the private environment: The coach is able to</p> <ul style="list-style-type: none"> • conduct informal personal counselling interview around the needs and interests of the migrant employee (advisory discussion). • recommend relevant social institutions to the migrant employee. • arrange opportunities to get in touch with the local population as well as access to social networks where the migrant employee can develop contacts with locals. <p>Explaining & reflecting local cultures in social institutions: The coach is able to</p> <ul style="list-style-type: none"> • give examples of social life and activities within the local community. • interact with the migrant employee about social life in the migrant employee's country of origin and to identify similarities to and differences from social life in Germany. <p>Building network The coach is able to</p> <ul style="list-style-type: none"> • build and use networks (counselling services, social workers, institutions etc.) to stay informed. • The coach is able to recommend other experts and institutions to the migrant employee (e.g. psychological support, social support for migrant employees, lawyers). 	<ul style="list-style-type: none"> • name central places / associations specifically created for the social support of migrants. • name places in the community where the migrant employee's diaspora meets. <p>Explaining & reflecting on local cultures in social institutions: The coach is able to</p> <ul style="list-style-type: none"> • explain the meaning of specific social institutions and their traditions and norms (club life, sport clubs, traditional festivals etc.). • describe the social life in the community.





Learning Outcome Profile of the MaWI-Coach



(3) Work process / task: The coach enables intercultural learning for the migrant employee at the workplace.

Competence	Skills	Knowledge
<p>Based on intercultural competences (see general expertise B), the coach is able to analyse and reflect on the host country's working culture and support migrant employees in overcoming intercultural challenges at the workplace.</p>	<p>Working culture The coach is able to</p> <ul style="list-style-type: none"> • convey/train others in the terminology, concepts, models and dimensions of culture. • convey/train others in particularities of the host country's working culture from an intercultural perspective. <p>Intercultural challenges The coach is able to</p> <ul style="list-style-type: none"> • apply strategies to guide and support the migrant employee through difficult intercultural situations at work. <i>These aspects are elaborated in "B general expertise"</i> • apply strategies to deal with discrimination and prejudice. • apply techniques as an intercultural mediator. <p>Particularities of the nursing profession in Germany The coach is able to</p> <ul style="list-style-type: none"> • sensitize himself/herself for the specific needs of the German nursing profession. • train others in the important norms and values of the working environment within the German nursing profession (e.g. dealing with sickness, pain, old-age, death). 	<p>General & theoretical knowledge The coach is able to describe work-related laws and regulations (formal norms), e.g.</p> <ul style="list-style-type: none"> • leave regulation / policy • salary components (basic salary, allowances, bonus etc.) • social insurance (health insurance, pension scheme, unemployment insurance etc.) • tax-related issues (e.g. difference between gross and net salary) <p>The coach is able to explain work related informal norms, e.g.</p> <ul style="list-style-type: none"> • customs • traditions and • habits <p>The coach is able to explain work relates informal norms, e.g.</p> <ul style="list-style-type: none"> • social interaction with supervisor and management • social interaction with working colleagues • receiving and giving feedbacks • dealing with time, deadlines and pressure • meeting procedures <p>Specific (nursing-occupations in Germany) The coach is able to</p> <ul style="list-style-type: none"> • explain the important norms and values of the working environment within the German nursing profession (e.g. dealing with sickness, pain, old-age, death). • explain intercultural challenges when working in the German nursing sector (e.g. Relatives, patience and nurses from collectivist countries may find work processes in German nursing homes "disturbing," because in their cultures, elderly care usually takes place within the family.) <p><i>Intercultural knowledge is elaborated under general expertise B</i></p>





(4) Work process / task: The coach helps to create a positive working climate for the migrant employee.		
Competence	Skills	Knowledge
<p>The coach is able to stimulate intercultural awareness within the company.</p> <p>The coach is able to equip the employer, the migrant employee and his/her colleagues to recognise, address and overcome intercultural challenges.</p>	<p>Intercultural awareness The coach is able to apply strategies to promote awareness of the</p> <ul style="list-style-type: none"> • cultural background of the employers and employees. • cultural background of migrant employees/refugees. • chances resulting from an intercultural team. <p><i>These aspects are elaborated in “B general expertise”.</i></p> <p>Intercultural sensibility The coach is able to apply strategies to</p> <ul style="list-style-type: none"> • stress equal treatment for all. • highlight inclusion and responsibility of employers, colleagues and society. • create awareness for integration and the reduction of prejudices. • embrace the creative spirit of intercultural teams by promoting the advantages of diversity in problem solving. <p>Harmonious relationships The coach is able to</p> <ul style="list-style-type: none"> • adapt communication techniques in order to promote harmonious relationships at the workplace. • apply techniques to mediate and harmonize conflict situations . • apply strategies to strengthen tolerance and diversity in order to prevent workplace harassment. • apply techniques to handle situations, where discrimination occurs. 	<p>In general The coach is able to explain</p> <ul style="list-style-type: none"> • the terminology, concepts and models of culture. • cultural dimensions. • culture shock and ways to support migrant employees during the frustration stage. <p><i>These aspects are elaborated in “B general expertise”.</i></p> <p>The coach is able to explain</p> <ul style="list-style-type: none"> • basic concepts of discrimination, racism, prejudices, diversity and inclusion. • communication strategies that address racial comments and prejudices. <p>Intercultural conflict solution The coach is able to explain</p> <ul style="list-style-type: none"> • basic concepts of intercultural sensibility and can relate it to other key terms, e.g. intercultural learning, intercultural communication and intercultural competences. • problem-solving strategies in international working teams. <p>Specific (nursing-occupations in Germany) The coach is able to name</p> <ul style="list-style-type: none"> • examples of the nursing system and the everyday work in a healthcare facility in emerging countries.



(5) Work process / task: The coach supports the migrant employee with everyday life situations.		
Competence	Skills	Knowledge
<p>The coach is able to deal with everyday life situations of the migrant employee and to give guidance.</p>	<p>Coaching of the migrant employee The coach is able to apply strategies and techniques to</p> <ul style="list-style-type: none"> • support with the organisation of the living environment (e.g. decisions in terms of residential districts, classification of rent expenses). • support the search for accommodation. • support reunion with family members. • provide everyday life aids such as information about babysitting, schools, playrooms, public transport, etc. • support with healthcare issues (e.g. health insurance, finding a doctor). • support the migrant employee with opening a bank account. 	<p>Practical knowledge <u>Private services</u> The coach is able to name</p> <ul style="list-style-type: none"> • local supermarkets and restaurants that provide food from the migrant employee’s country or region. • local estate agents, online platforms and other services to find an accommodation. • local medical doctors. <p><u>Public / formal services</u> The coach is able to name</p> <ul style="list-style-type: none"> • the public transport system in the community (e.g. network, ticket system). • educational services in the community. • banks in the community and their different services and fees. • where to get advice about health insurance matters. • where to get legal advice if needed. • where to get advice and support with matters concerning reunion with family members.



Learning Outcome Profile of the MaWI-Coach



(6) Work process / task: The coach assists the migrant employee with his/her career perspective within the organisation.

Competence	Skills	Knowledge
<p>The coach is able to assess the career interests, training needs and potential of migrant employees. He/she is able to explore career options within the organisation together with the migrant employee.</p>	<p>Coaching of the migrant employee The coach is able to apply strategies to motivate (or empower) the migrant employee in the development of self-esteem and confidence.</p> <p>The coach is able to (in collaboration with the human resources department if available):</p> <ul style="list-style-type: none"> • inform the migrant employee about the educational system and possibilities for continuing education. • inform the migrant employee about validation and recognition of competences and qualifications. • guide the migrant employee concrete to develop his/her own vocational perspectives. 	<p>The coach is able to explain about appropriate training and career options within the organisation.</p> <p>General & theoretical knowledge <u>Self-esteem and confidence / assessment of interests</u></p> <ul style="list-style-type: none"> • <i>Communication techniques are elaborated under coaching competences.</i> <p>Practical knowledge <u>Organisation / employer</u> The coach is able to explain</p> <ul style="list-style-type: none"> • the provision of training within the organisation. • the needed formal qualifications for the different positions within the organisation (e.g. school leaving certificate, vocational education or academic studies). • the services of the human resources department (if available in the organisation). <p><u>National educational system</u> The coach is able to explain</p> <ul style="list-style-type: none"> • further training options (extra-occupational training, e.g. language courses; national support services, e.g. educational leave in Germany). • the formal educational system and certificates. If necessary, he/she knows where to receive further information. • where to receive information and advice for the validation and recognition of the migrant employee`s competences and qualifications.



Learning Outcome Profile of the MaWI-Coach



(7) Work process / task: The coach provides strategic support for organisational development.

Competence	Skills	Knowledge
<p>The coach is able to provide organisational support for creating an inclusive environment for migrant employees (employees and clients).</p>	<p>The coach is able to apply strategies and techniques to</p> <ul style="list-style-type: none"> • raise awareness for the importance of intercultural management in the organisation. • support the process of welcoming foreigners. • implement organisational measures to prevent prejudices. • introduce diversity management or parts of it. • stress corporate social responsibility. • provide information for the employer about potential mental difficulties the migrant employee may have (e.g. PTSD). 	<p>General & theoretical knowledge</p> <p>The coach is able to explain the potential and advantages of the following measures:</p> <ul style="list-style-type: none"> • Intercultural management • Welcoming culture • Prevention of prejudices <p><u>Introducing diversity management</u></p> <p>The coach is able to explain</p> <ul style="list-style-type: none"> • the strategic potential of diversity management and barriers to its implementation. • crucial steps in implementing a diversity management system, e.g. involving the entire top management team, adapting the organisational structure, communicating measures on continuously creating a formal project plan and changing HR activities to include diversity <p><u>Sensitising the employer for possible health risks²¹</u></p> <p>The coach is able to describe</p> <ul style="list-style-type: none"> • the causes of migrant employee's potential mental problems (esp. traumatized refugees or those having depression due to culture shock). • what kind of special support migrants might need to cope with their difficulties. <p>The coach has a basic knowledge about measures to prevent health risks for migrant employees/refugees.</p> <p>The coach is informed about institutions that offer help in the area of public health (from e.g. medical insurance, Statutory Accident Insurance and Prevention in the Health and Welfare Services - BGW).</p>

²¹ WHO (2018)



Learning Outcome Profile of the MaWI-Coach



(8) Work process / task: The coach supports the employer with the job placement of migrant employees.		
Competence	Skills	Knowledge
<p>The coach is able to train others in knowledge of how to attract and employ migrant employees.</p>	<p>The coach is able to</p> <ul style="list-style-type: none"> • communicate arguments within the company for targeting migrant employees e.g. to reduce shortage of skilled workers. • provide support specifically designed for SMEs in immigrant employee recruitment. • apply strategies to motivate (or empower) employers to establish long-term relationships with migrant employee organisations. • apply strategies within the company to promote migrant employees (e.g. job-centred language support, external socio-pedagogical support for refugees). • inform employers about financial aids (e.g. financial support from employment agency in Germany, application of external funded projects) and support programmes for employing refugees. 	<p>General & theoretical knowledge</p> <ul style="list-style-type: none"> • The coach is able to explain the fundamental basics of coaching (<i>see general expertise A</i>). • The coach has relevant and recent information about the labour markets in host countries (e.g. background of demographic transition and its consequences for the host country's labour market). • The coach is able to describe further training options (extra-occupational training, e.g. language courses; national/regional support services). • The coach is able to name local migrant employee organisations.





Resources

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