



Role-changing Behaviors and Outcomes of Public and Nonprofit Organizations Within the 2015 Refugee Crisis: A Study of Positive Deviance

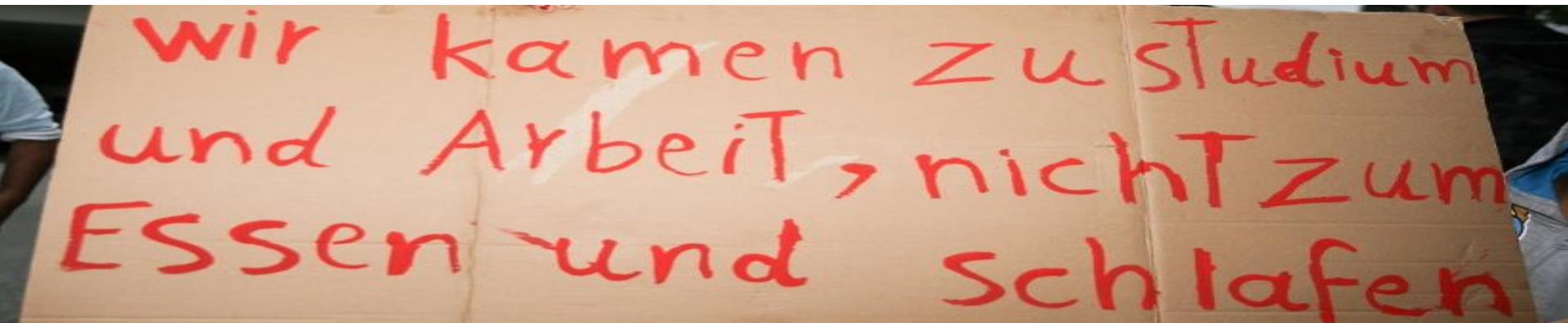
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The European Refugee Crisis



“We came here for higher education and jobs, NOT for food and beds.”

Universität Hamburg: Example



	Winter 2015	Summer 2016	Winter 2016	Summer 2017
Registrations	539	437	675	350
Active participation	No valid information	248 (incl. HAW und TUHH)	184 (only UHH)	Aprr. 150
Language classes	100 seats	150 seats	150 seats	150 seats
Prolongation of registration	243 participants	89 participants	82 participants	No information yet

Theoretical Background: Positive Deviance

Definition: “...refers to behaviors and/or outcomes that are not yet accepted or have never been applied before and are positive in their intention or effect” to help refugees to get access to higher education“ (see also Mertens et al. 2016)

Deviant Behavior Approach:

Positive Deviance:

“intentional behaviors that depart from the norms of a reference group in honorable ways”

(Spreitzer and Sonenshein 2003, p. 209; Mertens et al. 2016a; Vadera, Pratt, and Mishra 2016)

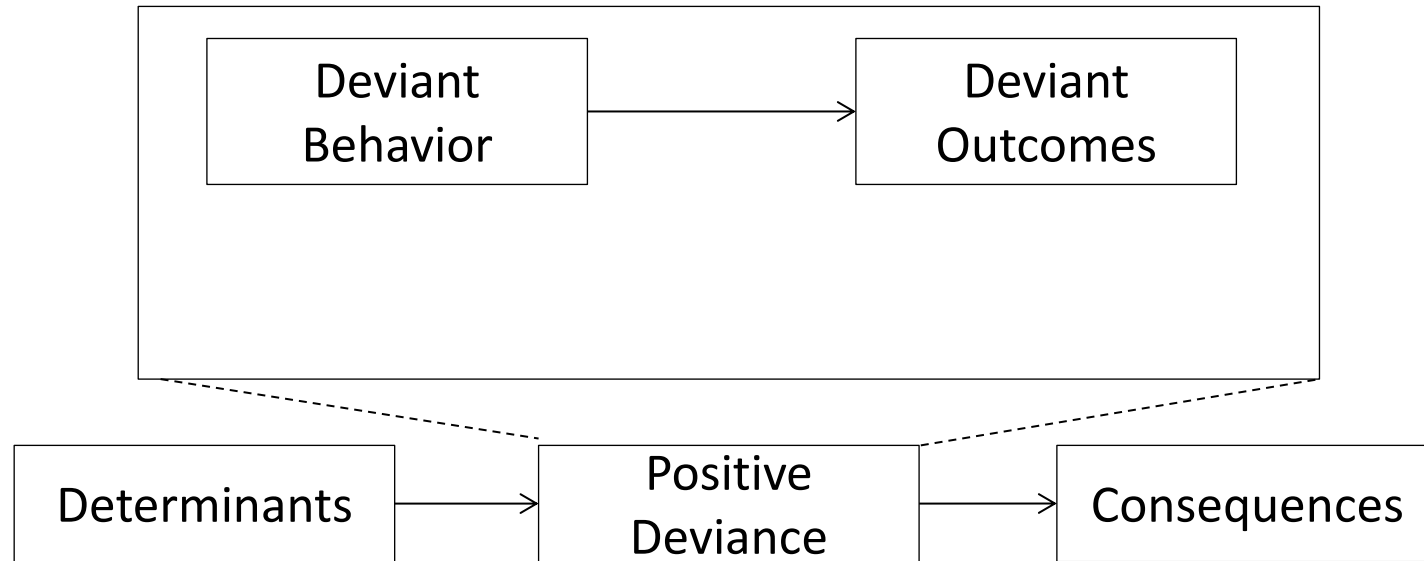


Negative Deviance:

„harmful to the organization and individuals“

(Bennet and Robinson 2000; Mertens et al. 2016a; Dunlop and Lee 2004; Galperin and Burke 2006)

Conceptual Model and Research Questions



Mertens et al. 2016

RQ1: Which positive deviance behaviors and outcomes occurred within the 2015 refugee crisis?

RQ2: What are the determinants of those positive deviant behaviors and outcomes?

RQ3: What are the consequences of positive deviance on refugees' access to higher education?

Method: Study Design

Qualitative Study

RQ1: Which positive deviance behaviors and outcomes occurred?



RQ2: What are the determinants of those positive deviant behaviors and outcomes?



Quantitative Study

RQ3: What are the consequences of positive deviance on refugees' access to higher education?

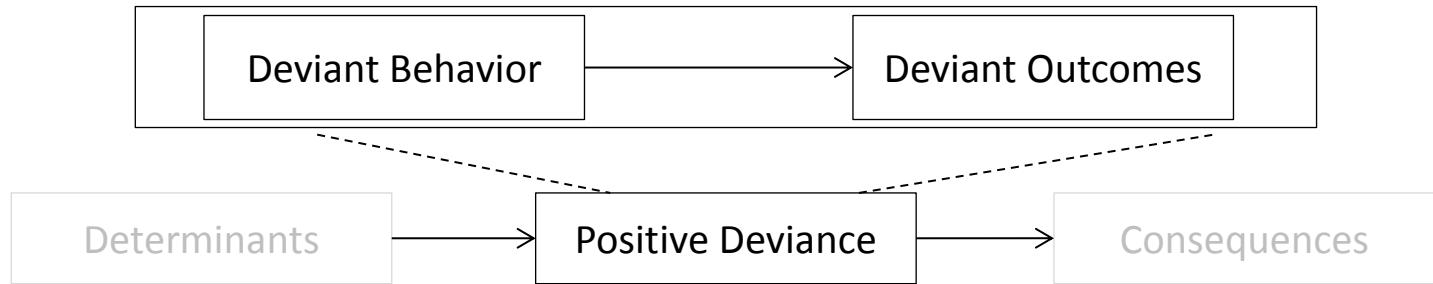
Based on the recommendations of Mertens et al. (2016) on realizing positive deviance studies

Qualitative Study

Subsample	Data	N
Government	Protocols of kick-off events & discussions	3
	Documentation of governments actions	2
	Government's public documentation	2
	Emails - government and university	6
University	University internal information letters	2
	University internal documentation	2
	Program internal documentation	1
	Web presence/refugee program	1
	Internal emails on volunteering	21
Nonprofit Organizations	Information flyer	3
	E-mails between University and NPOs	36
	External emails regarding volunteering	89

- Implementation of a deductive coding scheme: First Level Codes: Deviant Behavior; Deviant Outcomes and Determinants
- Inductive elaboration of the coding scheme during the process.

RQ1 + RQ2: Findings on Behavior and Outcomes



Government

Initiation and Funding:

“The funds are supposed to help, achieve and improve the refugees’ ability to study.” (GOV_funding letter)

Mediating information and collaboration with lower levels of administration:

“The university representatives report recent activities of their universities” (round table protocol 1)

University

Implementing study orientation program and new positions:

[The refugee representative] coordinates all university’s activities regarding refugees. (UNI_web inform.)

Segmenting refugees :

“Establishing an extra status ‘study preparation for asylum seekers’ including a regarding identity card, is advised.” (UNI_refugee concept)

Organisation of Volunteers:

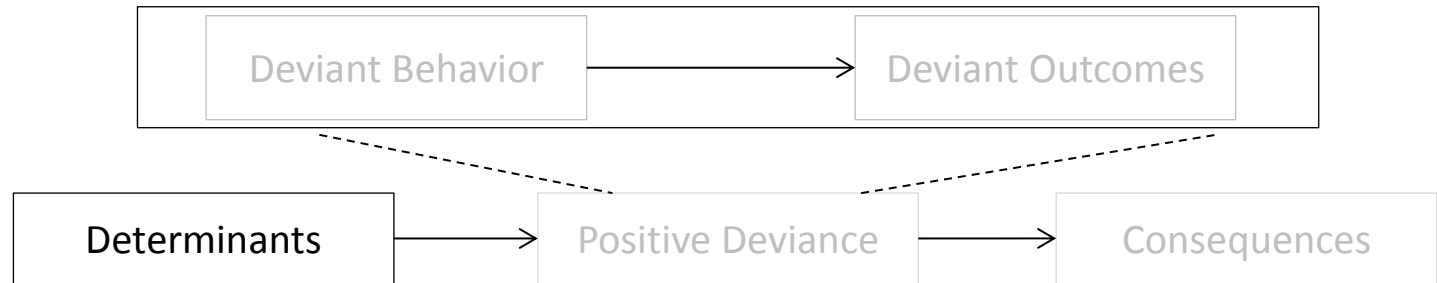
„All concrete needs are described; volunteers of all courses of studies are looked for, regarding different tasks like the buddy program. (UNI_Newsletter2)

NPO

Establishing contact between refugees and promote the program:

“I look after two refugees that finished their bachelor studies in their home countries. Their English is perfect. They would like to get more individual information on how to apply at your university.” (NPO_67)

RQ1 + RQ2: Findings on Determinants



Individual

Intrinsic Motivation:

There are now coming many refugees in our age, where we can find similar interests with... (EWWH5)

Self-Efficacy:

"...and I sat down spontaneously today and brainstormed, what we can do, to win young women that are interested in studying for the program at the university." (EWWH59)

Self-interest:

I would like to offer my help. I already have concrete ideas that could also benefit my master thesis. (EWWH4)

Organi- zational

Organizational Support

"The president of the University ... and the senator for science welcomed the refugees in person in the full lecture hall." (newsletter1)

Contextual

Massive Demand

The interest in the program is huge: at the information event ... the lecture hall was bursting at the seams. (Newsletter1)

Political Will

It is a humanitarian duty to take in refugees and integrate them fast. (WEBDOC1)

Quantitative Study

RQ3: Survey data of N = 245 refugees participating in the program regarding:

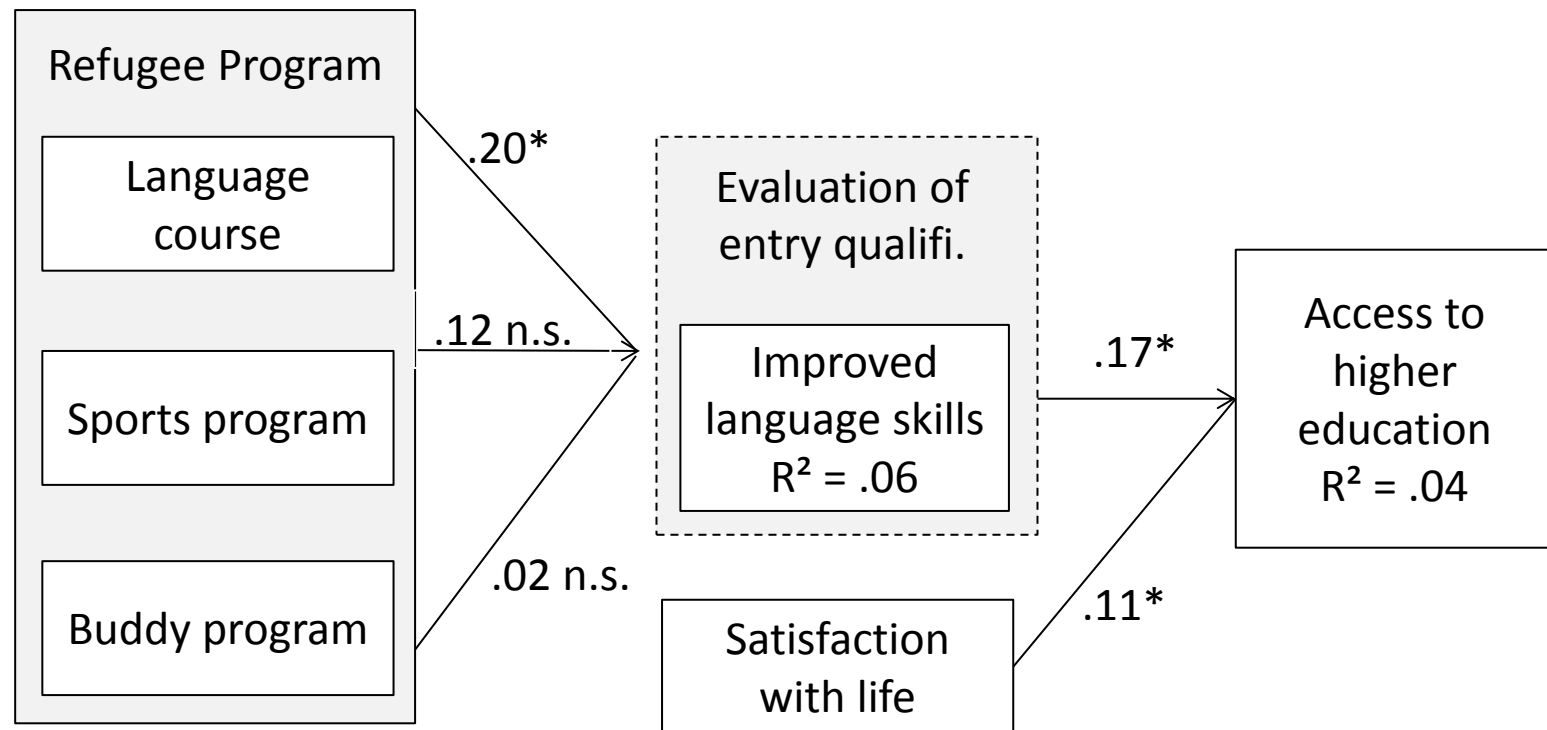
- Socio-demographics
- Participation in the program (language courses, sports and buddy program)
- Language skills
- Access to higher education
- Satisfaction with life

Sample: Registered Refugees N=539, Stay-In Group N=245 (45%)

Sample	Items	N	%
Gender	Female	49	20%
	Male	196	80%
Country of Origin	Syria	109	45%
	Iran	50	20%
	Afghanistan	31	13%
	others	55	22%
Age	< 20 years	29	12%
	21-25 years	77	31%
	26-30 years	71	29%
	> 30 years	68	28%

PLS Analysis and First Findings on Refugee Outcomes

RQ3: Descriptive and partial least square path analysis (Ringle, Wende, and Becker 2015) to test for **significant factors on access to higher education and language skills.**



$n = 76$; not significant = n.s.

* $p < .05$.

Summary and Implications

Sub-unit	Routine/Norm	Positive deviant behaviors & outcomes	Determinants
Gov	Passive financer Hierarchical communication No financial support for refugees	Active initiator Direct communication Large financial support for refugee program	Individual level: Intrinsic motivation Empathy Self-efficacy Psychological empowerment Self-interests
Uni	No/neutral strategy No segmentation of students No refugee program External volunteering in NPOs General information for applicants	Open-door strategy Segmentation approach Implementing a refugee study orientation program & coordination center Spontaneous internal volunteering Refugee information and coordination center	Organizational level: Organizational support Contextual level: Massive demand/volunteering Political will
NPO	No cooperation in regard to refugees	Mediating role/bridging information gap between refugees and university	

Thank you for you attention



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