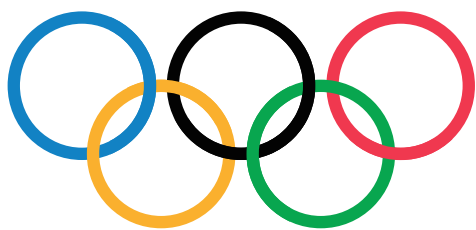
The logo features a large white arrow pointing upwards, which forms the letter 'U' in the word 'UP'. The word 'GRADE' is positioned above 'UP', and '2WORK' is below it, with the '2' in orange and 'WORK' in white.

GRADE
UP
2WORK



OLYMPIC TOOL

EXERCISE 5

Survival skills

1. Goal

In this exercise in the Olympic tool we work with survival skills.

Survival skills are particularly valuable on the Flemish labour market. After all, it is becoming more and more VUCA. This is an acronym that stands for Volatility, Uncertainty, Complexity and Ambiguity.

- Volatility refers to the speed of change in an industry, market or the world in general.
- Uncertainty refers to the lesser degree to which we can confidently predict the future.
- Complexity refers to the number of factors we have to take into account, their variety and the relationships between them.
- Ambiguity refers to a lack of clarity about how something should be interpreted.

Think of the influence of Covid-19 on the labour market.

The survival skills stand alone. They are also part of the 21st century skills. These are skills that are gaining more and more importance in education and in the workplace. ESF writes the following about this in its call sheet 473_21st century skills:

'They are skills that everyone must train throughout their lives in the workplace and through education. These skills can be seen both separately and in context, but always in combination with subject-specific knowledge and skills.'

Survival skills are also - and especially - linked to the experiences of jobseekers with a migration background, who belong to the first generation.

We assume that the majority of them have these survival skills. After all, they have successfully left their country of origin, crossed over and built up a new life here. There has been almost no research into this assumption. It is an assumption that is shared by the Upgrade2work partnership.

We distinguish 11 survival skills. An example of a survival skill is adaptability.

The survival skills can be found in almost all jobs: both the jobs in which you work with your head and the jobs in which you work with your hands.

An example:

A domestic worker must also be able to solve unexpected problems, dare to speak her mind to clients or superiors, be adaptable, set realistic goals, be action oriented, be able to cooperate with her superiors and clients, act purposefully.

Inspiration for the exercise:

In creating this exercise, we drew on insights about survival skills from Wagner. He distinguishes 7 survival skills for career, education and citizenship.

Also the insights of SLO, the national expertise centre for curriculum development in the Netherlands, inspired us. They distinguish eleven 21st-century skills: generic skills and related knowledge, insight and attitudes necessary to function in and contribute to the future society. SLO advocates the inclusion of these skills in the curricula.

We supplemented these theoretical insights with practical experiences of job coaches who coach jobseekers and employees with a migrant background.

Results of the exercise:

- In this exercise, your coachee discovers what survival skills he has.
- Your coachee also discovers what survival skills he needs for his job target/job/vacancy.
- The coachee discovers his strengths and his margin for growth: what he can do, what he wants to do better and what he wants to be able to do/learn.
- The coachee discovers what other survival skills he has. He also discovers which he can use in his job target/job/vacancy.

2. Items in the theme

In this exercise we work with 11 survival skills. These fall under three categories.

Skills, which are related to the content of the job (TASKS)

Critical thinking

1. I can justify my opinion.
2. I dare to say my opinion.

Problem solving

3. I can recognize a problem
4. I can solve a problem.

Being Creative

5. I am open to change. I can adapt
6. I take initiative. I am action-oriented.
7. I am enterprising. I dare to do things. I try out new things.

Skills related to dealing with others in the workplace (RELATIONS)

Collaboration

8. I like to reach a goal with others.
9. I support others. I help others

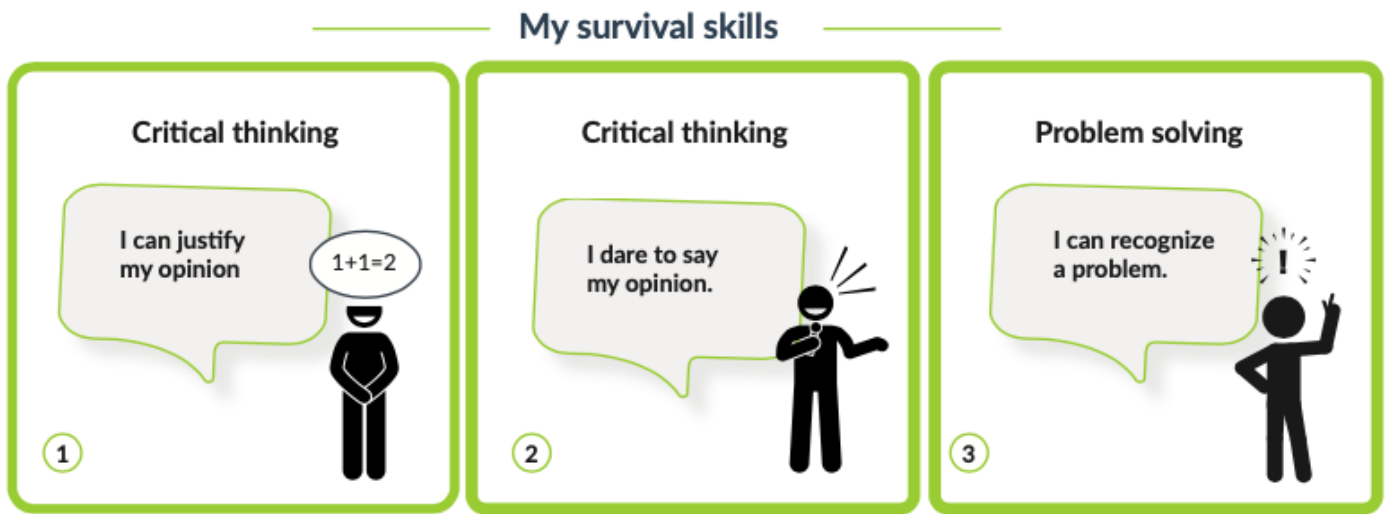
Skills related to my person in the workplace (I)

Self-regulation

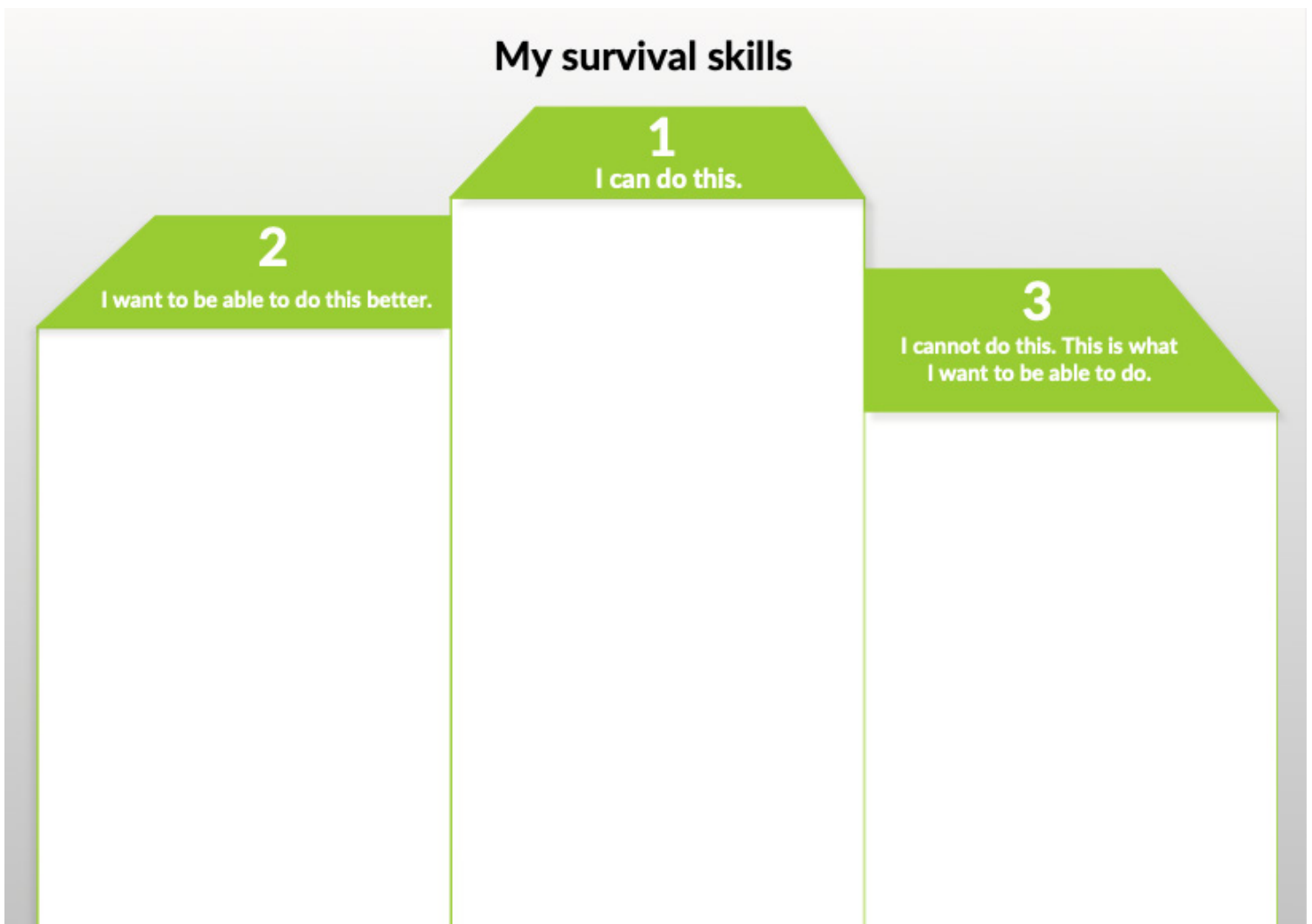
10. I act purposefully.
11. I set realistic goals.

3. Material (downloads)

3.1. cards 'My survival skills'.



3.2 Board 'My survival skills'.



My survival skills' board: meaning of the podium places



PODIUM PLACE 1 stands for "I can do this".

The coachee indicates that he has these skills.
He can give clear examples of this.



PODIUM PLACE 2 stands for "I want to be able to do this better."

The coachee indicates that he has these skills to a certain extent.
He wants to become stronger in them.



PODIUM PLACE 3 stands for "I cannot do this. This is what I want to be able to do".

The coachee indicates that he does not have these skills. He would like to learn these skills. He is open to help..

4. Approach

In this exercise we distinguish 4 phases.

Phase 1. Discover the survival skills of the coachee.

Put the 11 cards of survival skills on the table.

Explain what survival skills are.

For example: jobseekers with a migrant background who successfully left their country, made the crossing and built a new life in Flanders have used survival skills.

An example of a survival skill is 'adaptability'.

Emphasize that these survival skills are used in all jobs: both the jobs in which you work with your head and those in which you work with your hands.

An example:

A domestic worker must also be able to solve unexpected problems, dare to speak her mind to customers or supervisors, be adaptable, be able to set realistic goals, be action-oriented, be able to cooperate with her supervisors and customers, be goal-oriented.

Possibility 1. Discovering survival skills through success experiences

Take the coachee on a journey to discover survival skills. Choose the appreciative inquiry approach: ask for success stories.

Use the following discovery question for inspiration. Adapt it to your style and choice of words.

"Tell me about an experience you had that was very successful for you. It could be an experience you had in your country of origin (before fleeing). It can also be an experience during the flight. Or one in our country (after the flight).

It is an experience you look back on with pride. Or, other people have said to you: you did well, you can be proud of that, Maybe you have other experiences? Then I would like to hear them".

You can use the following questions in the conversation with the coachee. Here, too, let yourself be inspired.

- Where were you then?
- What exactly were you doing at the time?
- Who was involved? What were they doing? What role did they play?
- How did you come to be involved in this/this?
- What motivated you to do it?
- How did you feel then? What did you think then?
- What made you so strong then?
- What made you have this success experience?
- How did you handle that situation?
- What made it so good?
- Who was your support? (partner, parents, friends, ...).
- How did other people support you?

Possibility 2. Discovering survival skills through problem situations

Sometimes the coachee will not want to/be able to tell success stories. He may find it “easier” to tell about difficult, troublesome situations. In that case, let it happen. In that case, ask questions especially about strengths.

Allow yourself to be inspired by the following help questions for the conversation with the coachee:

- How did you respond/what did you say?
- What did you show of yourself then?
- What did you do to stand up for what you thought was important?
- What made the situation change then?
- What did you do to get out of the situation?
- What kept you going?

Phase 2. And then ... continue to ask about survival skills...

The questions above help you to see the situation clearly in front of you. If you can see the situation before you, it is now time to ask about the survival skills for each success/problem situation.

Ask the coachee to put the cards with the survival skills he has used at the PODIUM PLACE 'I can do this'.

Also ask about the survival skills that the coachee does not mention spontaneously. You can use the following question for this purpose.

“Heb je dit misschien ook ... moeten doen?”

Bijvoorbeeld: heb je ook samengewerkt met iemand,

heb je een creatief idee gehad dat je toen verder heeft geholpen, ... “.

You can also indicate what skills you have “heard” in the coachee’s stories.

Ask the coachee to submit these survival skills to the PODIUM PLACE 'I can do this'.

Ask the coachee to place the remaining survival skills cards in the other PODIUM PLACES. So: under “I want to be able to do this” and under “I want to be able to do this better”.



The coachee may not put all the cards in one of the PODIUM PLACES. Ask what makes him do this.



Survival skills are linked to 21st century skills. You can also ask about these skills.

Let yourself be inspired by the help sheet for the coach: “Upgrade_matrix 21st century skills” – download

Phase 3. Talk to the coachee about his strengths and growth potential.

Phase 1 and 2 give an indication of the sources of strengths and potential growth margin of the coachee. In this phase 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 “I can do this” (PODIUM 1). Only then do you zoom in on ‘I want to be able to do this better’ (PODIUM PLACE 2) and ‘I want to be able to do this’ (PODIUM PLACE 3).

We describe the steps and the questions that you can ask during this introspective research.

Step 1 - **'I can do this'**.

Discuss the statements from this PODIUM PLACE. Some help questions are:



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

Step 2 - **'I want to be able to do this better'**.

Discuss the cards from this PODIUM.

Some help questions are:



- 1) What is going well?
- 2) What gives you confidence?
- 3) Who and what can help you?

Step 3 - **'I want to be able to do this'**.

Discuss the statements from this PODIUM. Some of the help questions are:



- 1) What makes you want to be able to do this?
- 2) What gives you confidence?
- 3) Who and what can help you?

Use the 'scale question' as a tool in this step. Conduct this conversation in an appreciative inquiry manner:



- Where does the coachee rate himself now on a scale of 0-10?
- What is needed to move up a step?
- What can the coachee do in this regard?
- What strengths has the coachee used in the past to do/learn something?

Phase 4. Collect the strengths and growth margin.

My CV-Narrative



Strengths

This matches the Flemish work floor.



Growth margin

This is what I need from colleagues/employers to perform well on the Flemish work floor.

Tips for the coach

- 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.**
 - 6 to 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 ...**

CV-NARRATIVE

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

What matches with the Flemish shop floor: what does your coachee do spontaneously, what can he do, what does he have that increases his chances of employment 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 growth margin under "My survival skills" on the "Me in the workplace" board. When you draw up the CV-narrative, take this harvest with you or not. Let the tips on the 'My CV-narrative' board guide your decision.

6. Inspiration

The sources below inspired us:

- <https://www.esf-vlaanderen.be/nl/oproepen/opleidingen-21ste-eeuwse-vaardigheden-ondernemingen>
- <https://www.slo.nl/thema/meer/21e-eeuwsevaardigheden/>
- https://en.wikipedia.org/wiki/21st_century_skills
- [21st century skills - 21st century skills Nederlands](#)
- <https://www.oecd.org/site/educeri21st/40756908.pdf>
- [Survival skills van Tony Wagner](#) en <https://www.21stcenturyschools.com/tony-wagner.html>
- <https://www.managementimpact.nl/artikel/top-15-risicos-venster-op-de-vuca-wereld/>

Harvest board Olympic tool: 'Me at work'

My life needs		My cultural preferences		My work attitudes	
Strengths	Growth margin	Strengths	Growth margin	Strengths	Growth margin

My preconditions		My survival skills	
Strengths	Growth margin	Strengths	Growth margin

My CV-Narrative



Strengths

This matches the Flemish work floor.



Growth margin

This is what I need from colleagues/employers to perform well on the Flemish work floor.

Tips for the coach

- 1. Overflow the harvest on the harvest board.**
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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.**
 - 6 to 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 feed back.**
Adapt the narrative where necessary and possible.

CV-NARRATIVE