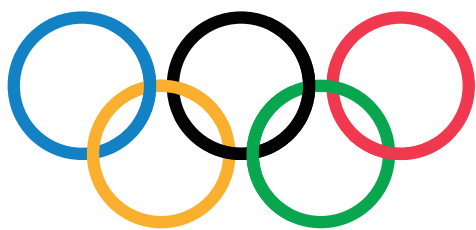


GRADE
UP
2WORK



OLYMPIC TOOL



EXERCISE 4

Preconditions

1. Goal

In this exercise of the Olympic tool we work with preconditions. They determine to a large extent the chances of employment of the coachee on the Flemish work floor.

A precondition is linked to the context of the coachee. It determines to a large extent whether the coachee has a chance of finding work. Having or not having a (recognized) diploma is an example.

Inspiration for the exercise:

In choosing the preconditions for this exercise, the 21 in-depth interviews with employers and supporting organizations were a guide. In these in-depth interviews, employers indicated which preconditions are crucial for them to be able to hire and retain jobseekers with a migration background. The full report on the in-depth interviews can be found under point 6. Inspiration.

We zoom in specifically on the preconditions '(recognized) diploma' and 'work experience'. These preconditions are strongly connected. You can see them as two sides of the same coin. A recognized diploma stands for 'knowing'. Work experience' stands for 'ability'.

Results of the exercise:

- In this exercise, the coachee discovers which preconditions he has.
- The coachee discovers which of these preconditions match with the Flemish workplace.
- The coachee finds out how he scores on the preconditions "diploma" and "work experience".

2. Items on the theme

We work with five preconditions in this exercise. We describe each precondition. We will also formulate one or two statements for each precondition.

1. (Recognized) diploma

Statement: I have a diploma for the job I want.

2. Work experience

Statement: I have work experience for the job I want.
The jobs were about the same as this job.

3. Work floor language Dutch

Statement: I know enough workplace Dutch for the job I want.

4. Practical conditions

Statement: I get to work by car or by bus.

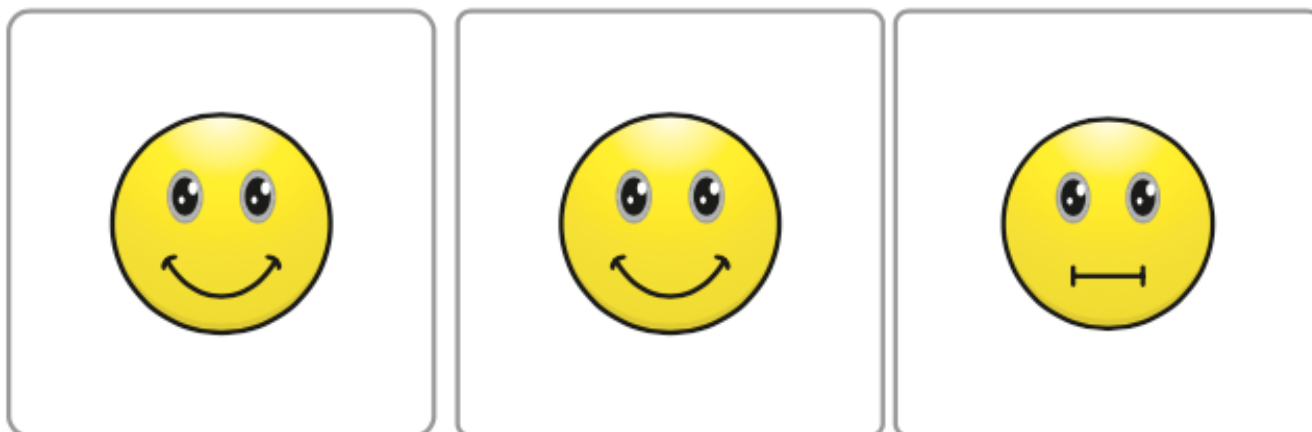
Statement: I have childcare for my children during work.

5. Psychosocial well-being

Statement: I can keep my attention on the job.

3. Material (downloads)

3.1. Set of cards for the coachee: 'My preconditions'.

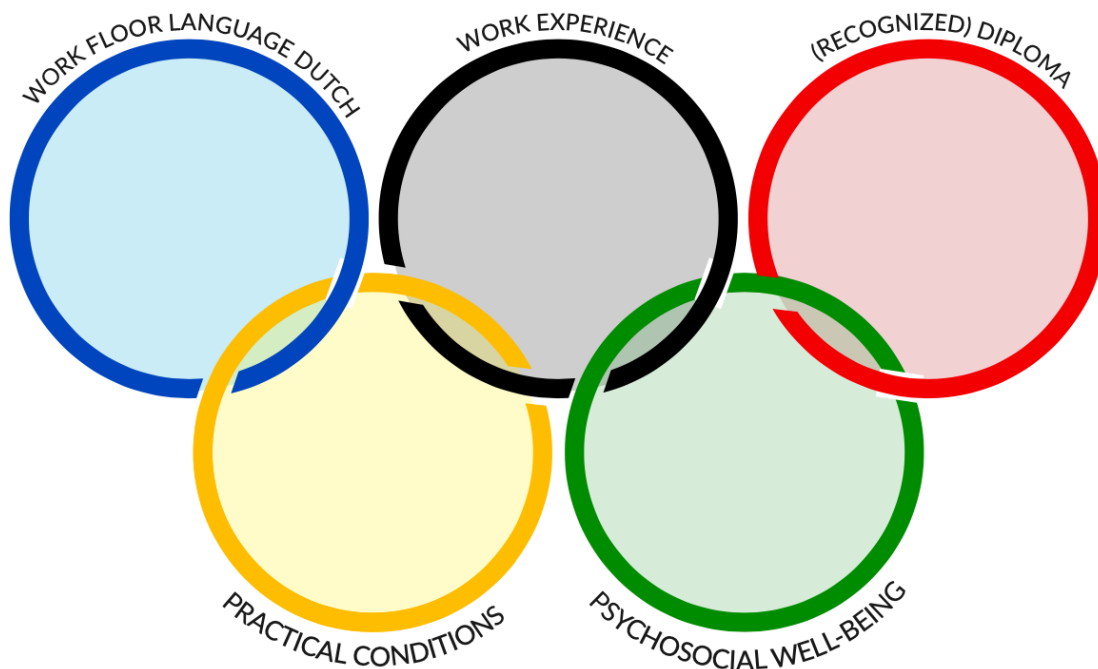


3.2 Signs "My Preconditions".

My Conditions signs: meaning of the RINGS.

One sign has five RINGS on it. On the other board there is a medal at the front and the back. The front represents the precondition diploma (knowledge) and the back represents the precondition work experience (ability).werkervaring (kunnen).

My preconditions



3.3. Set of cards with emoticons.



4. Aanpak

In this exercise, we distinguish 5 phases.

Phase 1. Discover which preconditions fit the coachee.

Put the proposition cards with preconditions on the corresponding RING on the board 'My preconditions'.

Explain what preconditions are.

For example:

A precondition determines whether you can work.

For example: You have to get to work. For example: by bike, by bus or by car.



In this phase, do not say that these are preconditions that are important in our Flemish workplace. Only do so in the next phase. Do this to prevent the coachee from giving socially desirable answers.

Also ask whether the statements are clear to the coachee. Does he understand them? Do so for each statement.

Then ask the coachee to score himself on the statements. There are three possible score:

1. The coachee recognizes himself. He says yes to it. He puts the 😊 emoticon next to the statement.
2. The coachee does not recognize himself. He says no to it. He puts the 😞 emoticon next to the statement.
3. The coachee recognizes himself moderately. He neither says yes nor no, but maybe. He puts the 😐 emoticon next to the statement.

Phase 2. Make the coachee aware of the importance of the preconditions.

Make it clear that these are preconditions that employers consider crucial in their Flemish workplace. Do this now to prevent the coachee from giving socially desirable answers in phase 1..

Phase 3. Engage the coachee in a conversation about his strengths and growth potential.

Phase 1 gives an indication of the coachee's sources of strengths and potential growth margin. In phase 3 you go a step further. You enter into a dialogue with the coachee about this. You take the coachee with you in an introspective process. This has an identity-strengthening effect

Choose an appreciative inquiry approach for the conversation. In this way, you also strengthen the coachee's resilience and sense of belonging. First discuss with the coachee "what is already going well" 😊. Only then do you zoom in on "what is not/less going well". 😞 😟

We beschrijven de stappen en de hulpvragen die je kan stellen bij dit introspectief onderzoek.



'I recognize myself in it'.

Discuss the statements to which the coachee linked this emoticon. Some help questions are:

- 1) What does this match mean to you? What makes you satisfied, happy or proud?
- 2) What have you done for this match?
- 3) What role did others play?



'I recognize myself moderately in it'.

Discuss the statements with this emoticon. Some help questions are:

- 1) What makes it almost a match?
- 2) What gives you confidence?
- 3) Who and what can help you?



'I don't recognize myself in it'.

Discuss the statements to which the coachee has linked this emoticon.

Does the coachee show no openness to conversation? If so, respect it. Let it sit below the waterline. Do indicate what the consequences of his choice might be.

Is he showing openness to a conversation? Then you can ask the following questions:

- 1) You don't recognize yourself in it. There is no match. What is so difficult/difficult?
- 2) How would you like it? What situation do you want for yourself?
- 3) What is needed in order for you to want/be able to change this?
- 4) Which strengths have you used to get the preconditions right that you do recognize yourself in? - Which can you use now?
- 5) What can you do to get the preconditions right? By when?
Who can help you with what?

Phase 4. Delve deeper into the preconditions diploma and work experience.

Zoom in on the preconditions '(recognized) diploma' and 'work experience'. They are right at the top of the list of conditions employers in Flanders apply to recruit job-seekers from a migrant background.

Discuss these preconditions. Focus on the general job target or the concrete vacancy for which the coachee wants to go.

Precondition '(recognized) diploma'.

Questions that can be used here are:

- What diplomas, certificates, etc. do you have?
- Which are useful?
- Which are approved? Which are not?
- Do you want to follow training, retraining, etc.?

Precondition 'work experience'.



Ask the coachee to tell you about useful work experiences. Invite him to make that work experience as concrete as possible.

Use the following help questions, derived from the STARR approach. Preferably do not limit yourself to the first situation question alone.

- S = What work experience? Where were you then? When was it?
- T = What were your tasks exactly?
- A = What approach did you take to those tasks?
How did colleagues, boss, clients, etc. react to you?
- R = What strength(s) did you bring out in yourself?
- R= What did you learn? What did you do well? What could be better?

Fase 5. . Gather the strengths and growth opportunities.

My CV-Narrative

 <p>Strengths</p> <p>This matches the Flemish work floor.</p> <div style="border: 1px solid black; height: 150px;"></div>	 <p>Growth margin</p> <p>This is what I need from colleagues/employers to perform well on the Flemish work floor.</p> <div style="border: 1px solid black; height: 150px;"></div>	<p>Tips for the coach</p> <ol style="list-style-type: none">1. Overflow the harvest on the harvest board. Does the coachee still recognize himself in it? Is there. Anything else the coachee would like to add? Admit anything? Move things around?2. Choose the core. The coachee chooses from the medals "strengths" 3 characteristics that match the Flemish labour market. The coachee chooses from the medals "growth margin" 3 commitments he needs from others in the workplace to perform well.3. Bind the words into a statement.<ul style="list-style-type: none">• 6 to 10 lines of short text• No bullet points• I form• Be truthful• Write what is most likely to get work.4. Encourage the coachee to show his/her CV-narrative to family and friends for feedback. Adapt the narrative where necessary and possible.
<p>CV-NARRATIVE</p> <div style="border: 1px solid black; height: 60px;"></div>		

What strengths of your coachee do you get from this exercise?

What matches the Flemish shop floor: what does your coachee do spontaneously, what can he do, what does he have that increases his chances of getting a job on the Flemish shop floor?

What growth margin do you get from this exercise?

What can and will he tackle, change, improve, learn, ... to increase the chances of employment on the Flemish shop floor?

What does he need from others on the shop floor: colleagues, employer, etc.?

Go over the strengths and growth margin with the coachee. Does he recognize himself in them? Does he want to add something? Would he like to change?

Write down the strengths and the margin for growth under "My preconditions" on the "Me at work" board. When you draw up the CV-narrative, you may or may not include this harvest. When deciding, let yourself be guided by the tips on the 'My CV-narrative' board.

6. Inspiration

The source below inspired us:

- [Towards a more diverse workplace.](#)
Experiences of employers who have recruited foreign-language employees (HIVA).