

Insertion worker logbook

The project

Acronym: ACTION

Title: Supporting workers on insertion programmes

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The consortium



In collaboration with



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The project

Work-based insertion allows low-skilled adults who are far from employment to return to work through specific insertion contracts. In these structures, they receive tailored support at their workstation.

The people who supervise them - **the insertion counsellors** - draw on a wealth of experience and resources to meet a multi-dimensional challenge: training and technical supervision on the one hand, psychosocial support and vocational guidance on the other. Whether they are social workers or technical supervisors, the precise profile of these support staff varies from one structure to another, as do their roles and missions.

The ACTION project aims to improve support for people in insertion by developing training and work-based insertion methods as an innovative and practical response to the needs of these people and to contemporary socioeconomic issues.

In short, ACTION supports the work of insertion counsellors by:

- Harmonising and formalising support for the target group
- *Pedagogising* the approach, equipping teams with the right tools
- Providing recommendations for support towards sustainable employment

To achieve this, the project brings together 6 partners from 3 European countries, all active in the field of the social economy and work-based insertion. The consortium has worked together to develop four complementary resources:

1. The **Profile of the insertion counsellor**, to clarify the role and enhance the practices of support teams;
2. The **Guide for the insertion pathway**, which sets out the key elements for the pathway and provides ideas and inspiration to implement them;
3. The **Insertion worker logbook**, a practical tool for monitoring and documenting the worker's progress;
4. A **toolbox for job coaching**, to improve support towards sustainable employment.

The insertion worker's logbook

The insertion contract is often a decisive moment for the worker, as it allows them to learn a great deal. To do this, they go through a series of stages along the way: interviews, assessments and evaluations, training, concrete achievements, building a career plan, etc.

Often, each of these stages is organised and coordinated by the supervisory team, which records certain elements in its worker monitoring files. For the worker, on the other hand, it is sometimes more complicated to find their way through the process and to formalise what they experience daily. It might be useful for them to have a concrete medium in which to document their

experience. This led to the creation of the **Insertion Worker Logbook**. As a practical tool, it aims to be a day-to-day resource for the worker. This tool enables them to create and keep a record of their progress: objectives to be achieved, professional project, skills acquired, achievements, etc. It enables workers to take greater ownership of their insertion path and to build up their portfolio of skills with a view to their insertion into sustainable employment.

This document presents the tool, provides advice on how to use it and offers a series of ideas for developing it to make it your own.

About the tool

The **ACTION logbook** is a tool designed for insertion workers to monitor and document their progress.

The tool has been designed to exist in a paper version, ideally printed in A4 format and bound (quotation folder, spiral ring binder, binder rod, etc.). It is a booklet for workers to fill in on their own and/or with support. It is up to each host organisation to decide what to do with the notebook: either it is left entirely in the hands of the worker, or it remains on the premises/in-house; or it is up to the worker to take full responsibility for filling it in and using it, or it is the support worker who guides and reminds the worker to use the notebook at each interview, etc.

The booklet is organised into several parts. Each part is introduced by a summary page (marked in red), explaining the tool that follows and, where appropriate, giving instructions on how to use and complete the tool in question (marked in green).

The notebook contains the following sections:

- **Tracking and documenting my pathway:** Introductory section, explaining to the worker the purpose and usefulness of the logbook. The worker is asked to set three cross-cutting priority objectives for their pathway to insertion, to be achieved by the end of the contract. These can include major objectives that are more or less tangible, but also very practical things (*getting a driving licence, having medical check-ups, regaining self-confidence, going all the way, etc.*).
- **Job description:** Job description or job sheet, giving an overview of the tasks and duties expected.
- **The insertion pathway and its stages:** This modelling of the pathway enables the worker to know what to expect during their contract, and to have a view of the overall timetable for their pathway with the key elements. For some people who find it difficult to project themselves into the future, this is a good way of knowing what they are going to do and when. You can have a more or less graphic model, or a more traditional calendar.
- **Follow-up log:** Table to keep track of the steps taken internally (and why not externally too).
- **Basic skills:** Gaps in basic skills remain a reality for many people on insertion programmes. The aim of this section is to take the time to talk about this with the worker and to take remedial action based on their situation and level in the national language. It is simply a grid for recording and keeping track of the diagnosis. To carry out the diagnosis itself, the structure is free to choose and use its own assessment tools or methods. Digital technology is an integral part of basic skills, given its preponderance in our daily lives and the reality of the digital divide among our target audiences.
- **Technical skills:** A traditional technical assessment grid, which nonetheless allows the worker to talk about their work and performance at the workstation - since he is still expected to produce for the commercial activity. Self-assessment is also included, as it allows the worker to exercise reflexivity, self-expression, self-examination, etc. Once again, the practical method of assessment remains the prerogative of the organisation, which undoubtedly has its own tools, methods and habits in this area. In generic terms, the table assumes that 3 technical assessments are carried out, and therefore 3 technical evaluations during the course of a insertion contract. In practice, this table will have to be adapted by each structure to reflect its reality (depending on the number of assessments and evaluations carried out).
- **Soft skills:** We offer a selection of 15 essential behavioural skills. Of course, others could be added or substituted, but we have chosen to include only these as they seemed a priority for the target-group. The 1st grid is like that used for the technical skills assessment, with the worker's self-

assessment once again. The aim is therefore to systematically address behavioural skills at the same time as technical work during assessments, and to formalise the follow-up.

- **Soft skills to improve:** Given the importance of these skills for our target-group, we are proposing a 2nd tool to emphasise these skills to workers. The purpose of the radar is to set objectives for workers between each assessment period, giving them clear indications of the behaviours they need to improve/the attitudes they need to work on. This part is therefore personalised on a case-by-case basis: depending on the worker, they are given this or that skill to improve. A global skill (e.g. *Communication*) or a specific attitude (e.g. *Adapting communication to the person I'm talking to*) can be indicated on the radar. Once again, each user organisation should customise this section to suit its own support arrangements: more or fewer radars depending on the number of assessments, linking to periodic reviews or more regular interviews, etc.
- **Career plan:** This section helps to prepare the transition to employment, by formalising career guidance through several elements that enable to define the career plan:
 - **My project** allows the worker to note their professional project and the factors that will influence the achievement and realisation of this project:
 - *Interests:* what the project is for, what attracts and interests them in this project
 - *Motivations and drivers:* the why(s), the goals pursued, what motivates them to achieve this project
 - *Strengths:* advantages that already exist and that need to be reinforced or capitalised on
 - *Brakes and obstacles:* what is likely to block, negative points to defuse/work on to overcome them
 - **Steps to take:** The purpose of this table is to activate the worker regarding their next professional steps (which may be of various kinds: administrative steps, appointments to keep, information to seek, documents to produce, etc.).
 - **Capitalising on experience:** The resume is often a key element for people in this category, who often have resumes with little professional experience and concrete achievements. As the insertion contract is already an experience to be documented, they can also note down, on their CVs and when applying for jobs, relevant singular elements and achievements, particularly in connection with the trade or sector of activity: particular skill/craft acquired, practical achievement on a worksite (e.g. a dry stone wall, green roofs, etc.), particular service implemented (e.g. catering service for a private event), etc. This helps to "fill" the resume with concrete experiences and illustrations, and to keep a record of the achievements made throughout the insertion process.
 - **Training and qualifications:** In the same way as for practical experience, it is useful to keep a record of the training courses taken during the insertion process, to build up a resume. This grid can also be used to formalise the training aspect of the insertion contract, by monitoring learning and the scope for skills enhancement using the previous tools and then providing the necessary remedial or complementary training (which can be internal or external).
- **Intermediate objectives:** Mirroring the 3 cross-cutting objectives at the beginning of the logbook, and concluding with all the parts of the logbook, this final tool enables the worker (whether accompanied or not) to set intermediate objectives to be reached and achieved, in order to maximise their experience and complete, little by little, all the stages useful to their progress.

Field piloting

As the tool had been created by the project partners, a trial session was planned to gather the opinions of the target groups: inclusion advisers and inclusion workers. This trial session enabled the tool to be put to the test in the field, and to gather advice on how to improve it.

The people interviewed were mainly insertion workers, technical supervisors or social/insertion advisers from the project's partner organisations or their networks. During the trials, the booklet was first examined in its entirety (its objectives, rationale and overall structure), then its content was presented in more detail, considering content, ease of use, effectiveness and relevance, as well as its graphic appearance.

Information on participants in the trials

Various meetings were organised using different methods, both face-to-face and online, bringing together a total of 44 people. A total of 25 support professionals and 15 insertion workers were interviewed. Of these professionals, 3 were technical supervisors and 22 were in socio-professional (or similar) support roles. The precise qualifications and occupations vary depending on the national context. 23 women and 17 men were interviewed, the majority aged between 31 and 50 (26 people), 10 older and 5 aged between 18 and 30.

As regards the workers in insertion, 7 women and 8 men were interviewed, of whom 1 was over 50, 11 between 31 and 50 and 3 between 18 and 30. As for the professionals, 16 women and 9 men evaluated the instrument, 2 of whom were aged between 18 and 30, 13 between 31 and 50 and 7 over 50.

Feedback from the experiment

The tool was assessed positively, both during the trial sessions and in an online evaluation questionnaire following each trial. It is considered to be quite good, suitable for supporting workers in insertion throughout their career, in different insertion contexts and with different target groups. The tool provides an overview of the path taken by workers from the time they start work until they leave. It can also be used to project job-seeking objectives at the end of the contract. Another advantage of the logbook is that it provides an opportunity for reflection and dialogue with the technical supervisor and/or insertion coach.

The tool was judged to be comprehensive, making it possible to monitor and document the various stages of the pathway, whether in terms of professional expectations, behavioural skills or the social and professional insertion project. However, some felt that it was too long.

It was judged to be well structured, comprehensible and easy to use, even if the need for step-by-step guidance was felt to be necessary, particularly for users considered to be more fragile. In particular, the explanations of each part (instructions) were sometimes considered too long and complex, and the presentations of the tools and how they work could be simpler, more schematic and more intuitive. Operators working with migrant groups stressed that the tool is very "Western" and that it needs to be accompanied by additional explanations on how to use it, both in terms of its structure and certain aspects (for example, regarding non-technical skills).

Some participants noted a potential imbalance in the tool: a person with too many reading and writing difficulties would not be able to use it, while a person with no difficulties might feel devalued. It appeared

that the tool requires a considerable capacity for analysis and self-analysis, which is not self-evident, and that it is therefore a path to be travelled together in the support worker-supported person relationship.

More specifically, about the sections on assessment, opinions were divided: some noted that it was interesting and useful for people to go through a skills self-assessment process, while others felt that it should not be included. Those who appreciated self-assessment felt that it enabled workers to develop their self-awareness (reflexivity) and their capacity for objective and constructive criticism. They were therefore positive about the fact that the worker's opinion on their own career path was considered. However, they need support to do so, particularly during the initial assessments. Those who thought it should not be included felt that it was not relevant and that it could put some workers in difficulty.

The graphical aspect was judged positively: the tool is attractive and intuitive. The choice of creating a paper tool was also appreciated (it helps overcome the digital divide for some workers), the A4 format is well suited to it and it was advised to keep it in the workplace (in the locker, or in a cupboard in the support staff's office, or in the workers' lockers, for example) to avoid losing it. At the same time, it was recommended that a digital version be created, or even a mobile phone application, which could be easier to mobilise in all circumstances.

The great adaptability of the tool to different realities means that certain parts can be exploited and developed further, while others can be removed. Or to use certain parts on their own, as "self-supporting" tools.

In conclusion, the tool was considered particularly interesting for its flexibility and the possibility of modifying it according to specific needs. It could also inspire the development of other similar supports (for example, technical notebooks with technical sheets, internal procedures, etc.).

Getting to grips with the tool and making it your own

The "generic" version of the tool, developed as part of the project, is available in the second part of this document. **The tool itself is also available [on the project website](#), in an editable version (.doc).** That is the version you need to get to grips with if you want to make it your own.

If you want to use it as it is, there are a few basic changes to incorporate. To bring the tool to life, you need to, at the very least:

- Replace the ACTION logo with your own logo
- Replace the generic job description with a real job description in line with the functions and jobs within your organisation
- Replace the image of the pathway with your own model of the insertion pathway within your organisation (image, text, table, the forms can vary but the ideal remains an illustrated model).
- Complete the technical skills assessment grid with the skills related to the functions within your organisation
- Fill in the information in each part of the tool according to your support situation (who is involved, when and how often)

If you want to use it as a template, a source of inspiration and make it your own, you can of course modify it as you wish. During the piloting, the participants put forward a series of recommendations for doing this, which are summarised below to inspire your work on the tool and develop it further so that it is as adapted and appropriate as possible for your practices and your audiences:

To be kept as is:

- **The A4 format of the booklet:** practical and easy to keep in the workplace
- **Modularity** and **customisation** of all aspects of the tool
- **The visual approach** of the booklet, in particular, the path to insertion and its stages represented graphically
- The **job description** is useful for reminding workers of what is expected of them

- The **basic skills** tool is very useful for showing where a person is at thanks to its visual impact. It also helps to focus on aspects that are often considered secondary by those whose aim is to find a job quickly.
- Seeing your **behavioural skills** helps you to feel valued, and to know how to put them forward when looking for a job by knowing your strengths and knowing how to explain them.
- **Parallel assessments** by the supervisor and the worker are useful to enable a comparison to be made between the person's perception of themselves and the way they are perceived by another person.
- The tables for **capitalising on experiences** are very useful for enriching resumes, so that all the experience and courses taken are not forgotten. This means that you can keep a record of it, so that you have something to back up your arguments at job interviews.

What can be improved:

- Make the whole tool **more streamlined**, schematic, simple and attractive in its explanations (there are too many things to read). A more fragile audience might not fully understand.
- Adding **icons and illustrations**
- As far as **the graphic representation of the insertion path** is concerned, it might be useful to include a legend to explain the range of possibilities at each stage. You could also consider inserting other neutral spaces to enrich the route with activities other than those proposed.
- The use of images for the summary sections is very useful and immediate, but the **colours** could be adapted to make certain sections easier to read. Also, avoid the colour red, which is a little aggressive and gives a feeling of prohibition or obligation.
- Regarding **the structure** of the tool: consider putting the career plan at the beginning, and separating the assessment by the supervisor from the self-assessment; or putting the **assessment of soft skills** before the technical skills.

- Clarify **the instructions in the evaluation grids**, with concrete examples.
- The word "**insertion**" has connotations and does not facilitate access to ordinary law: change to the term "*professional transition*".
- Simplify the terms and explanations for each **soft skill**.

- Better identification **of basic skills** (the current grid is not the easiest to understand): incorporating a clearer tool for setting targets, as the current tool only makes an initial assessment.
- Prefer an **assessment of applied basic skills**, in line with the expectations of the job held by the worker.
- Simplify the **assessment grids**, particularly the **soft skills radar**, which is too complex for some people. This could be changed to a simple assessment grid (like the technical skills grid), to make it easier to use, or by replacing it with a simple bar chart (see appendix).

- **Self-assessment** is not suitable for all audiences: for some, it would be impossible to carry out, while for others it would be pointless. It may or may not be an option, depending on the specific context.

- In the job description section, you might consider **having the person fill in the description of the role they are interested in** first, in order to understand what ideas they have about tasks, activities and behaviours, and how familiar they are with the job they would like to do. This will enable supervisors to assess the existence and extent of the gap between expectations and reality.

And to take things a step further:

- After the job description, insert a sheet on **the ethical rules** to be respected, with specific examples related to the job, or even a reminder of the internal rules.
- Add a "**professional vocabulary**" section to explain technical or specific terms and with photos of the equipment. This section would be aimed at less experienced users and/or those whose are not native speakers.
- Add a sheet for the **objectives** defined at the start of the programme: short term (2 -3 months), medium term (6 months - 1 year) and long term (after the contract) and include a space for revising the objectives at each stage or evaluation.
- A sheet to keep track of **what needs to be done**, particularly following meetings with the insertion advisor.
- Include one (or more) **note** pages after each part of the tool, or more spaces for **comments** after certain parts. For example, a page for noting any difficulties encountered that the worker would like to discuss with the support employee during the next individual interview, or for noting what is said at the end of these interviews.
- Provide **more space** for the sections that need to be filled in, particularly concerning the history of support and the capitalisation of experience.
- A page for "**challenges**" or concrete projects that the employee would like to carry out as part of their job, to develop more skills that can be put to good use in a future job or to get away from their work routine.
- Provide a **facsimile of the resume**, including a CV template to be filled in progressively.
- In some facilities, for certain target-groups, it might be useful to provide a **digital version** the tool.
- Examine the possibility of using **alternative and augmentative communication** to make the tool more accessible to people with disabilities.

Appendix

Suggested alternative for replacing the behavioural skills radar with a bar chart :

1. Definition of axes :

- X-axis (x) : Represents the five skills to be assessed (e.g. Organisation, Compliance with rules, Collaboration, Presentation).
- Y axis (y): Represents the score awarded, with values from 1 to 4 (without decimals).

2. Data required:

- Starting level for each skill
- Target to be achieved for each skill
- Level assessed for each skill

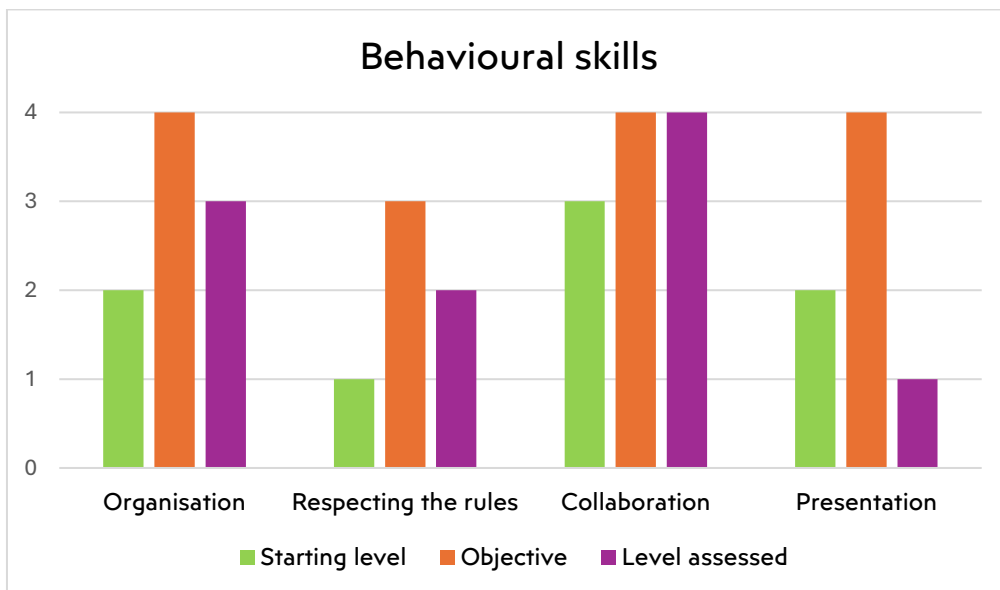
3. Creating bars :

- Each skill will have 3 coloured bars: Starting level; Objective to be achieved; Level assessed (e.g. green).

4. Customisation :

- Use sufficiently different colours for each bar to easily distinguish the levels identified.
- Add a legend to identify the bars.

→ Example:



Insertion worker logbook

Tracking and documenting my progress

This booklet is here to help you on your path to integration.

- This notebook is your notebook. You own it.
- It allows you to track your progress and think about your future career.

What is the purpose of this booklet?

- Keep track of the stages of your journey.
- Note down the skills you already have or those you need to work on.
- Write down your goals and see what you've already achieved.
- Find resources and tools to help you find a job.

How do I use this booklet?

- Use it regularly.
- You can use it:
 - During follow-up interviews.
 - To record your ideas and progress.
 - To think about your goals and your career path.
- This booklet is here to motivate and support you.

2

To get started: Write down **3 important goals** to achieve before the end of your contract. These goals can be personal or professional, big or small, ...

My objectives:

1.
2.
3.

Job description

Kitchen clerk

Kitchen assistants work under the supervision of the head chef and his or her assistants. He or she is responsible for the basic preparation of dishes and assists with all the tasks required for the smooth running of the kitchen. This position helps to provide customers with a quality service that complies with health and safety standards.

Missions

- *Preparing the service*: Preparing the kitchen, workstations and the stock required for the service (ingredients, consumables, etc.)
- *Preparing the ingredients*: Clean, peel, cut and slice the foodstuffs required for the service
- *Kitchen assistance*: Assisting the chefs in the preparation of dishes, following recipes and ensuring that all dishes are prepared on time.
- *Kitchen maintenance*: Ensuring the cleanliness of workstations and equipment, and the storage of foodstuffs.

Daily tasks

- Helping to set up
- Helping to prepare cold dishes
- Participate in the preparation of hot dishes
- Participating in the service
- Tidying up and cleaning up

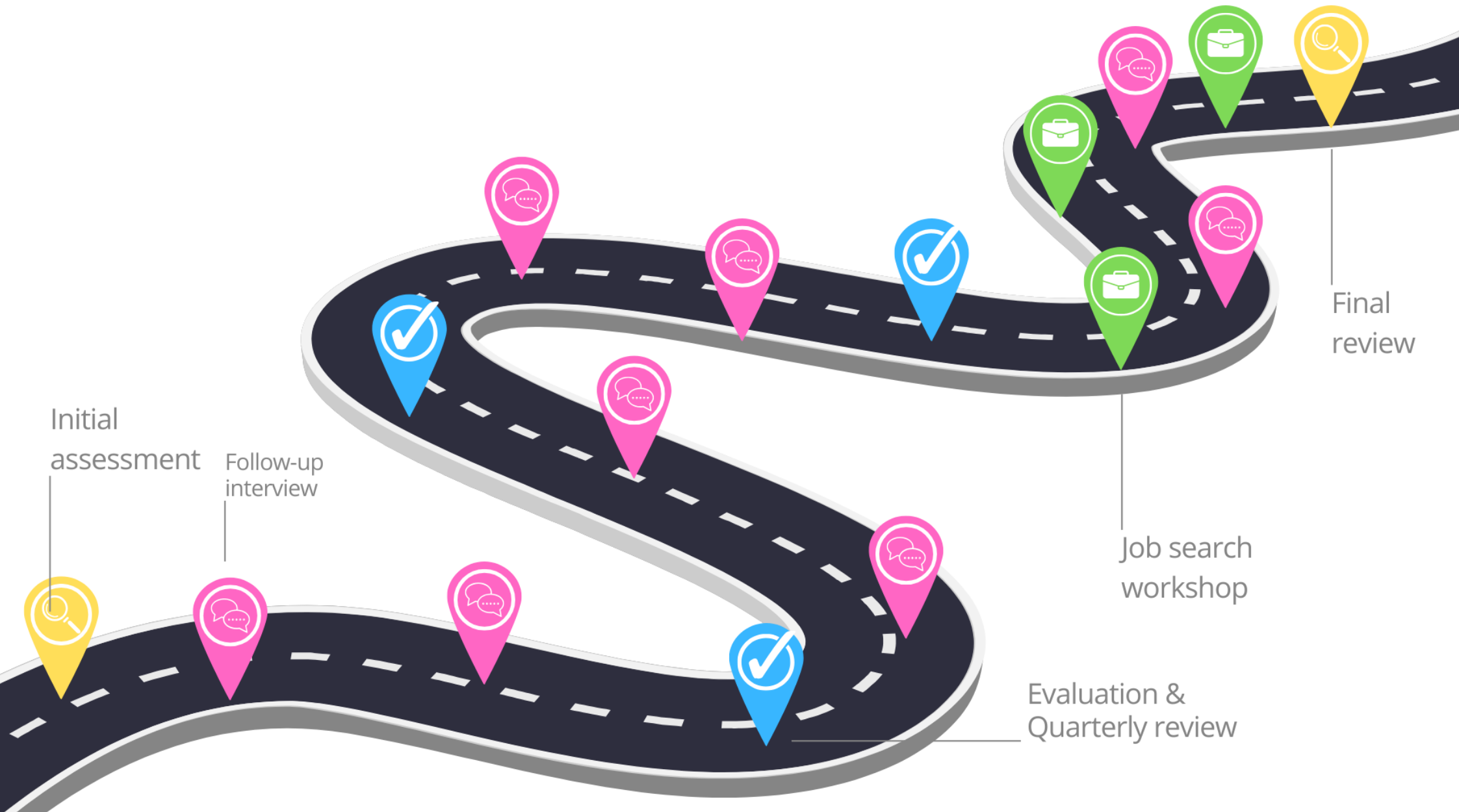
Cross-disciplinary skills

- Respecting the environment: reducing and recovering waste
- Comply with ergonomic, safety and hygiene standards

Attitudes & behaviour

- Working as part of a team
- Organising and planning your work
- Be rigorous and meticulous
- Communicating in professional situations
- Adopting a professional attitude

The insertion process and its stages



Follow-up log

I met...		
When?	With whom?	Why? Type of follow-up (assessment, individual interview, steps to be taken, etc.) + content (summary)

Basic skills

This tool will help you assess your basic skills:

- Reading, writing, speaking and expressing yourself
- Calculate
- Using digital technology

These skills are important for your personal and professional life. They are like foundations: they enable you to learn and progress.

Why use this tool?

- This tool helps you find out where you are today.
- It allows you to see your strengths and what you can still improve.
- It's a starting point for creating an action plan that meets your needs.

How does it work?

- Complete a grid with your counsellor.
- For each skill, indicate your current level.

What happens next?

- When you've finished, you'll have a clear picture of your skills.
- Use this tool as a guide to :
 - Track your progress along the way.
 - See what you've improved.
 - Work on the things you're still struggling with.



Who?

*Worker + social
adviser*



When?

*On entry, then
every 4 months*



What?

*Position my basic
skills to improve
myself*

Basic skills

	1	2	3	4
Read	<i>I can recognise simple, everyday words.</i>		<i>I can read and understand long texts and a variety of documents.</i>	
Write to	<i>I write common words.</i>		<i>I produce longer, more varied texts.</i>	
Speaking & understanding	<i>I can understand a simple verbal message and respond simply, making myself understood.</i>		<i>I understand spoken messages and apply the rules of communication to take part in a conversation.</i>	
Calculate	<i>I can name and recognise numbers and figures and perform simple everyday operations.</i>		<i>I can carry out complex operations mentally and in writing in a variety of situations.</i>	
Using digital technology	<i>I can carry out basic tasks using a familiar digital tool, with support and guidance.</i>		<i>I regularly use digital tools and resources independently, depending on the activity and the context.</i>	

Technical skills

This tool helps you to see your strengths and areas for improvement in your work. You also get feedback to help you improve.

The grid allows you :

- Take stock of your current level.
- Better understand what you do well and what can be improved.
- Find ways to improve.

By identifying your strengths and difficulties, you can choose the right actions to progress and learn even more.

How does skills assessment work?

Each task is divided into several well-defined skills. The grid is completed by :

- The supervisor, who carries out an external assessment.
- You, doing a self-analysis.

Everyone gives a mark from 1 to 4 for each skill. This allows you to compare points of view and better understand your strengths and areas for improvement.

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Caption:

- W = your assessment; S = supervisor's assessment
- Evaluate from 1 to 4, knowing that:
 - 1 = The skill has not been acquired / It's not OK
 - 2 = Support is still needed for the task; it needs to be improved
 - 3 = I know how to do it but I still make mistakes sometimes; I need to perfect it.
 - 4 = It's OK, I've mastered the task and I'm autonomous; the skill is acquired.

If a skill has not been observed during the assessment period (not implemented), move on to the next skill.



Who?



When?



What?

Technical skills

Key activity	Professional skills	Eval	Eval	Eval	Comments
		1	2	3	
1. Maintaining green spaces	Lawn mowing	W	W	W	
		S		S	
	Lawn treatment and maintenance	W	W	W	
		S	S	S	
	Mowing flower meadows or fallow land	W	W	W	
		S	S	S	
	Maintenance of hedges, shrubs or planted areas	W	W	W	
		S	S	S	
	Weed control in flower beds or planted areas	W	W	W	
		S	S	S	
	Cut out the desired shape (ball, cube, straight line, etc.)	W	W	W	
		S	S	S	

Key activity	Professional skills	Eval 1	Eval 2	Eval 3	Comments
2. Protecting the environment, managing and recycling green waste	Managing site waste	W	W	W	
		S	S	S	
	Recycling green waste	W	W	W	
		S	S	S	
	Combating invasive plant species	W	W	W	
		S	S	S	
3. Carry out simple felling and pruning work	Pruning from the ground or a ladder	W	W	W	
		S	S	S	
	Shaping and storing wood	W	W	W	
		S	S	S	

Soft skills

This tool helps you take stock of your attitudes and behaviour at work.

Why assess these skills?

Behavioural skills are, for example, the way in which:

- You communicate with others
- You organise your work
- You work as part of a team, with your colleagues and supervisors
- You react to problems and worries

By evaluating yourself, you can see what you're doing well and what you can still improve. Developing your soft skills will help you to succeed in your career and find a lasting job.

How does this assessment work?

The supervisor makes an assessment. You do a self-analysis.

Once you have completed the grid, you will have a clear picture of your current skills. Then, together with your manager, you can use the skills radar (see following pages) to set priorities for progress.

Throughout your journey, you can come back to the grid and the radar to check your progress and adjust your objectives.

Caption:

- W = worker assessment; S = supervisor assessment
- Assess using:
 - X = Not OK | Not acquired
 - ! = Moderately
 - ✓ = OK | Good



Who?



When?



What?

Soft skills & attitudes to master at work

<p>Team spirit</p> <p><i>One for all, all for one!</i></p> <p>Ability to forge links with team members, with the shared aim of working together, while putting the group's success first</p>	<p>Attendance</p> <p><i>I'm true to my job.</i></p> <p>Ability to maintain a regular and sustained active presence</p>	<p>Adaptability</p> <p><i>I'm getting in tune.</i></p> <p>Ability to accept and integrate change and adapt to people and the environment</p>
<p>Presentation</p> <p><i>I've got the look for the job.</i></p> <p>Ability to dress and carry oneself in a manner appropriate to the working environment and the job</p>	<p>Involvement</p> <p><i>I'm motivated by my work.</i></p> <p>Ability to motivate yourself and be actively involved in your work</p>	<p>Problem solving</p> <p><i>I find solutions.</i></p> <p>Ability to identify, analyse and find effective solutions to challenges or obstacles and to overcome them</p>
<p>Respecting the rules</p> <p><i>I take account of the regulations.</i></p> <p>Ability to comply with operating procedures and rules</p>	<p>Autonomy</p> <p><i>I'm on my own.</i></p> <p>Ability to take responsibility for oneself, so as to take action at the right time in a given context</p>	<p>Organisation</p> <p><i>I plan, prepare and organise my work to meet deadlines.</i></p> <p>Ability to manage work rationally and plan tasks to be completed within a given timeframe</p>
<p>Professionalism</p> <p><i>I respect my work and others.</i></p> <p>Ability to meet standards of behaviour, competence and ethics at work, with a responsible and respectful attitude towards the working environment</p>	<p>Communication</p> <p><i>Message received, 5 out of 5!</i></p> <p>Ability to enter into a relationship with others, to convey a message to someone by adapting to the person and the circumstances.</p>	<p>Questioning</p> <p><i>I hear and accept criticism.</i></p> <p>Ability to critically evaluate one's own actions, decisions and methods, and to accept feedback for continuous improvement</p>
<p>Self-control</p> <p><i>I keep my cool in all circumstances.</i></p> <p>Ability to deal with specific situations, displaying composure without adopting an overly emotional or defensive attitude</p>	<p>Efficiency</p> <p><i>I achieve my objectives on time with the resources given to me.</i></p> <p>Ability to deliver expected results on time and to achieve set targets</p>	<p>Assertiveness</p> <p><i>No aggression, submission or manipulation</i></p> <p>Ability to express oneself and defend one's rights without infringing on those of others</p>

Assessing my behavioural skills

Evaluation	1		2		3	
	W	S	W	S	W	S
Team spirit						
Integrating into the team	W	S	W	S	W	S
Work in a climate of continuous collaboration and cooperation	W	S	W	S	W	S
Be available for others when needed	W	S	W	S	W	S
Attendance						
Respecting timetables	W	S	W	S	W	S
Respect procedures in the event of absence, lateness, etc.	W	S	W	S	W	S
Be regular in my work	W	S	W	S	W	S
Adaptability						
Adapting to unforeseen circumstances and new situations	W	S	W	S	W	S
Knowing how to move from one task to another, being flexible in your work	W	S	W	S	W	S
Be able to take different points of view into account and act accordingly	W	S	W	S	W	S
Presentation						
Dress appropriately for your role	W	S	W	S	W	S
Wear personal protective equipment	W	S	W	S	W	S
Adopt an appropriate general attitude	W	S	W	S	W	S
Involvement						
Carry out the tasks assigned to me	W	S	W	S	W	S
Show a willingness to progress	W	S	W	S	W	S
Demonstrate professional curiosity	W	S	W	S	W	S
Problem solving						
Knowing how to assess and recognise problem situations	W	S	W	S	W	S
Take initiative when faced with a problem (wisely)	W	S	W	S	W	S
Demonstrate creativity and inventiveness in the face of problems (within the limits of my duties)	W	S	W	S	W	S
Respecting the rules						
Comply with instructions (tasks, safety, hygiene, etc.)	W	S	W	S	W	S
Respect and follow existing procedures	W	S	W	S	W	S
Respect internal organisation (hierarchy, authority, etc.)	W	S	W	S	W	S
Autonomy						
Be able to work independently	W	S	W	S	W	S
Communicating about my work	W	S	W	S	W	S
Show initiative and resourcefulness (to good effect)	W	S	W	S	W	S

Evaluation	1		2		3	
Organisation						
Organising my workload	W	S	W	S	W	S
Respecting deadlines	W	S	W	S	W	S
Keep the premises and equipment organised and in order	W	S	W	S	W	S
Professionalism						
Avoid inappropriate familiarities (gestures, words, etc.)	W	S	W	S	W	S
Respecting others in my working relationships (professional relationships, relationship with authority, contact with customers, etc.)	W	S	W	S	W	S
Demonstrate a willingness to deliver quality work	W	S	W	S	W	S
Communication						
Express yourself clearly, precisely and courteously	W	S	W	S	W	S
Adapt my communication to the person I am talking to (colleague, manager, customer, etc.)	W	S	W	S	W	S
Being a good listener	W	S	W	S	W	S
Questioning						
Admitting bad decisions and errors of judgement	W	S	W	S	W	S
Adjust my behaviour when necessary	W	S	W	S	W	S
Accepting criticism	W	S	W	S	W	S
Self-control						
Keeping calm in difficult situations	W	S	W	S	W	S
Learning from my mistakes	W	S	W	S	W	S
Managing my emotions in a professional environment	W	S	W	S	W	S
Efficiency						
Carry out the work assigned to me within the deadlines set	W	S	W	S	W	S
Achieving the objectives set for me	W	S	W	S	W	S
Use the resources at my disposal wisely and with restraint	W	S	W	S	W	S
Assertiveness						
Express my ideas, my needs, etc. respectfully and without frustration	W	S	W	S	W	S
Being assertive without rejecting other people's ideas	W	S	W	S	W	S
Knowing how to express myself and argue in sensitive situations without being aggressive	W	S	W	S	W	S

Soft skills to improve

Every 3 months: set objectives to improve my work with a supervisor:

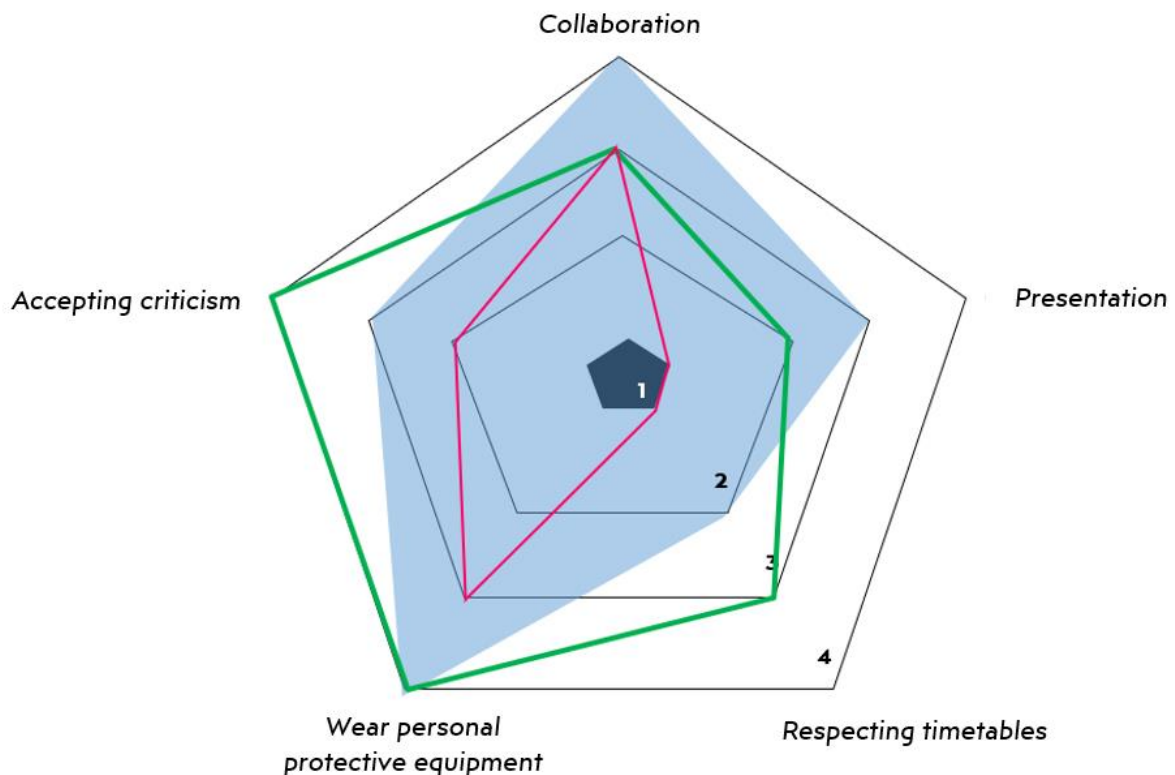
- Identify 5 priorities to work on
- Define the level of performance to be achieved for each of them
- Position my current level. In 3 months' time, evaluate the level achieved to compare, and set the next 5 objectives.

How do I define the level of performance I want to achieve? The following descriptors can be used to analyse and assess my level:

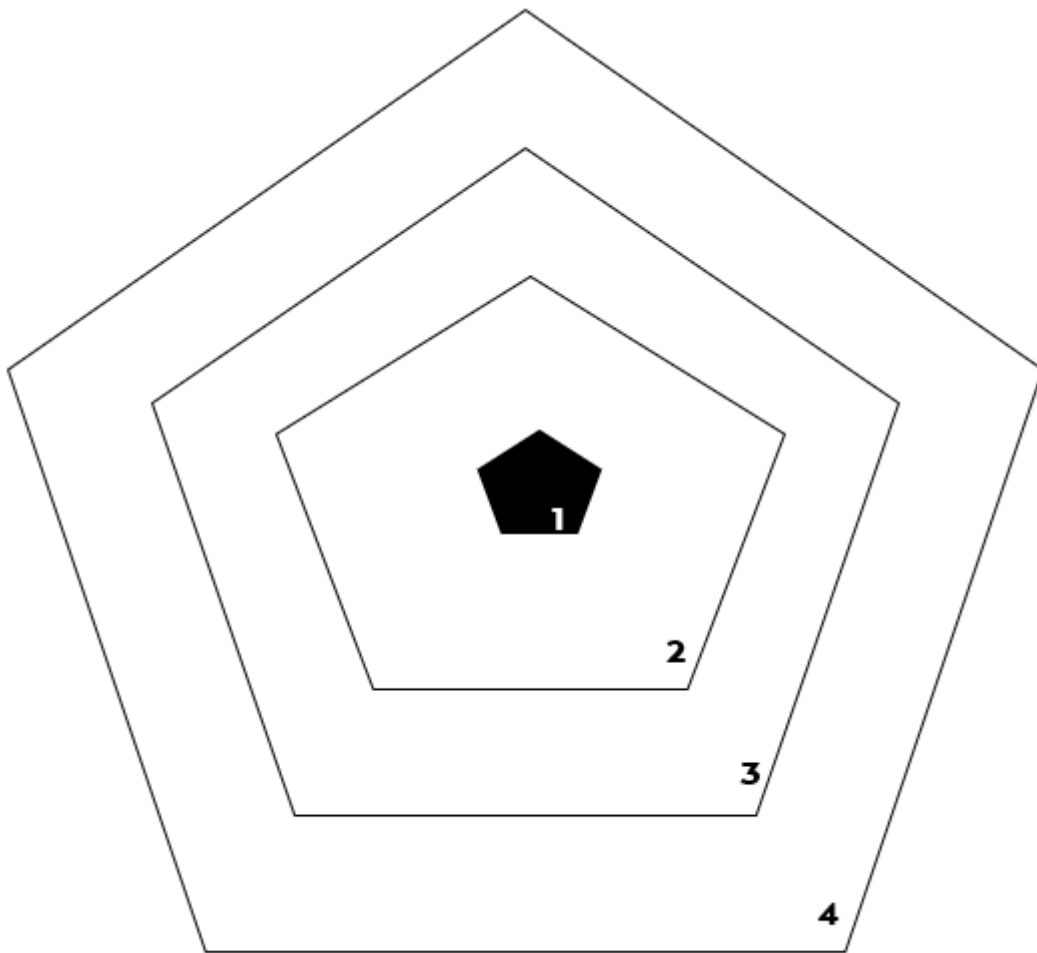
Level	1	2	3	4
I execute the skill...				
By being	guided	autonomous		
In this way	irregular	regular		
	partial	complete		
In situations	simple		complexes	
	familiar			news

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Example: Starting level | Target/Level to reach | Assessed level (after 3 months)

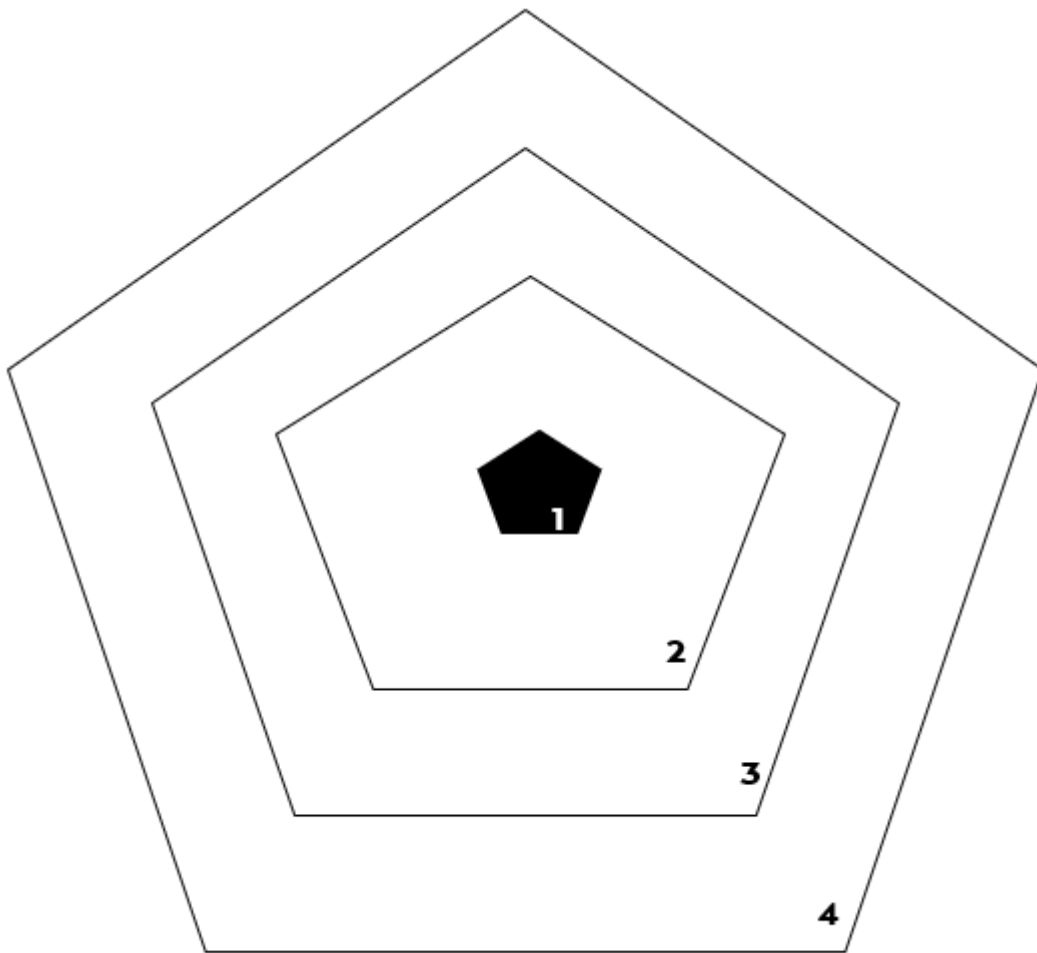


Assessment #1



Comments:

Assessment #2



Comments:

Career plan

Defining it, implementing it, building your CV

Preparing for the end of your career

You'll soon be leaving our organisation. It's important to prepare for what comes next. You need to think about your professional career, and the steps you need to take to get there.

Defining your career plan

First of all, you need to know what you like and what motivates you. A tool in this notebook will help you see things more clearly and choose a project that suits you.

Planning your steps

A project remains an idea until you act on it. Here's another tool to help you plan and organise all the next steps on your road to employment:

- Search ads and job offers
- Find a course
- Taking administrative steps
- Meeting professionals
- Or any other action you want to take!

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Keeping track of your achievements and training

To demonstrate your skills, you need to keep a record of your achievements. The last tool allows you to note:

- What you have learned
- Your successes, what you have achieved in concrete terms
- Your training courses
- Your experiences



Who?

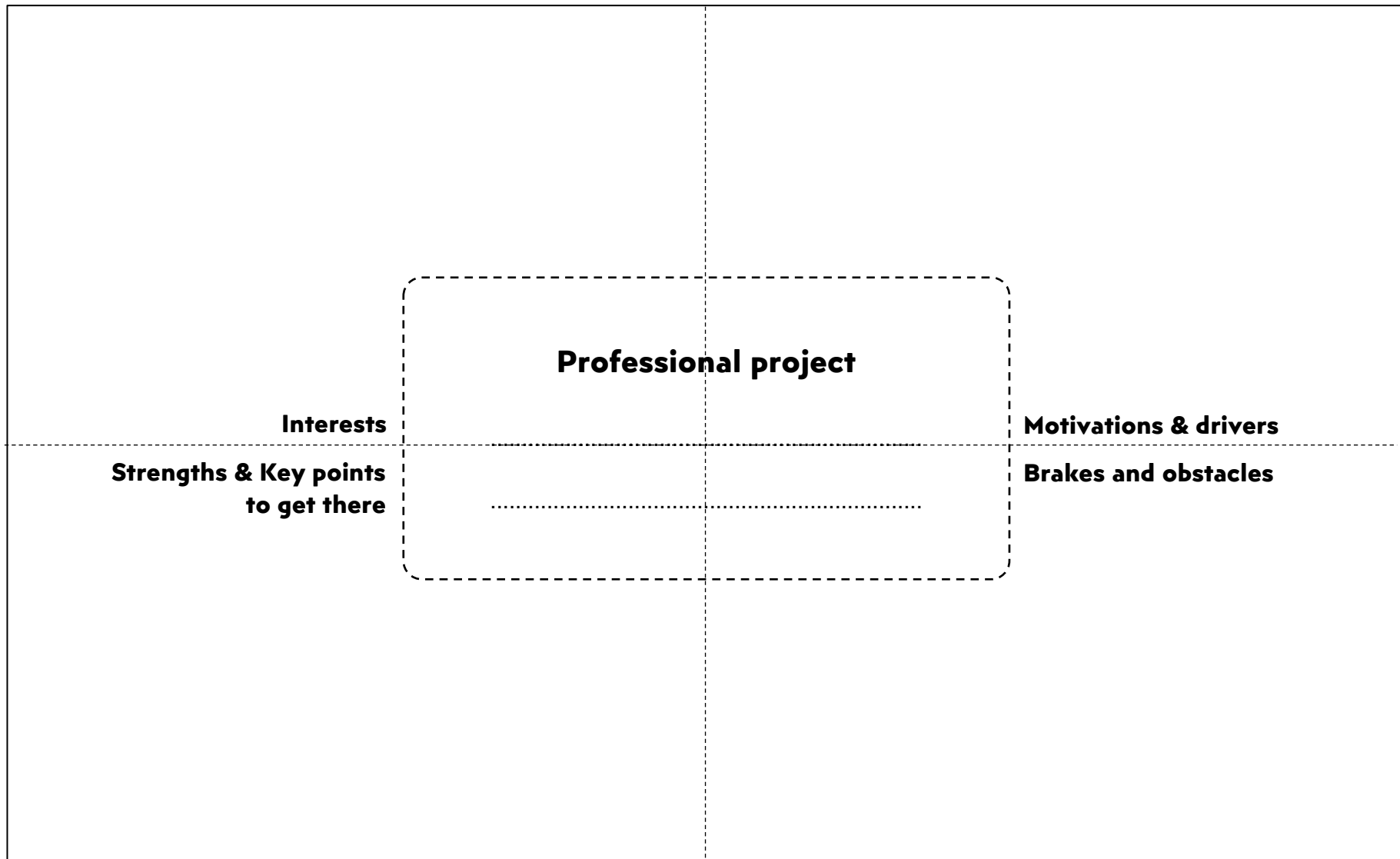


When?



What?

My project



The steps I need to take to prepare for the rest of my career
& carry out my project

What?	When?	Comments and points for attention	Tick when done
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Intermediate objectives

Set objectives based on assessments and evaluations

This sheet will help you set intermediate objectives for your journey.

Why set intermediate goals?

A goal is a milestone to be reached.

It helps you to move forward, to make and see progress and to stay motivated.

How do you set a good objective?

A good objective is :

- **Clear:** It is precise. You have to be clear about what you want to do.
- **Measurable:** You will need to be able to see concretely whether you have achieved your objective.
- **Achievable:** The objective must be possible for you.
- **Useful:** It should help you with your work or projects.
- **With a date:** You need to decide when you want to achieve this goal and what time you want to use for it.

Which goals should I choose?

For example, you can choose an objective regarding:

- Learning a new skill
- Follow a training course
- Do an important task
- Make an appointment
- Testing something new

These objectives may relate to your work, your career plans or your personal life.



Who?



When?



What?



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