Handbook

Theory and Implementation of the Core Quadrant Game

The Netherlands
Workpackages 2 (Social Behavior) & 5 (Team Ability)

Authors: Yassine Abousalama, Esther Praag, Sharon van Mook, & Ino Cornel

Inhoudsopgave

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Chapter 1. Core Quadrant Game

The core quadrant game is a method to gain insight into your core qualities and challenges. Within a core quadrant you also have to deal with a pitfall and an allergy. A pitfall is not the opposite of a core quality, but rather a core quality that has been passed on. For example, when someone who is structured can have a possible pitfall to be too rigid in his approach to others. A challenge is the positive opposite of the quality in question. For example, you can think of the quality 'structured' than 'flexibility' would be a suitable challenge for the employee. An allergy can be seen as a characteristic that, for example, an employee can not stand out, in contact with others, because of his quality. An allergy that suits a staff member who is structured, for example, is chaos or people who just do something. When you have insight into your core quadrant, you can adequately anticipate your professional conduct. You then have insight into what you do too much of the good in a specific social situation and what your challenge is in a social situation. By talking about this with other professionals you create the opportunity to also receive handles and insights from third parties. This also offers the possibility of also of others who are not very involved in your personal development to throw a neutral look at your core quadrant.

The core quadrant looks, unfilled, as follows:

During the implementation of a core quadrant game, it is advised to appoint a leader who can monitor

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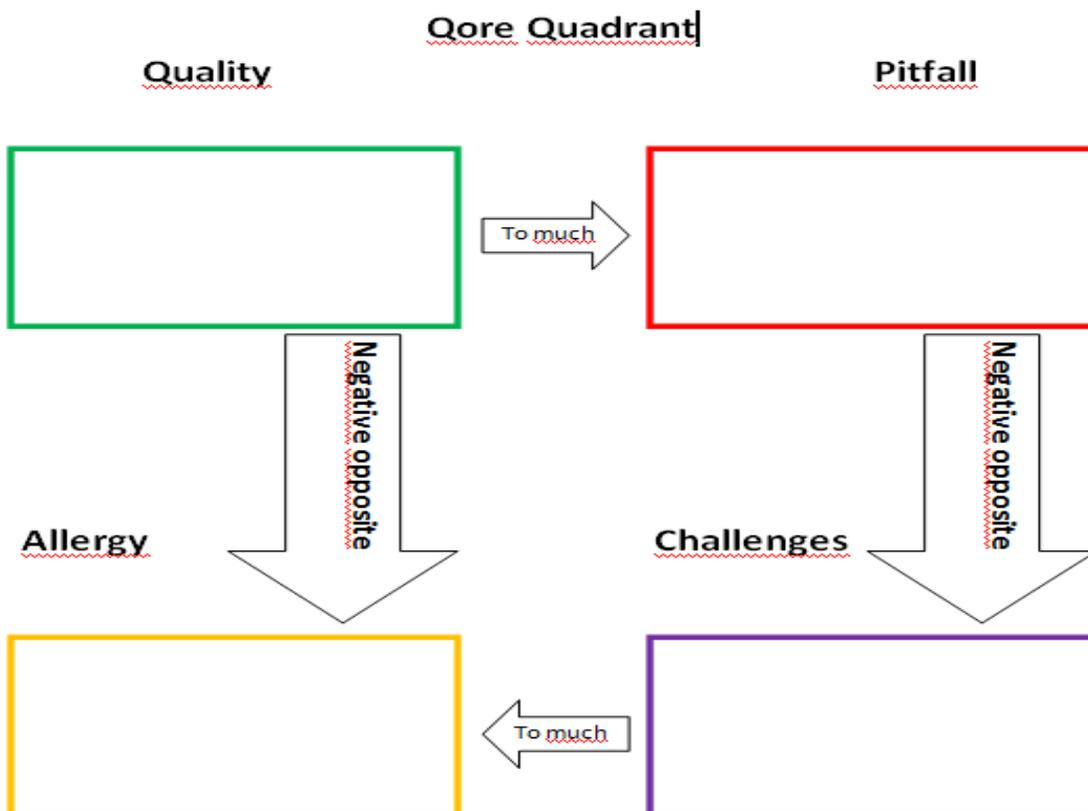
the group process and apply a helicopter view. It is advisable to play with a group of four people the core quadrant of which one is the leader. The leader mainly asks the questions to the employees and tries to promote mutual interaction between the employees. Sample questions that can be asked to make employees transparent in their qualities, pitfalls, challenges and allergies can be found in Appendix 2.

You can order the Core Quadrant Game (English version) online. It will cost about 28 euros. But, you can also use this handbook to play the Core Quadrant Game with the help of the appendices in this handbook.

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Chapter 2. Implementation Core Quadrant Game Chapter 2 Social Behavior

Professional: Yassine Abousalama

Preface

The core quadrant game was played with three pedagogical staff members. These pedagogical employees work as an ambulatory family supervisor. They have been instructed to think about which core quadrants are now up-to-date in contact with their clients. For this reason, the results of the implementation of this game are linked to work package 2 (social behavior). STELLA's project employee took an inquiring and participatory attitude. In practice this was expressed by first explaining what a core quadrant means and giving an example that applied to STELLA's project employee. This with the aim to create a clear and clear picture of the expectations of the employees who participated in this activity.

Goal

The aim of the core quadrant game in this group of employees was to gain insight into your own core quadrant. On the other hand, there is also a plenary look at how this core quadrant was expressed in the contact with clients. As a result, there has also been room to talk about possible solutions and handles how the employees could anticipate their core quadrant in practice.

Performance

The project employee first laid down all maps of the core quadrant game. He has made a distinction between quality cards, pitfalls, allergy cards and challenge cards. This created the possibility that the pedagogical staff involved could walk around the cards and interact with each other about the cards. First, explanation was given about the purpose of the meeting today. Then the pedagogical staff got five minutes to walk around the cards to get a glance at which maps might be applicable to them. After this was done, further explanation and instruction was provided to the pedagogical staff. They have been told how they can find the core quadrant in themselves. This has been done by first discussing a core quadrant of STELLA's project employee. This created room for the employees to ask questions about the result (the core quadrant of the project employee). Subsequently, pedagogical assistant A has been given the space to form her core quadrant. By asking open questions, which are mentioned on the core quadrant board, the employees are encouraged to discuss their core quadrant. When there was no quality, pitfall, allergy or challenge card that was / was more applicable to the pedagogical employee,

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post-its was used. This enabled the pedagogical staff to still make a core quadrant that really applied to their current situation.

Figure 1. Presentation

Figure 2. Brainstorming

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Figure 3. Analyzing

Figure 4. Awareness

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Qore Quadrant professional A.

Quality	Pitfall
Caring	Limitless
Allergy	Challenge
Egoism	Drawing borders

Insight:

The pedagogical employee understands her core quadrant. She knows of herself that she needs clear frameworks and also needs to call in timely in order to prevent her going beyond her own personal boundaries. The pedagogical employee finds it difficult to stand out when a family needs extra support needs.

By discussing the core quadrant of the pedagogical employee in a plenary way, various insights have been offered. The pedagogical staff member can watch out for sacrificing themselves in contact with the clients, by indicating in a timely manner to a client what her responsibilities are and setting them up in consultation with the team manager. This creates a space for the employee to act on the basis of explicit preconditions. This is what the employee needs, she says. In addition, it also helps the employee to discuss situations in which she feels that she is sacrificing for her clients. This can help her to become aware of her limits and her pitfall and possibly be able to intervene in time. For the employee it is also important that she discusses with other colleagues what is feasible and realistic in the contact with clients. This can offer her insight into what real expectations are in the contact with clients and what is the normal expectation.

Qore Quadrant professional B.

Quality	Pitfall
Passion	Chaos
Allergy	Challenge
Nonchalant attitude	Letting go

Insight:

The pedagogical employee indicates that her drive is a quality. She has a lot of energy and therefore handles tasks and responsibilities faster. In the contact with clients, this is expressed by wanting to work on several goals at the same time. As a result, she can experience the pitfall of experiencing chaos because she wants to start with too many goals at the same time. An allergy that fits here is a nonchalant attitude. The colleague finds it difficult to deal with clients who accept this attitude.

It is important for pedagogical staff member B that she does not work too hard in contact with the client. It is her challenge to let go of her expectations and goals and to see what is needed during the contact moment with the client. Concrete handles that have been discussed in a plenary session include: laying the responsibility with the client. The employee can achieve this by asking the client what he wants to discuss during the contact moment with the pedagogical employee instead of coming up with several proposals. The employee can also place the responsibility with the client by telling the client what she experiences in her contact with him. This can be done by telling them: '' I think we do not work on something, what do you want to discuss now '' or '' I feel that I am mostly talking, can you tell me what you think of this? ''. It is also important that the employee indicates limits in the contact with the client. This by telling the client what she can mean for the client and what not in accordance with the agreed arrangements with the municipality.

Qore Quadrant professional C.

Quality	Pitfall
Empatic	Overly involved
Allergy	Challenge
Egoism	Seek for assistance

Insight:

Pedagogical employee C indicates that she knows how to properly understand the situation of a client. She finds it important that clients feel taken seriously in the contact. She can easily make contact with various families. This means that the pedagogical employee can connect well with the language of the client, the norms and values and the culture of the client. This makes clients feel at ease with the employee. Because the employee is so well attuned to the need, the culture and the standards and values of the client, she can come across too involved. This has put her in a not fine position a number of times where she took on too many responsibilities that the family really had to deal with. The employee can then easily say '' oh, come but I will do that for you ''. Now the employee is able to work with the new families she has picked up to adequately apply her responsibilities. She can tell her new families more quickly what they can expect from her and what not. She finds it difficult to call for help / to draw borders with her older families. The reason that she finds this difficult is because these families are used to her way of coaching. On the other hand, the employee understands that she too is developing as a professional. After plenary analysis of the situation, the employee is of the opinion that a possible solution is to indicate to the team manager that she would like to apply her development in the new families in her old families. Practical tools are to discuss her development with the families she has been accompanying for a longer period of time. This by telling that she is learning to put families more into their own strength by not tackling everything but now wanting to learn more to take action.

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Reflection

The employees thought it was an educational meeting. They have gained sight of their core quadrant. They liked to play the core quadrant with employees they did not know much about and also in a small group. This created a pleasant atmosphere. Everyone has also received an offer. The employees have also gained insight into new themes. Thus it emerges that they have a clear view of their qualities and pitfalls, but that other qualities and pitfalls are currently playing other qualities and pitfalls that are much more at the core of the person. By integrating the qualities and pitfalls with the allergy and potential challenges of the pedagogical staff, the pedagogical staff also got a better overview. It became clear to them how all four separate parts could interact with each other. They also feel that they have received sufficient (practical) handles (in the form of challenges) that they had experienced as a useful meeting. By keeping it interactive, everyone could think along with each other.

This meeting also ensured that employees became aware of deeper inner processes. They soon had their qualities ready and their respective pitfall, but after deepening questions it soon became clear that other qualities and pitfalls were happening in their situation at the moment. It was therefore the art for the employees to map the interaction between the four parts, which provided a lot of clarification and clearly.

Feasible alternatives for using the core quadrant game more often are conducting the core quadrant game during intervision and supervision meetings, processing the outcomes in the personal development plan of the pedagogical staff member, discussing the core quadrant during performance appraisals.

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Chapter 3. Implementation Core quadrant game with client (SOVAK)

Professional: Esther Prague (SOVAK)

Preface

The core quadrant game was played with a 22-year-old client who lives and works at SOVAK. A SOVAK professional led the game. During the execution of the game, a map of the core quadrant game was drawn in turn. This created space to talk about each other's core quadrant and to ask questions for clarification.

The client in question has a mild intellectual disability. For this reason, the language of the professional has been adjusted to her level. This by asking short questions and simple questions like (Do you also suffer from work?). The relevant professional offers guidance to the client at her work and within SOVAK. See below for the implementation of the Core Quadrant Game

Performance

In order to meet the needs and level of the client, the professional first discussed and shared her Core Quadrant. As a result, interaction arose between the professional and the client, the client was able to observe and hear how the professional put together her Core Quadrant in order to subsequently arrive at a core quadrant. The presentation and discussion of your own core quadrant also offers the opportunity to create space for questions to clarify the client.

The quality cards and pitfall cards are scattered for the client so that she can see which cards do or do not suit her. She is first instructed to see which card suits her. This creates space to gain insight into your self-image. She thinks that her pitfall is greed. When she wants something, she has to get it. Her greed is not just coming home, but also professionally. She really wants to work with children and wants to do everything to work with children. She also describes herself as stubborn. This pitfall fits with her quality drive. She does go for the realization of her wishes, such as living on her own. This has also caused problems in her experience.

She can get angry when other people have good ideas while she wants to move in a different direction. She then holds on to her opinion, because she was then first to say it. Client has less problems with this at work. She is particularly troubled by this in private. The professional then asks questions for clarification to the client in order to get as complete a picture as possible. Then the professional shares

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his pitfall. The professional says that she is sometimes a bit unfriendly and short. For example when she has slept too little. The professional indicates that she is optimistic and therefore thinks mainly in terms of possibilities and solutions. The client indicates that she is attentive. She gets everything. She also receives this at work, that she observes well and therefore quickly sees things. For example, a child in that class who runs away. The client says that her quality includes helpfulness. She finds it important to help others, but others also need to help others. She believes that you should earn respect for this.

Core Quadrant cliënt

Quality	Pitfall
Passion	Stubborn
Allergy	Challenge
Dependency	Solidarity

Insight

The client has gained insight into her core quadrant through the execution of the game. Client is aware that she is driven. She goes for her goal. In contact with others, the client is at risk of being stubborn. If she has an idea or vision, then her vision is the guiding principle. For the client, it is above all the challenge to come to compromises in contact with others in togetherness. She is independent and her allergy in this is dependence.

For the client, it is important that she especially thinks about when she works together with someone else and gives the other person the space to share his or her opinion or vision. The client can do this by asking '' What do you think? '' Or '' How would you approach it? ''. As a result, the client creates space for a dialogue and the possibility for someone else to think. The client will also receive advice from others. Then the client can express her opinion. Should it be for the client that she has a different view on a situation, then it is advisable to look together with the other party on how to come to a solution together so that both parties are satisfied. This can be done by discussing what the client thinks is the least to be delivered in terms of her choice.

Core Quadrant professional

Quality	Pitfall
Optimism	Cynicism
Allergy	Challenge
Know-how	Discretion

Chapter 4. Implementation Core quadrant game Chapter 5 Team Ability.

Professional: Sharon van Mook

The three persons who participated to play the core quadrant game, have different positions in our organisation. We tried to get to know each other better.

Person 1: human resource department
Person 2: teammanager
Person 3: employee ''quality''.

Person 1: human resource department

Quality	Pitfall
Self-reliance	Delegate
Allergy	Challenge
Passivity	Adaptability

Recommendations:
- Align expectations to the team
- Give colleagues the opportunity to be active at work

Person 2 (teammanager):

Quality	Pitfall
Flexibility	Set my own limits
Allergy	Challenge
Stubborn	Orderly

Recommendations:
- Indicate your own limits to the team

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- Come back to it later – give others the time to think over it

- Don't set expectations of yourself too high

- Work in a structured way

Person 3 (employee quality)

Quality	Pitfall
Self-assurance	Arrogance
Allergy	Challenge
Unprofessional	Effective

Recommendations:

- Awareness of the way of communication with colleagues

- Determine efficiently when you give feedback to your colleagues

General recommendations:

- Play this game more often in the team

- Make it part of intervision

- It's a good game to reflect on yourself as an professional

- Play the game with employees with different functions

- Play the game with employees who don't know each other well

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Appendix 1. The Core quadrant

Qore Quadrant

Quality	Pitfall

To much →

Negative opposite

Negative opposite

Allergy	Challenges

← To much

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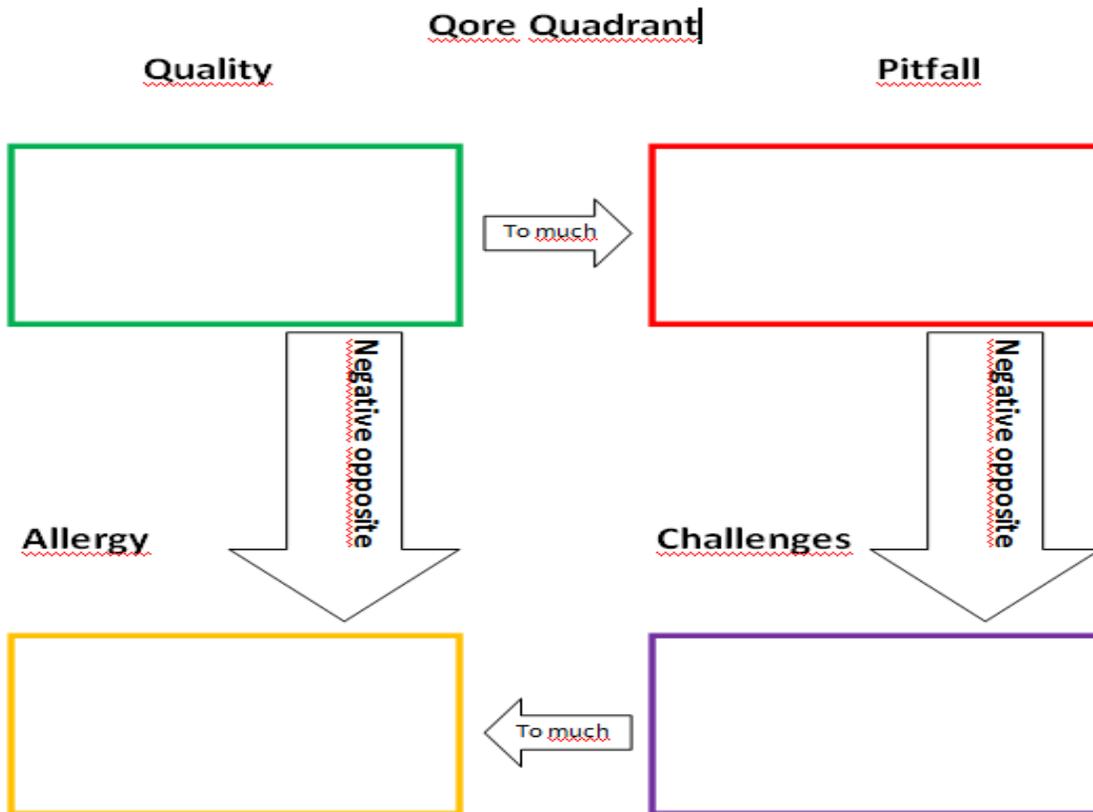
Appendix 2. Quenstions to identify your …

Questions to identify your qualities:

1. What do I like about myself?

2. What do others think of me?

3. What do I expect from others?

Questions to identify your pitfall:

1. What kind of behavior do I show when I experience stress?

2. What do others find less pleasant for me?

Questions to identify your challenges:

1. What qualities do I want to learn?

2. What do I wish for myself?

3. What do others wish me?

4. What do I admire in others?

Questions to identify your allergies:

1. What irritates me in contact with others?

2. What irritates me with regard to my own behavior?

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Appendix 3. Potential qualities, pitfalls, allergies and challenges

Quality	Pitfall	Allergy	Challenge
Adaptability	Submission	Dictatorial	Initiaitve
Analytical	Robot	Sentimental	Sensitive
Helpful	Sacrifice	Egoism	Autonomy
Modesty	Inivisibility	Arrogant	Profiling
Creativity	Chaos	Bureaucracy	Discipline
Empathy	Sentimental	Robot	Contemplative
Patiently	Passive	Dramatic	Powerfull
Self-assured	Arrogant	Moderately	Modest
Independent	Lonely	Depending	Teamwork

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Appendix 4. A detailed example

Qore Quadrant

Quality — Structure → (To much) → Rigid — Pitfall

Negative opposite

Allergy — Chaos ← (To much) ← Flexible — Challenges

Negative opposite

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