

# Toolbox for job coaching

## The project

**Acronym:** ACTION

**Title:** Supporting reintegrated workers

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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. The **toolbox for job coaching**, to improve support towards sustainable employment.

## The job coaching toolbox

This toolkit for job coaching is the final deliverable from the ACTION project. It is the result of in-depth collaborative work and years of reflection, research and practice. It has been designed as a key resource for professionals in socio-professional insertion, offering practical, adaptable, and transferable resources to help people find employment.

The creation process of this toolbox involved dynamic exchanges between partners, both within the consortium and externally with partner networks. Each organisation selected two key resources, adapted or improved them based on reflections carried out as part of the project. Each resource was selected according to lessons learned, the current needs of insertion counsellors, and the specific characteristics of each region.

The main objectives of this toolbox are:

- Strengthening the capacity of insertion counsellors and job coaches to support people far from employment
- Offering a variety of tailored teaching tools, organised around the needs of beneficiaries and counsellors
- Facilitating access to innovative practices, inspired by the successes seen in insertion companies

### **The toolbox structure**

This toolbox includes 12 useful and relevant resources for supporting people towards employment. These are various tools: concrete teaching materials, best practices, and methodologies to implement. The toolbox provides a range of resources for support professionals, including visualisation techniques (“My project in pictures”), interactive resources (“The daisy of my network” or “Like2Be”), creative workshops and participatory methodologies (“Booster Group”).

The toolbox is divided into **five categories**, reflecting the different stages of pathway towards employment:

1. **Building your career plan**: tools for defining a clear objective, outline your profile, and set goals.
2. **Preparing your job search**: methodologies for creating a resume, covering letters and preparing for recruitment procedures.
3. **Actively seeking employment and applying for jobs**: help finding opportunities, mobilising professional networks, and tools for effective job applications.
4. **Support in employment**: providing post-recruitment follow-up to ensure long-term integration and maximize the chances of success.
5. **Managing barriers to employment**: specific tools for working on cross-cutting obstacles such as stress and emotional management.

This document presents the 12 resources, each of which is described in a detailed fact sheet, including practical information on its origin, target audience, methods of use, etc. In addition to these information sheets, some of the resources provide access to a specific document (tool to be used, visuals and illustrations, etc.) or to another form of resource.

**To access the resources, either web URLs are included in the fact sheet or the tangible resource can be downloaded [from the project website](#).**

# **1. Building your career plan**

# Sheet 1 | The daisy of my network

## Author/Source

APUI Les Villageoises

## Target group

This tool is primarily aimed at people in the process of integrating into the labour market, particularly those who are encountering obstacles to accessing employment or reintegrating into the labour market on a long-term basis.

## Objective and brief description

La Marguerite de mon réseau is a support tool that helps people to visualise, analyse and mobilise their relational network. It takes the form of a three-stage exercise:

1. Creation of an initial daisy chain to list all existing relationships.
2. In-depth exploration of sub-networks specific to certain key people.
3. Creation of a directory table detailing contact details, potential contributions and possible interactions with these contacts.

The content includes a simple, graphic methodology for identifying potential human resources and a reflection on positive interactions and mutual contributions. This resource is used to help people become aware of the human resources already available to them. Mobilising contacts for concrete action, locating opportunities for insertion, training or employment through their network and finally encouraging a proactive and structured approach by inviting the person to enhance their skills and become aware of their contacts, to approach them in an appropriate way, avoiding inappropriate direct requests.

## Initial situation / Need met by the resource

The *daisy of my network* answers a fundamental need for support for people who find themselves isolated or in difficulty in mobilising human resources in their social and professional insertion efforts.

### Initial problem :

- Many people, particularly those who are far from the job market, underestimate or misunderstand their network of contacts.
- They often have a limited perception of their contacts, thinking that their network is irrelevant or insufficient to help them.

### Specific need :

- Identify and map the existing network (relatives, acquaintances, professional contacts or associations).
- To become aware of the potential help that this network can offer, while valuing their own skills and contributions in these exchanges.
- Structure a proactive approach to soliciting contacts in a thoughtful and constructive way, without creating blockages or frustrations.

## Mobilisation

The *daisy of my network* is a support tool to help people identify, expand and mobilise their relational network with a view to promoting their social and professional integration. It's based on a fun, introspective approach that helps you visualise and value existing and potential relationships.

The exercise is led by an adviser or support worker specialising in socio-professional integration (for example, a social mediator, employment adviser or coach). The person being supported is the main actor in the process, with an active role in reflection and building their network.

- Estimated time for the activity: Approximately 1h30 to 2h per session.
- Pace: This activity can be carried out on an ad hoc basis or as part of a regular support cycle, depending on the needs and progress of the person being supported.

### Course of the event:

#### Period 1: Presentation of the exercise

The guide explains the concept of the daisy and invites the person to draw their own daisy.

*Instructions for the person being accompanied:*

1. In the centre of the daisy: write your first name.
2. On the petals:
  - List all the people you know: family, friends, acquaintances or regular contacts.
  - Write one name per petal, without censoring yourself. Even old or infrequent relationships can be relevant.
3. Think about what each person can bring to the process: moral support, advice, opportunities, etc.
4. Avoid asking directly for a job. Give priority to specific requests tailored to the abilities of the people you are talking to.

#### Step 2: Thinning out the daisies

Once the first daisy has been completed, the support person guides the person to deepen certain specific relationships:

5. Create a new daisy: Write the name of a person identified as a resource in the centre of this daisy (for example: a child, a colleague, a neighbour).
6. On the petals:
  - Add relations or contacts associated with this person: parents, colleagues, sports coaches, etc.
  - Identify new resources or opportunities to explore.

#### Period 3: Completing the directory table

The final step is to structure the information gathered in the form of a table (see below).



## La marguerite de mon réseau



Qui ?	Coordonnées / Moyen de Contact	En quoi est-ce une ressource ?	Ce que je peux leur demander ?	Ce que je peux leur proposer ?
La maman de tel ami	A la sortie de l'école	ses contacts employeurs	Transmettre mon CV	Garde possible de ses enfants
La personne de la cantine	A la récréation de l'après midi	Son mari travaille dans une entreprise que j'ai envie de connaître	Transmettre mon CV à son mari	les tomates de mon jardin
Les grands-parents	a leur domicile	Non	garder mes enfants	les aider dans les tâches ménagères

## Sheet 2 | My project in pictures

### Author/Source

APUI Les Villageoises - The "My Project in Pictures" tool is inspired by the Vision Board method, which originated in the United States in the New Age personal development movement. This technique, popularised by authors such as John Assaraf and books such as *The Secret*, is based on the idea that visualising your goals makes them more tangible and helps you to achieve them. By combining inspiring images and words, the Vision Board helps to clarify aspirations and reinforce motivation to achieve goals. As part of our project, "Mon Projet en Images" uses this creative approach to help participants, who are often far from employment, to project themselves positively into the future. This method overcomes linguistic and social barriers, particularly for people who are illiterate or have difficulty expressing their aspirations in writing or orally.

### Target group

The tool is aimed at people who are a long way from employment, including people with specific barriers.

- People who are illiterate or have reading and writing difficulties.
- Migrants and foreign nationals with language difficulties.
- People with disabilities or social and professional difficulties.

### Objective and brief description

"My Project in Pictures" is a creative visualisation exercise designed to help participants imagine and realise their life or career goals. It uses images and words from magazines to create a picture that represents their vision of the future.

The exercise serves to:

- Stimulate positive projection and imagination.
- Identify and clarify personal or professional objectives.
- Boost self-confidence by transforming vague ideas into a motivating visual representation.
- Encourage reflection on the resources and actions needed to achieve these objectives.

### Initial situation / Need met by the resource

- Lack of confidence and prospects, difficulty for people to project themselves positively into the future.
- Difficulty in expressing their aspirations, particularly for people with poor written or oral skills.
- Psychological barriers, personal or social limitations
- Lack of method for structuring ideas. The tool helps you visualise your aspirations and the resources you need.

### Mobilisation

The "My Project in Pictures" tool is used as a participative exercise to clarify participants' personal or professional aspirations using a visual and creative approach. It encourages:

- Guided reflection on life and career goals.
- Interaction with other participants, enabling an exchange of ideas and perspectives.
- Creating a tangible, motivating representation of aspirations to boost self-confidence and take an active approach to achieving them.

### Who is involved:

- Facilitator or insertion counsellor: Responsible for guiding the activity and encouraging participants to reflect on their objectives.
- Cultural or linguistic mediator (if necessary): To accompany non-French-speaking audiences or those with cultural barriers.
- Participants: People a long way from employment, including specific groups (illiteracy, language barriers, disabilities, etc.).

### Duration, frequency and temporality:

- Duration: Approximately 1h30 to 2h per session, divided into several stages: introduction (15-20 minutes), selection of images (30 minutes), creation of the painting (30-45 minutes), and sharing (15-30 minutes).
- Timing: The workshop can be run as a single session or over several sessions to deepen or update objectives.
- Post-activity follow-up after 1 to 3 months to assess progress.

**Equipment required:**

- Various magazines (work, leisure, values, etc.).
- Felt pens, glue, scissors and A3 paper or whiteboard.
- Additional resources, such as a personalised objectives sheet.

**Course of the animation:**

1. **Introduction (15-20 minutes):** Presentation of the exercise and explanation of its benefits (positive projection, clarity of objectives).
2. **Selection of elements (30 minutes):** Participants go through magazines to cut out inspirational images, words or phrases that resonate with their aspirations.
3. **Creating the tableau (30-45 minutes):** They arrange and paste the selected elements to make up their tableau/creation.
4. **Sharing (15-30 minutes):** Participants can present their painting, if they wish, and share their feelings.

**Additional comment**

An objectives sheet or a list of guided questions can be provided at the end to help translate visual ideas into concrete actions (see below).

<p><b>Personalised objectives sheet</b></p> <p><i>My Concrete Objectives</i></p> <p>Sections :</p> <ul style="list-style-type: none"> <li>- Priority objectives (e.g. "What is your main objective for the next 6 months?").</li> <li>- Key steps for achieving this objective (e.g. "What actions can you take right now?").</li> <li>- Available resources (e.g. "What skills, people or tools can help you?").</li> <li>- Potential obstacles and solutions (e.g. "What obstacles do you foresee and how can you overcome them?").</li> <li>- Timetable (e.g. "Set a date for each stage").</li> </ul>	<p><b>List of guided questions for reflection</b></p> <p><b>Proposed themes:</b></p> <p>Professional aspiration :</p> <ul style="list-style-type: none"> <li>- What type of work or activity inspires you in the images you have chosen?</li> <li>- What talents or skills do you bring to these ideas?</li> </ul> <p>Personal development :</p> <ul style="list-style-type: none"> <li>- What emotions do the images evoke in you?</li> <li>- What changes would you like to see in your life in the short or medium term?</li> </ul> <p>Support and resources :</p> <ul style="list-style-type: none"> <li>- Who do you know who can help you achieve your goals?</li> <li>- What tools or training would you need to progress?</li> </ul>
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## My project in pictures – Alternative: Remote animation via videoconferencing

The resource can be used as a collaborative or individual online workshop to enable participants to visualise their goals using digital tools. They create a digital visualization board by associating inspiring images, words and concepts.

### Objectives:

- Facilitate access to the activity for remote participants.
- Integrate digital tools to stimulate engagement and interaction.
- Include training on digital tools
- Make it easier to track creations (digital archiving).

### Players involved:

- Facilitator: guides participants through the use of the online tool, explains the stages of the activity and answers technical questions.
- Cultural or language mediator (if required)
- Activity participants

**Duration:** Approximately 1? to 2 hours, as for the physical version. Can be done in a single session or repeated to update or deepen the picture.

### Who is involved:

- **Microsoft Whiteboard** (ideal for collaborative use), an intuitive platform for creating collaborative online whiteboards. Allows you to draw, paste images, write notes and organise elements. It has the advantage of being integrated with Microsoft Teams for videoconferencing workshops and is accessible on all devices (computer, tablet, smartphone).
- **Canva**, a visual and intuitive graphic design tool for creating digital collages, with a free version offering a host of features.
- **Jamboard**, interactive digital whiteboard tool. Use it to paste images, write and organise ideas. Easy sharing via integration with other tools in the Google ecosystem, accessible free of charge with a Google account.
- **Padlet** (interactive and shareable whiteboard), a platform for collaborative creation of whiteboards to which images, text, links and videos can be added. The simple interface, accessible to all, is easy to use for remote projects with groups.

### How the online activity works:

- Introduction (15-20 minutes): Presentation of the chosen digital tool. Explanation of the objectives and stages of the activity/use of the personalised objectives sheet.
- Creating the digital board (45-60 minutes): Participants search for and add inspirational images/words directly into the chosen tool. They can personalise their board with colours, shapes or annotations.
- Sharing and discussion (15-30 minutes): Participants share their screen or digital board with the group. Discuss feelings and ideas presented. Possibility of scheduling a follow-up meeting.

### Additional comment

Video tutorials can be provided to explain how the proposed tools and platforms work, so that participants can view them independently. You can also provide templates to be filled in beforehand, to avoid the blank page syndrome.

We could create a database of target companies where visits could be made, differentiating between sectors (compatible with a possible placement).

## Sheet 3 | Company VISIT, an experiment turned best practice

### Author/Source

CEFF Social Cooperative

### Target group

Young people from disadvantaged backgrounds and/or with high-level disabilities who are looking for work and need career guidance.

### Objective and brief description

Find out about the companies in the region and the profiles they are looking for, and raise awareness of the importance of apprenticeships and job placement schemes.

### Initial situation / Need met by the resource

Vulnerable people and young people often don't know what they need to do to enter the world of work and what skills are required. They are sometimes unaware of what a professional context is, with its complexity, rules and organisation

### Mobilisation

The tool stems from an experiment carried out in Faenza in 2024 with a group of 6 young people with mild intellectual disabilities/high-level autism. The cooperative provided them with several services: Life (weekday flat with 24-hour educational support), Skills (training and courses) and Work (placement service). In addition, monthly meetings are held on career guidance. An **active and participative methodology** was used, with practical activities, film screenings, quizzes and mock job interviews. The final stage consisted of **visits to companies** in the region to find out about the real-life working environment and the profiles sought by employers. To prepare for each visit, the group conducted a short interview, with questions to be put to the local contact person. Each visit lasted around 1.5 hours and was made to companies that already offer work placements and positions to disabled people, or are potentially suitable for them.

### Here are the questions determined by the participants to ask the professionals they meet:

- Can you tell me your name and your role in the company?
- Are you available for internships?
- What functions are required in this company and what profiles are you looking for?
- What are the working hours and shifts?
- What is the most important characteristic you expect from a worker? What is the one characteristic you don't want in a worker?
- What languages are required? Are assignments planned?
- What time of year do you work the most?
- Are there any job opportunities?
- What is the salary?
- Are courses or certificates required?
- Is experience in the field required?

### Additional comment

The visits were very popular, and some participants reproduced some of the questions asked during the visits in real job interviews.

One could create a database of target companies where visits could be made, differentiating between sectors (compatible with a possible job placement).

## Sheet 4 | Like2Be

### Author/Source

A consortium of Swiss players

### Target group

All job-seekers

### Objective and brief description

LIKE2BE is an online game ([like2be.ch/game/](http://like2be.ch/game/)) in which the operator simulates interviews with jobseekers to come up with the best offer from among those on the job market. To do this, the operator uses personal files containing information about the interviewees' training, skills, predispositions, needs and objectives.

The aim of this tool is to train young adults with a view to their insertion into the world of work, and to support them to offer a range of courses that is as tailored as possible to their needs, skills and objectives.

This tool, consisting of an educational game and a pack of cards, has been specially designed to promote gender-sensitive career choices and support young people in their career guidance. It is designed to help:

- Broadening professional horizons: discovering new trades and expanding knowledge of familiar professions
- Confronting career choices and gender issues: confronting gender roles and stereotypes in professional life
- Reflecting on your own aspirations: discover different life paths and think critically about your own skills, interests and aspirations.

### Initial situation / Need met by the resource

Young people's choices of study, training and profession are strongly affected by gender stereotypes. Young women mainly choose to go into health or social science-related fields and to study the humanities, social sciences or education. Young men tend to choose professions and studies in the fields of technology, ICT or the natural sciences. This form of horizontal segregation (re)produces preconceived ideas typically associated with gender differences. These not only make access to the job market more difficult, but also help to reinforce gender stereotypes. They also contribute to the persistence of inequality of opportunity between women and men.

### Mobilisation

The like2be video game is a fun way for young people to broaden their horizons when making career choices. By exploring different life projects and career paths, teenagers not only discover a wide range of new professions and training options, but also how varied (career) paths can be.

This educational game encourages young people to think more deeply about their own career aspirations.

**How does the game work?** In the game, participants take on the fictitious role of career guidance counsellor and have to make decisions from an outsider's perspective. In this way, participants indirectly learn to become aware of the career choice process, by recommending the most suitable job or apprenticeship to people looking for work.

At the start of the game, an office with a computer and a pile of files appears on the screen. Each time you play, the computer displays a different list of job offers or apprenticeships. Each job is accompanied by a description of the requirements and the offers made in return.

Clicking on a file opens it up and a person enters the office. By clicking on the different parts of the file, players can learn more about the training, skills, desires and life plans of the jobseekers.

The aim of the game is to assign jobseekers to the most suitable positions from among those displayed on the screen. At the start of each game, the people and their backgrounds are shuffled around. In this way, stereotypes lose their influence, as no career path is permanently linked to a specific character or gender.

Each game is unique, because the characters and life stories are changed each time.

### **Additional comment**

For training/classroom use, the card kit linked to the game contains background information on the content of the game as well as three thematic suggestions for further study. The [card kit](#) can be downloaded online.

The [full educational kit](#) is available online, so you can find out more and get to grips with the tool.

### **What devices can I play like2be on?**

On desktops and laptops (Windows and Mac systems), the educational game can be played online.

On tablets, the educational game can be downloaded as an application from the Google Play Store or the App Store (not compatible with smartphones).

This game was developed for secondary school pupils. It can, however, be used with other audiences, or simply as a basis for developing educational resources and events for adults.







## **2. Preparing your job search**

## Sheet 5 | Candidate's booklet

### Author/Source

This tool was created by the Medialys Corporate Relations Officer, based on the model used by recruitment agencies (Adecco Career Center Candidate Book). It has been amended to incorporate elements of the individual coaching carried out with employees undergoing career transition. The final form of this booklet, which summarises all these elements, was designed specifically for the ACTION project.

### Target group

The "Candidate's Booklet" is designed for all employees undergoing professional transition who want to prepare for a recruitment interview.

The candidate pages (*Introduce yourself, Why do you want to do it, Do you have any questions?*) were originally developed to work with and convey effective language skills to people with a limited knowledge of French.

In addition to the points and topics to be covered, there are some fully-written sentences, mainly in the present tense. They enable the candidate/assisted person to acquire useful elements of discourse, avoiding certain clumsiness of language and using key terms to which the company will be sensitive.

### Objective and brief description

The candidate's booklet is designed to give you greater peace of mind, control and efficiency. Its objectives are as follows:

- Acquire an effective interview preparation methodology
- Preparing key questions for recruiters
- Acquire elements of discourse
- Successful recruitment interviews

The candidate booklet covers the following topics: the company, the position, the pitch, the questions "Why you?" and "Do you have any questions?", the recruitment process and additional advice.

Illustrations, pictograms and the use of colour help to support the reading process and project the reader into the job. The characters depicted are deliberately very diverse: men/women, different ages, etc. so that everyone can recognise themselves.

The "Company" pages (The company/Position) are used to ensure that the company's missions and activities have been fully understood and that the candidate is able to project him/herself into this work environment/professional universe, in this position.

The candidate booklet can be used in part (only the company pages/only the candidate pages) or in its entirety, depending on the specific needs of the person being supported.

Finally, there are comments and notes for the coach, explaining the benefits of each slide and how to use it.

### Initial situation / Need met by the resource

The recruitment interview is often a source of stress: *how do you find out about the company? How do you identify the skills you want to highlight? What questions should you expect? How do you answer them? In what words?*

## Mobilisation

The booklet is used as part of individual coaching prior to recruitment interviews carried out by Medialys' CRE:

- The "**candidate**" pages are systematically written when individual coaching is carried out by the company relations officer with a view to a recruitment interview.
- The "**company**" pages (The company / The job) are not systematically included because sometimes the job offer is very well written and is sufficient.
  - It can be useful to write the "company" slides in the Candidate Booklet when a company partner regularly recruits for the same type of position. They can be used as a support during various coaching sessions.

The "candidate" pages are completed after the coaching session by the company relations manager and sent by email and/or printed. Sometimes the technical supervisors in the field are asked to print and hand over the information, which creates synergy around the recruitment interview.

The people in charge of social and professional integration, who often initiate the request for coaching, receive a copy of the information. For the person being coached, the fact that they receive a support document after the coaching materialises the work done and enables them to continue training on their own.

## Additional remark

The Pitch could be made even more efficient by adding an 'audio' version.

The skills slide ("Why you?") is particularly effective in terms of success at recruitment interviews. The reason is simple: it mirrors the elements that young recruiters are trained to use when creating an interview outline.



# Livret candidat-e

outil de coaching Medialys

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## Que savez-vous de notre société EAU PUBLIQUE DU GRAND LYON ?

**Votre société a pour mission de:**

- ✓ Garantir un service public de l'eau potable de qualité pour les Grands Lyonnais
- ✓ Préserver les ressources en eau
- ✓ Garantir un accès digne à l'eau pour tous




### Chiffres clés


90 millions de m3 d'eau potable distribués par an	350 employés répartis sur 5 sites
	1.4 millions de personnes concernées par la distribution en eau

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## Présentez-vous svp



- Identité :** *Bonjour je suis [Prénom + Nom de famille] ....*
- Situation actuelle :**
  - ▶ Actuellement je suis agent de médiation information et services chez Medialys depuis 2023. Mes missions principales sont :
    - ▶ La gestion de flux de voyageurs sur le réseau TCL
    - ▶ L'accueil, l'orientation et l'information des usagers
    - ▶ La gestion de conflits, la médiation ainsi que l'incitation à valider.
- Parcours professionnel :**
  - ▶ Auparavant, j'ai travaillé dans le domaine de la logistique en tant qu'intérimaire. Je faisais de la préparation de commandes.
- Formation :**
  - ▶ Je suis titulaire d'un certificat de poseur monteur de pompes à chaleur et de chaudières que j'ai obtenu en 2021.
  - ▶ Je suis également formé à la relation clientèle à l'approche commerciale et à la gestion de conflits
- Projet professionnel/ votre motivation pour le poste :**
  - ▶ Je postule aujourd'hui au poste d'Agent d'intervention usagers car ce poste et votre entreprise m'intéressent et que je pense maîtriser des savoir faire utiles pour exercer ce métier sur du long terme.



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## Pourquoi vous ?



**FORMATION**

- « Je suis formé à la **relation clientèle** »
- « J'ai suivi une formation de 3 mois de poseur/monteur PAC qui m'a permis d'acquérir des savoir-faire utiles et transférables. »

**SAVOIR FAIRE**

- « Je sais prendre des mesures, **monter un circuit**, vérifier un niveau »
- « Je sais utiliser les **outils** suivants: [expliquer]... »
- « Je sais **mener des investigations** pour comprendre l'origine d'un dysfonctionnement »

**SAVOIR ETRE**

- « Je suis **Ponctuel** : chez Medialys, je m'organise et anticipe les déplacements pour assurer les différentes missions. »
- « Mes chefs d'équipe me font confiance car je suis **autonome**. »
- « Ma devise est « Sourire-bonjour-au revoir-merci » (SBAM ☺ ), j'ai le **sens du service** »

**MOTIVATION**

- « J'aime les postes qui allient technicité et relation clientèle »
- « La diversité des missions est intéressante »
- « Il faut réfléchir, c'est un poste stimulant »

## Sheet 6 | Step by step towards work

### Author/Source

The tool was created based on several tools used in training and socio-professional insertion centres in the AID network.

### Target group

Adults on a socio-professional integration programme who are nearing the end (end of training, end of contract, etc.).

### Objective and brief description

The project sheet summarises the supported person's career plan, providing the key elements and information that will be useful for the next stage(s) of their journey towards social and professional insertion.

It contains several parts:

- Description of personal and professional project
- Strengths, assets and existing resources to be mobilised for the project
- Brakes and obstacles preventing the project from being carried out: what the person lacks, what blocks or hinders them in their situation
- A table summarising the actions to be taken to remove obstacles, improve your situation and move towards insertion

### Initial situation / Need met by the resource

The people targeted by the insertion initiatives experience support over a more or less long period of time. Once the action is over, they sometimes find themselves either alone or with another person responsible for supporting and accompanying them. They then have to go back to the drawing board to start implementing their project. This sheet enables them to keep track of what they have to do, to keep them motivated by summarising what needs to be done, and by clearly identifying concrete and clearly defined actions.

### Mobilisation

This tool should be used at the end of the project, to give the person being supported the keys to the next stage.

**Contributor:** social adviser, job coach, insertion counsellor, etc.

**Framework:** the form can be used as part of individual interviews, or even during the final social assessment prior to discharge. Based on previous interviews and the support provided along the way, we review with the person we are working with the key elements for the continuation of their support. During a discussion, we put down on paper all the information that will be useful to them.

You can take advantage of this to ask the person to rephrase and clarify certain points. You can also plan to fill in the form in several sections, so that you can fill it in progressively over a longer or shorter period, and come back to certain elements to clarify or amend them, etc.

Before the person leaves (end of contract, end of training, etc.), they are given a paper copy, as well as a digital version if possible (by email). This way, the person can use the form as an action plan or reminder in the days, weeks and months ahead.

### Additional comment

The support worker should explain to the person being supported that this sheet is intended as a reminder and can be used at future appointments: public employment service, social worker, ....

*Pas à pas vers l'emploi*  
Fiche-projet pour atteindre mon objectif professionnel

Nom :

Dates et durée du contrat :

Fonction(s) occupée(s) durant le contrat :

Description du projet personnel et professionnel :

*Situation souhaitée à terme, sur le plan professionnel comme personnel  
Détaillez les objectifs à atteindre*



*Pas à pas vers l'emploi*  
Fiche-projet pour atteindre mon objectif professionnel

Points forts & Atouts pour ce projet

*Ce que j'ai déjà & mes ressources existantes pour y arriver*

Freins & Obstacles à la réalisation du projet

Compétences & Qualifications	Mobilité
Logement	Finances & budget
Famille / Garde d'enfants	Santé
...	...

## Sheet 7 | Drawing up your resume

### Author/Source

The tool was created based on several tools used in training and socio-professional insertion centres in the AID network and by jobseeker support services.

### Target group

Adults on the path to socio-professional insertion

### Objective and brief description

This resource focuses on the creation of a CV, starting with a group activity to identify what should be included and why, followed by individual reflection on how to fill in each of the items identified on the basis of your own information, experience, etc.

### Initial situation / Need met by the resource

Some of the people supported by insertion structures sometimes have difficulty with their CVs, which are an important practical element in the job search process:

Some don't have any at all, because they have never worked (or haven't worked for a long time).

Some have CVs that are irrelevant or that directly disqualify them in the eyes of employers (lack of key information, lack of clarity and structure, mistakes and typos, etc.).

### Mobilisation

The resource consists of a presentation, followed by a worksheet for a classic exercise:

- The presentation provides an overview of what a CV is, what it is used for, what content should be included and what codes should be respected. Two examples of correct CVs are included to illustrate the subject.
- The form is a canvas to be filled in, with a view to drawing up your CV. Before going into aesthetic considerations (format, colours, structure, etc.), it is important to identify and think about the items to be included on the CV and to prepare all the information to do this. This form allows the person to look at their information and their previous career, putting it down on paper.

**Contributor:** social adviser, job coach, insertion counsellor, etc.

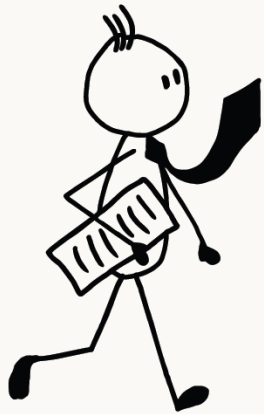
**Framework:** the resource is designed for use in group sessions, so that participants can work together and compare their points of view and experiences in the field, etc. It therefore begins with the presentation, commenting on the slides and encouraging exchanges with the group (particularly for the group discussion exercises). The facilitator can take note of the discussions and proposals on a board provided for this purpose.

This is followed by a practical exercise in which each participant reflects on their data. This exercise can be done on an individual basis, or in pairs where participants ask each other questions and help each other out. About the sheet in particular:

- It can be used several times if it is not complete at the 1st event (through independent exercises and/or individual interviews).
- It serves as the basis for individual (or group, as you wish) support in drawing up and finalising the CV.

### Additional comment

This resource can be used as inspiration to create more specific animations, presentations and media more suited to specific target groups, etc.



# Faire son CV

Le CV : la base pour préparer sa recherche d'emploi

## Réflexion collective

**A quoi sert un CV ?**

**Qui en a déjà un ?**

**Quelles informations doivent y figurer ?**



### DANIEL LAVAZER

MAGASINIER - OUVRIER POLYVALENT

**CONTACT**

+32-450 7850 | Votre adresse email  
Adresse complète ou ville | Permis/visa mobilité

**DESCRIPTION**

Une brève description de votre profil / de ce que vous cherchez comme emploi

**EXPERIENCES PROFESSIONNELLES**

Ouvrier polyvalent BRIO opt.	2023-2024	Vendeur Boutiques Alberto	2018-2020
<ul style="list-style-type: none"> <li>Service au client</li> <li>Tenue de caisse</li> <li>Gestion du stock, réassortiment, inventaire</li> <li>Contact avec les fournisseurs</li> </ul>			

**FORMATIONS**

Ouvrier magasinier & logistique Centre de formation APIot	2022	Brevet cariste Forem formation	2023
<ul style="list-style-type: none"> <li>CESS Mécatélan Ecole Secondaire Sacré-cœur</li> <li>2012-2018</li> <li>Formation aux bases du numérique Centre de formation C3D00</li> <li>2023</li> </ul>			

**COMPETENCES**

- Français Espagnol
- Organisé, autonome, fiable

**DIVERS**

- Statut APV
- Disponibilité immédiate / temps plein / temps partiel

### SAMIRA HADID

SOINS & SANTÉ

**Contact**

Téléphone 32-450-7890  
Email samirah@bravo.com  
Adresse RT, Rue des Corinthes, Wavre

**Expertise**

- Consultations périnatales
- Accompagnement à la fertilité
- Soutien post-partum

**Attitudes**

- Autonomie, Esprit d'équipe, Proactivité
- Organisation, Respect des règles et procédures sécurités, Hygiène, ...
- Ethique, Empathie, Bienveillance

**Langues**

Français (langue maternelle)  
néerlandais (notions)

Permis B & véhicule personnel

**A propos de moi**

Aide-soignante diplômée, je suis à la recherche d'un emploi dans le secteur des soins et de la santé.

Attachée au bien-être, je m'engage à offrir des soins personnalisés et adaptés aux besoins des personnes que j'accompagne.

A l'hôpital, en maison médicale, en cabinet, en hébergement collectif ou encore à domicile, je suis m'adapter au contexte de soins et aux exigences de chacun.

**Qualifications**

Diplôme d'aide-soignante soins infirmiers et techniques Bruxelles, 2018-2020

**Expériences**

2018 - 2020  
Groupe Hospitalier Le Tourelle  
**Aide-soignante (stagiaire)**

- Soins professionnels dans le cadre de ma formation (SOIN)
- Consultations périnatales, assistance à la clinique de fertilité, consultations post-partum, support logistique à la maternité, support administratif suivi de dossiers de patientes, accueil visiteurs, ...

2012 - 2015  
Ecoles communales d'Ecussinnes  
**Encadrante d'enfants**

- Accueil et surveillance Temps Libre & Accompagnement éducatif
- Maternelles & Primaires

Disponible immédiatement

## Exercice pratique

Sur votre fiche, notez vos informations pour créer ou mettre à jour votre CV !

**Exercice pratique : Mon CV**

- Coordonnées de contact:** Adresse/Ville, numéro de téléphone, mail
- Formations & Qualifications:** Nom de la formation, dates, lieu (école, centre de formation, ...) + quelques informations en lien avec ce que vous y avez appris (cours et contenus, compétences acquises, ...)
- Expériences professionnelles:** Fonction occupée, Employeur et lieu, dates + description des tâches réalisées

**Exercice pratique : Mon CV**

- 5 compétences spécifiques ou particulières à mettre en avant (savoir-faire) :**
- 5 qualités professionnelles pour te décrire (savoir-être) :**
- Compétences numériques:** (niveau ou détail des compétences/logiciels maîtrisés)
- Compétences linguistiques:** (langue et niveau de maîtrise)
- Aides à l'emploi:**
- Ce que vous cherchez & disponibilité:**
- Autres informations utiles:**





# **3. Actively looking for a job and applying**

## Sheet 8 | Looking for a job? My Career Diary

### Author/Source

CEFF Social Cooperative

### Target group

Disadvantaged people or people with high-level disabilities, who are looking for work and need career guidance. This tool can also be used to help young people with little experience entering the world of work.

### Objective and brief description

This resource is a concise, graphically appealing brochure that the coach can use with the jobseeker or applicant. It summarises the three main stages on the road to employment: Search, Insertion into the company, Follow-up.

### Initial situation / Need met by the resource

Vulnerable people and young people often don't know what they need to do to enter the labour market, and employment/work/companies' rules and organisation.

It is therefore necessary to provide a "concrete tool that enables the coach to help the candidate to go through the necessary steps to get a job, by asking the right questions.

### Mobilisation

The tool can be used by support staff, i.e. training and insertion professionals (job coaches, company tutors, psychologists, teachers in higher education establishments, public service operators, social workers).

Beneficiaries should be encouraged to ask themselves questions related to the different stages, for example: "Have I updated my CV? Have I read and understood the employment contract?"

The tool is a permanent reference point for the worker (to whom it must be given), with a view to empowerment and awareness-raising. The process does not stop after recruitment. Follow-up and discussion with the job coach and/or the company contact person are very important.

In this way, workers are encouraged to carry out an ongoing self-assessment of their employment plans.

### Additional comment

The "tracking your progress" section could be supplemented by links or QR codes to pages on cross-curricular skills.

The resource contains QR codes that link to sites, in this case Italian sites in the Emilia-Romagna region. The QR codes must be modified according to the region and country of origin. It can be customised and modified to suit the context and the individual, using Canva (a free online graphic design tool).

## Recherche d'emploi



**01**

CV

(voir page suivante)

**02**

orientation

**03**

inscription  
à France  
travail

**04**

inscription  
aux agences  
d'interim

**05**

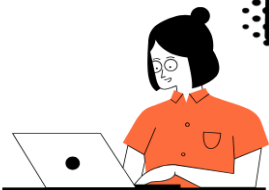
autocandidatures

**06**

entretiens  
d'embauche

(scanner les codes QR pour plus d'informations)

parlez-en à  
votre job  
coach!



## Avez-vous rédigé le CV?

**OUI**

**NON**

- vérifier l'exactitude des données
- le mettre à jour avec les dernières expériences de travail et de formation
- préparer une lettre de motivation personnalisée pour différentes entreprises

- consulter ce site  
(insérer un lien ou un code QR)
- récupérer l'itinéraire du travailleur  
(insérer un lien ou un code QR)
- demander à quelqu'un de le lire pour obtenir un retour d'information
- l'enregistrer en format .pdf et word

### SOURCES ET RESSOURCES

rechercher l'agence pour  
l'emploi de votre région



## Insertion en entreprise



**07**

lecture du  
contract

**08**

fiche de poste

**09**

reglement et  
instructions

**10**

accompagnement

**11**

structure de  
l'entreprise et  
roles

**12**

perspectives de  
carrière

parlez-en à  
votre job coach  
et à la personne  
de contact de  
votre entreprise!



## Sheet 9 | The BOOSTER Group

### Author/Source

The *Fédération des Acteurs de la Solidarité* has been tasked by the French government with rolling out the *SEVE Emploi* programme to work insertion organisations. This training/action programme for permanent employees of SIAEs is based on 4 principles: Everyone is employable; Each employee decides on his or her employment objectives; Action reveals strengths; Changing organisations, not people.

### Target group

The job search methodology is aimed at all permanent staff wishing to support people in insertion towards sustainable employment. The group of participants can be very diverse in terms of projects or situation, all it needs is that the participants are willing to take part.

### Objective and brief description

The Booster group was set up to accelerate the return to sustainable employment of people who are, on the face of it, far from employment. The scheme is based on several key principles:

- People in insertion benefit from a collective dynamic in their job search
- The research is based first and foremost on highlighting the skills of the participants
- Job hunting based on shared employer networks
- The job search is stimulated by the systematic opportunity to test the job via a work placement.

### Initial situation / Need met by the resource

The lack of sustainable employment opportunities for people in work insertion stems from a number of factors:

- **Isolation of the target group:** people on insertion programmes often have a limited professional network and few opportunities to meet employers directly.
- **Low profile:** CVs appear to be an irrelevant tool for recruiting people with no qualifications. Without real-life situations, employers do not have the opportunity to see what candidates are really capable of.
- **Lack of confidence:** Insertion workers often doubt their own abilities and have difficulty identifying their strengths.

### Mobilisation

Setting up a Booster Group is based on active mediation and the following stages:

#### 1. Setting up a group of employees undergoing professional transition:

- The group of 5 or 6 people is made up of volunteers, all with the aim of finding a job.
- People may be more or less advanced in their project
- The booster group meets every three weeks to review progress.
- The group is led by a technical supervisor and a socio-professional insertion counsellor.

#### 2. Organisation of matches: A typical match:

- Reminder of the person's objective (this may include a non-employment objective such as obtaining a driving licence).
- What concrete action did the person take during the period?
- What conclusions does she draw?
- Setting very specific objectives for the employee and the support structure. For example, the employee in transition will have to go to such and such a place, respond to three job offers, etc. The support worker also

undertakes to: contact the *Caisse d'Allocation Familiale* to sort out a problem; find an internship site among the service providers working within the organisation (electrician, plumber, etc.).

- **First meeting:**
  - Identifying the assets of employees in career transition - This stage is central. Employees must be able to indicate in detail all the skills they may have developed (technical, interpersonal, interpersonal skills, etc.). It is crucial that employees are given this opportunity.
  - Setting out everyone's commitments
  - Leave with very concrete things to do (register at a driving school, drop off a CV at a shop, etc.).

### **3. Principles to be observed during meetings**

- Activating a network: as far as possible, employees undergoing professional transition should seek out information and activate a personal network. The network of permanent staff at the insertion structure can also be put to good use. Finally, the company's own network, via its service providers, can be put to good use (advertising agency, cleaning agency, IT service provider, tradesmen, etc.).
- The project should very quickly be focused on an internship. An internship has many merits. It gives you a chance to test yourself in another structure, and to discover all the aspects of a job. It gives you the chance to show off your skills without having to write a CV, and it gives you the opportunity to meet people (colleagues, company directors) who can break down a number of barriers.
- The group dynamic is fundamental. Employees get into the swing of things and quickly achieve results that can encourage even the most reluctant to act.

Thanks to this mobilisation, active mediation encourages **positive dynamics**:

- From the employer's point of view: identifying reliable candidates suited to their needs.
- For the employee: Developing skills in a real-life context, building self-confidence and creating a first structuring professional experience.

#### **Additional comment**

Organising time is particularly time-consuming. The support structure's commitments must be respected. The group dynamic and the appreciation of the participants must be constant.

Usual and classic tools of job coaching, interview preparation, motivational interview, etc. can be activated alongside the Groupe booster for each stage of the pathway.

## **4. Support in employment**

## Sheet 10 | In-house mentoring programme

### Author/Source

COOSS social cooperative

### Target group

New employees or people changing roles within the organisation

### Objective and brief description

This resource is an **outline of a mentoring methodology** for employment. This mentoring methodology would be activated after a pathway to insertion and would take effect when the person is integrated into a "classic" job. It enables skills to be transferred from one employee to another. At the same time, the worker benefits from close support, enabling them to integrate and adapt fully to their new job.

This can be achieved by organically integrating mentoring programmes by senior profiles, as part of a win-win-win approach

- Win 1: give senior staff (mentors) the recognition and satisfaction of teaching and
- Win 2: give juniors (beneficiary workers) learning and career opportunities
- Win 3: ensuring the continuity of know-how and tacit expertise within the company

### Initial situation / Need met by the resource

Integrating a new colleague is no easy task. An organisation's employees often have to improvise themselves as tutors or mentors, without any suitable methodology or prior training. The challenge is even greater when the person is a "newcomer" to the job market (a traditional <sup>first</sup> job, because they are young or have been unemployed for a long time).

### Mobilisation

The success of such a scheme depends above all on how well it is structured. It is therefore essential to understand and define the framework beforehand:

#### 1. The mentoring relationship

- A **voluntary relationship**, with a mentor who gives their time and shares their experience without being paid to do so
- With no hierarchical link, based on a **relationship of trust** between equals.
- The mentor is not a trainer, nor is he a teacher. They **pass on** their experience.
- Exchanges between the two parties are based on a **confidential and tolerant framework**.

This is a long-term support programme that adapts to each individual's profile, integrating the personal and professional dimensions.

#### 2. The mentee's needs

Mentoring addresses a number of issues, including

- Getting a first-time worker into work (codes of the world of work)
- Integration into the company (*onboarding*)
- Assumption of duties and integration into the workplace
- Acquiring and upgrading skills

### **3. A good mentoring programme involves implementing:**

- A collaborative corporate culture
- Ensuring the involvement of management and line managers, so that they can provide genuine support and backing for the integration of the new colleague.
- A clear definition of the objectives, roles, organisation and resources to be deployed: duration of mentoring, frequency of meetings, objectives to be achieved and expected results, etc
- Ensuring that the Human Resources department provides ongoing monitoring of the mentoring programme, including aspects of power and potential conflict, and highlighting progress and challenges met.
- Good selection of mentors (appropriate skills and attitude, willing attitude)
- A good match between mentors and mentees, so that the pairs work well together
- Adequate training for mentors

### **4. The training of mentors should not be overlooked:**

It aims to suggest various methods for "teaching to learn" and passing on expertise effectively. For the mentor, this means clarifying:

- The objective of the mentoring programme within the company and the benefits of the mentoring relationship
- An explanation of mentoring concepts and models
- The mentoring relationship: the nature and dynamics of the relationship, its stages, how the relationship generally evolves...
- How to develop the key qualities and skills of an effective mentor
- Resources, tools and practical techniques to help the mentee
- How to anticipate and prevent potential problems
- How to adapt mentoring practices to specific cases, putting skills into practice

#### **Additional comment**

Depending on the profile of the host company and that of the mentee, mentoring models could be devised that involve the initial insertion structure or the social prescriber in the scheme to promote professional transition. This could, for example, enable the worker to continue to benefit from psychosocial support in the workplace, with the aim of defusing the final obstacles and problems that could jeopardise their attachment to and retention in the job.



# **5. Managing barriers to employment**

## Sheet 11 | Stress management

### Author/Source

"Retravailler" from the [Centre Européen du Travail](#), an association dedicated to career support and, more specifically, outplacement, skills assessments, guidance training and support for jobseekers in their search for work.

### Target group

Jobseekers with few qualifications and/or a long period of unemployment or any unemployed people

### Objective and brief description

These tools enable you to identify sources of stress, name its causes and then reduce tension by asking yourself a series of questions that can help you restructure anxiety-provoking thoughts.

### Initial situation / Need met by the resource

The aim is to identify the causes of stress and take back control. As part of the individual interviews, the job coach will work on the obstacles to employment. Stress is often cited as an obstacle to finding a job. It is even more present when the person is under external pressure, such as the threat of suspension of unemployment benefits or financial risk.

In the case of outplacement services, people who just lost their job can be anxious at the idea of not finding another job and/or in a state of shock following the loss.

### Mobilisation

The sheets are taken from this website: <https://boiteapsy.com/outils-pratiques/>. Initially, they are tools made for children with learning disabilities (anxiety, ADD, etc.), but some of them are also suitable for adults in stressful situations, in particular the following sheets: "What I can control", "What stresses you", "The intensity of emotions", "Stress triggers", "Anxiety: how to question anxiety-provoking thoughts", "Managing my anxiety in 6 steps", "A guide to identifying cognitive distortions or automatic thinking", "Making a decision".

The sheets help to structure individual interviews and provide a basis for the support relationship. This work is carried out by the job coach specifically with a view to preparing people to enter (or return to) employment.

Each dedicated individual interview (held twice a month) begins by analysing what has been a source of stress during the week. On this basis, the person is asked to identify what is causing the stress and what is happening (based on a list of questions). Both the duration and frequency of the activity undertaken will depend on the profile of the person being supported, their needs and their degree of stress.

## Sheet 12 | Expression and creativity workshops

Le Perron de l'Illon, a work-based training centre

### Target group

Jobseekers with few qualifications and/or long periods of unemployment

### Objective and brief description

Boost participants' self-confidence through creative activities and, in so doing, prepare them for job interviews.

### Initial situation / Need met by the resource

People often have technical and transversal/soft skills that are useful in the workplace, but they don't know how to "sell" themselves, their know-how and interpersonal skills during job interviews.

### Mobilisation

The activity consists of self-expression workshops held on a few times a year. The exercises are based on "action theatre" methods. The aim is to help participants gain self-confidence and dare to express themselves in public. Through acting, participants assert themselves and reflect on their career path and the qualities they can bring to the fore.

Here are the main principles of action theatre:

- **Active participation by amateur non-professionals**
- **Theatre as a tool for social transformation**, to provoke critical reflection and, ideally, trigger concrete changes in society.
- **Collective development**: collective writing of the pieces, based on the participants' life stories.
- **The process is more important than results**: The emphasis is on the creative process, exchange and collective learning, rather than on the final aesthetic quality of the performance.
- **Accessibility and democratisation of culture**: Making theatre accessible to all; performances often take place in unconventional spaces (neighbourhoods, schools, prisons, youth centres, etc.).
- **Individual and collective emancipation**, by encouraging the development of self-confidence, the ability to speak out and the expression of ideas.

As part of the self-expression workshops, the presentation of the pathway to insertion is one of the exercises offered, and acting and public speaking are worked on. Indirectly, through acting and creation, all the skills needed to prepare for a job interview are mobilised. This practice enables participants to feel more at ease when speaking in public and in their oral expression and presentation (body positioning, self-confidence, a steady voice, etc.).

For motivated participants, there is also the possibility of taking part in an intensive week of action theatre, culminating in a "collective creation" presented to an audience (families, colleagues, partners, etc.). This is done in collaboration with an [action theatre company](#).



[www.projection.eu](http://www.projection.eu)



**Co-funded by  
the European Union**

2021-1-BE01-KA220-VET-000034834

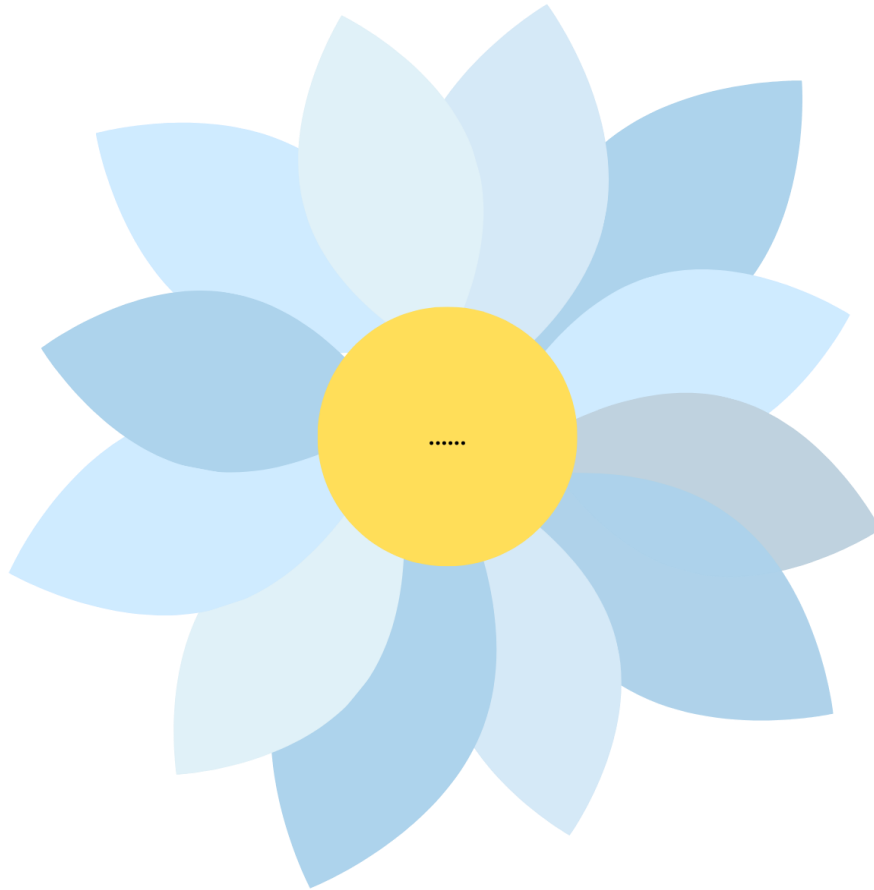
# Toolbox for job coaching : the resources

**ACTION**

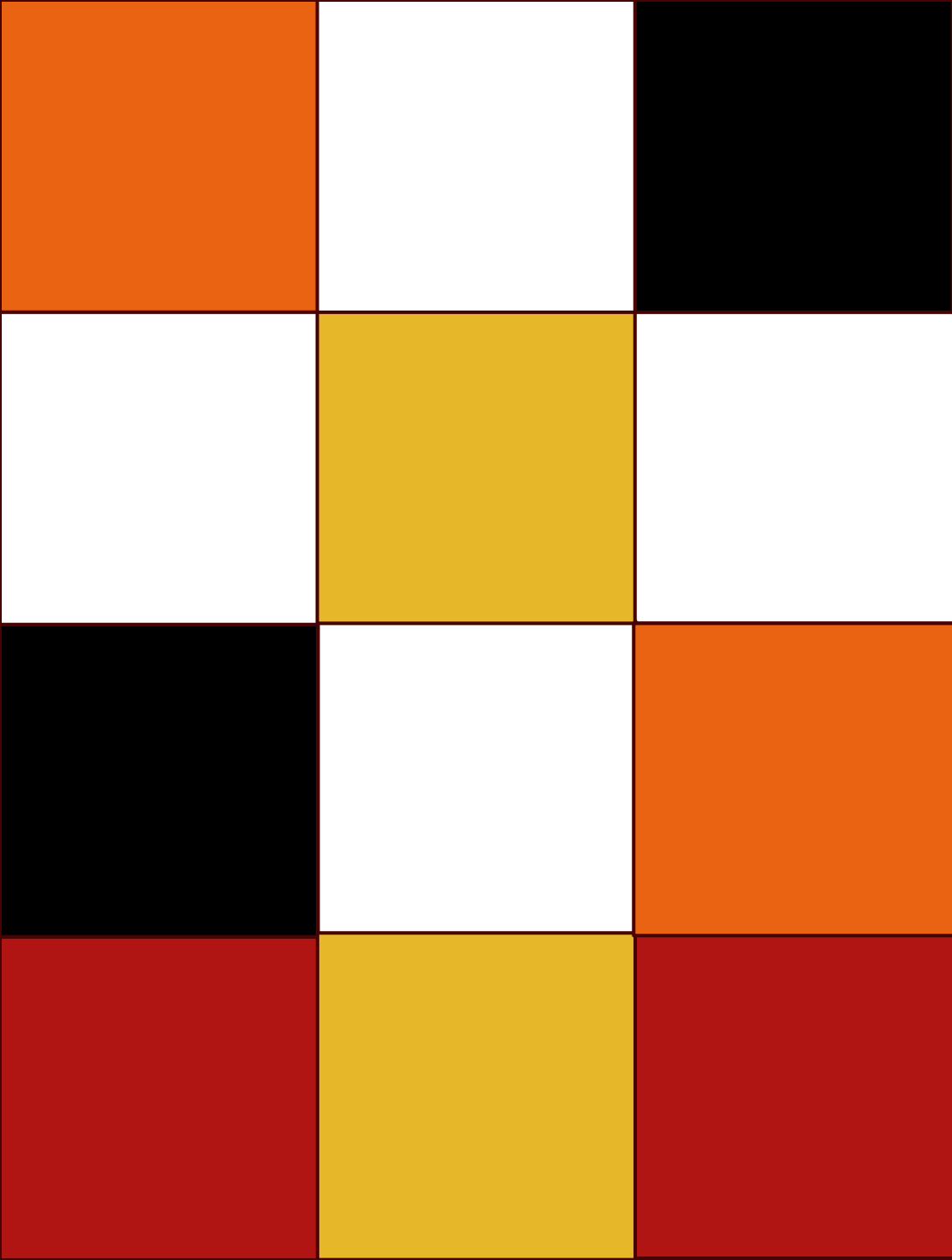
Former et accompagner  
les travailleurs en insertion



# The daisy of my network



Who?	How to contact them?	How can they help me?	What should I ask them?	What can I do in return?



# Candidate's booklet



# Agenda

- About the company : Eau Publique du Grand Lyon
- The job : User intervention agent
- Presenting yourself
- Why you?
- Do you have any questions?
- Recruitment process
- Tips to succeed



What do you know about our company EAU PUBLIQUE DU GRAND LYON ?

**Your company's missions are:**

- ✓ Guarantee of a public service of drinking water of quality for the Greater Lyon
- ✓ Preservation of water resources
- ✓ Guarantee of dignified access to water for all



**Key numbers**

**90 millions m3 of tap water  
distributed each year**

**350 employees working on 5 sites**

**Water supply to 1.4 millions people**

# User intervention agent

## Missions

- Carry out maintenance and repair work on water connections and meters
- Read the water meters
- Write reports
- Manage unpaid bills
- Respect service hours and health and safety regulations



## Contrat

-  Permanent contract
-  35h/week, 8am → 4:30pm
-  Salary : Min. wage \* 13.5 mois  
Service car
-  Training opportunities, social advantages



# Present yourself

**Personal details:** *Hello, I am [First name + Surname] ....*

## **2- Current situation (present)**

*I have been an information and service mediation agent at Medialys since 2023. My main tasks are:*

*Managing passenger flows on the TCL network*

*Reception, orientation and information for users*

*Conflict management, mediation and encouragement to validate.*

## **3- Professional background (past)**

*Previously, I worked in logistics as a temp. I did order picking.*

## **4- Training:**

*I have a certificate as a heat pump and boiler installer, which I obtained in 2021.*

*I am also trained in customer relations, the sales approach and conflict management*

## **5- Professional project/your motivation for the (future) position**

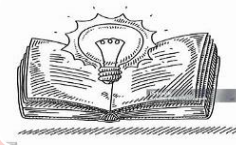
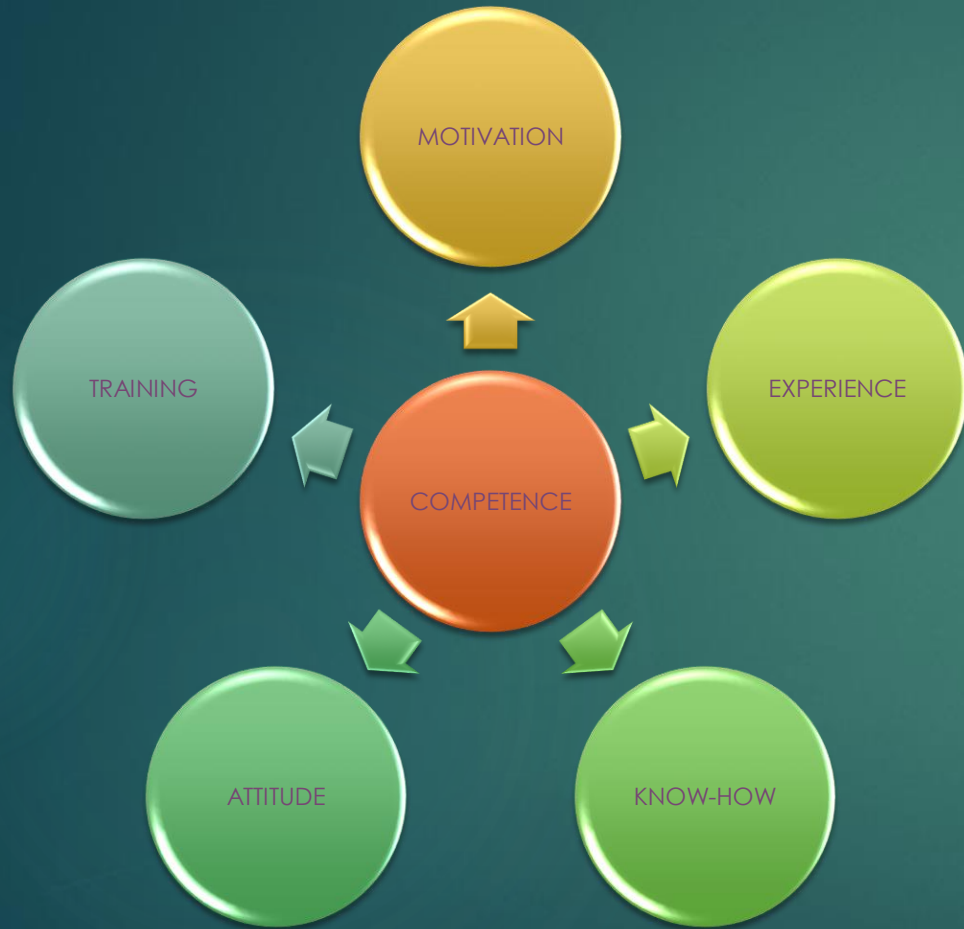
*I am applying today for the position of User Intervention Agent because I am interested in this position and your company and I believe I have the necessary know-how to carry out this job in the long term*

P  
I  
T  
C  
H



# Why you?

A  
r  
g  
u  
e



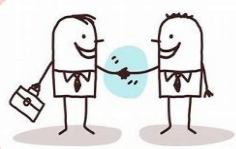
## TRAINING

*I am trained for user/customer relations.  
I followed a 3 month training that allowed me to acquire relevant know-how, which I could use in any work environment.*



## KNOW-HOW

*I can take measurement, Je sais prendre des mesures, set up a circuit, check a level.  
I know how to use the following tools : [explain]...  
I know how to conduct investigations to understand the origin of a malfunction.*



## ATTITUDES & SOFT SKILLS

*I am punctual: at Medialys, I organise myself and plan my journeys in advance to ensure that I can carry out the various tasks. »  
My team leaders trust me because I am self-reliant.  
My motto is 'Smile-hello-goodbye-thank you', I have a strong sense of service.*



## MOTIVATION

*I like jobs that combine technical skills with customer relations.  
The diversity of the tasks is interesting.  
You have to think, it's a stimulating job.*

# Do you have any questions?

- *What is the work uniform?*
- *Where do we start our shift?*
- *What is the average duration of an intervention?*
- *How are reports written?*
- *Do we work during the weekend?*



# The recruitment process



# Make the difference

## During the interview

- Show proof of your competences: road map, training certificates, ...
- Get interested and ask questions
- **Take notes**

## After the interview

- Thank the recruiter with an email
- Follow up the following week if there is no response
- Get in touch with your recruiter on LinkedIn



You are ready 😊  
Good luck !



*Step by step towards employment*  
Project-sheet to reach my professional objective

**Name:**

**Duration of the insertion contract :**

**Job occupied:**

**Description of the personal & professional project :**

*Desired situation in the long term, both professionally and personally  
Detail the objectives to be achieved*



*Step by step towards employment*  
**Project-sheet to reach my professional objective**

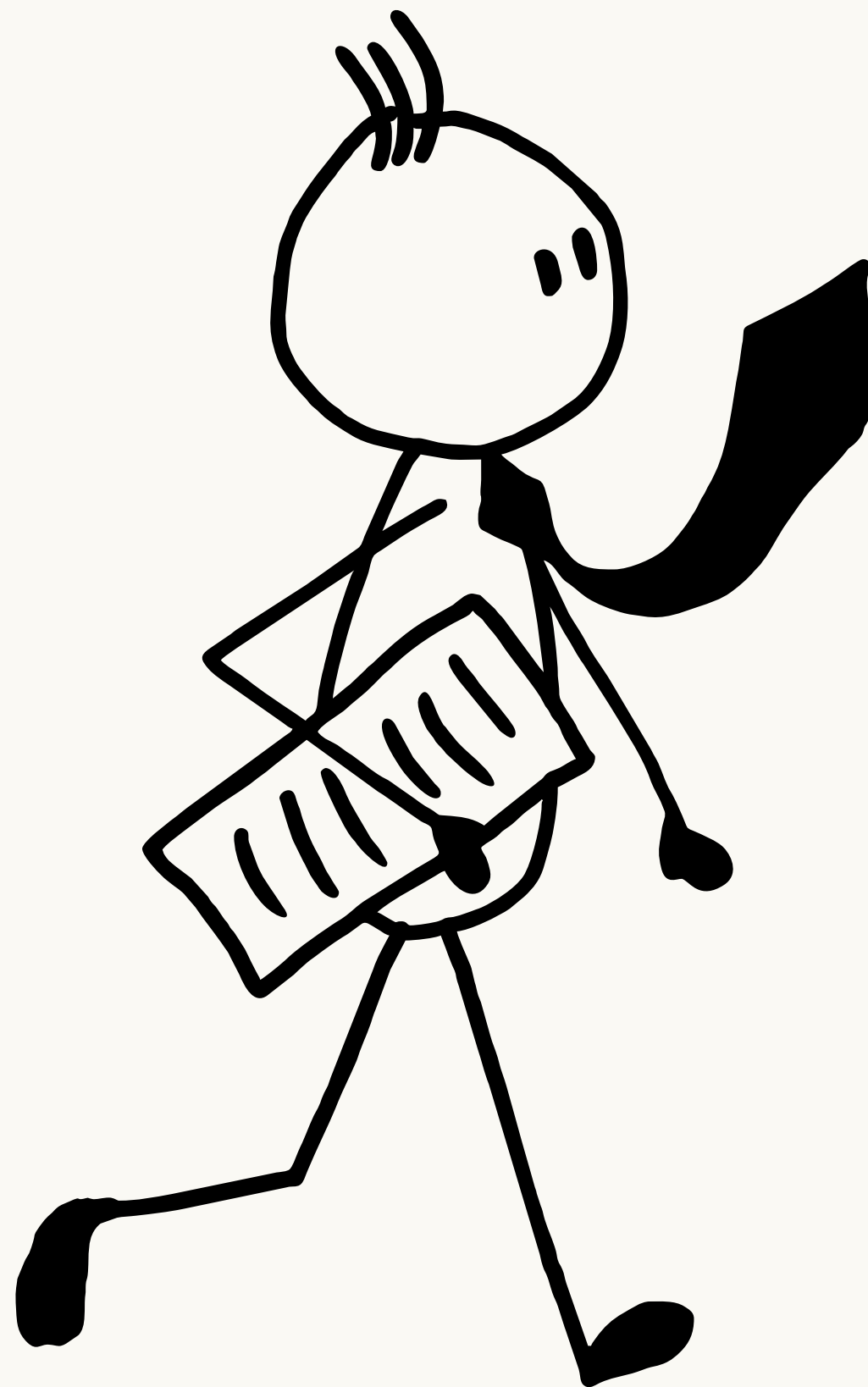
Strengths & Assets for this project
<p><i>What I already have &amp; my existing resources to get there</i></p>

Obstacles to the implementation of the project	
<b>Skills &amp; Qualifications</b>	<b>Mobility</b>
<b>Housing</b>	<b>Finance &amp; Budget</b>
<b>Family / Childcare</b>	<b>Health</b>
...	...

*Step by step towards employment*  
Project sheet to achieve my professional goal

Action plan to carry out this project:

Action to be taken and why?	Contact to make, resources to mobilize, ...	Information to remember, note, remark, ...



# Build your resume

---

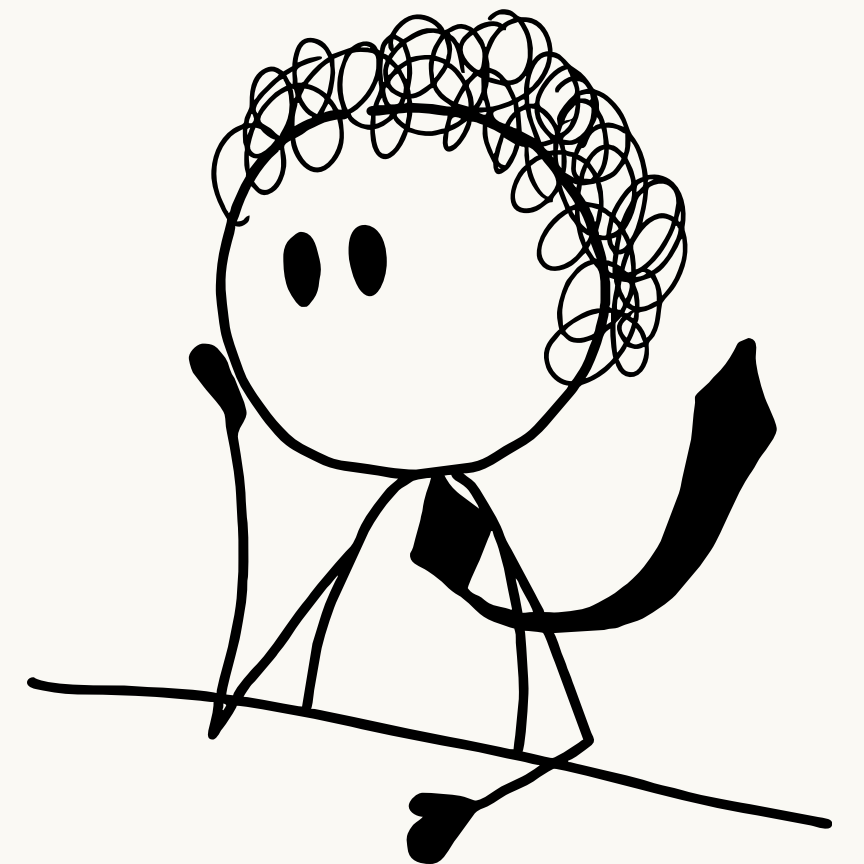
**The resume or CV: the base to prepare your job search**

# Collective thinking

***What is the use of a resume ?***

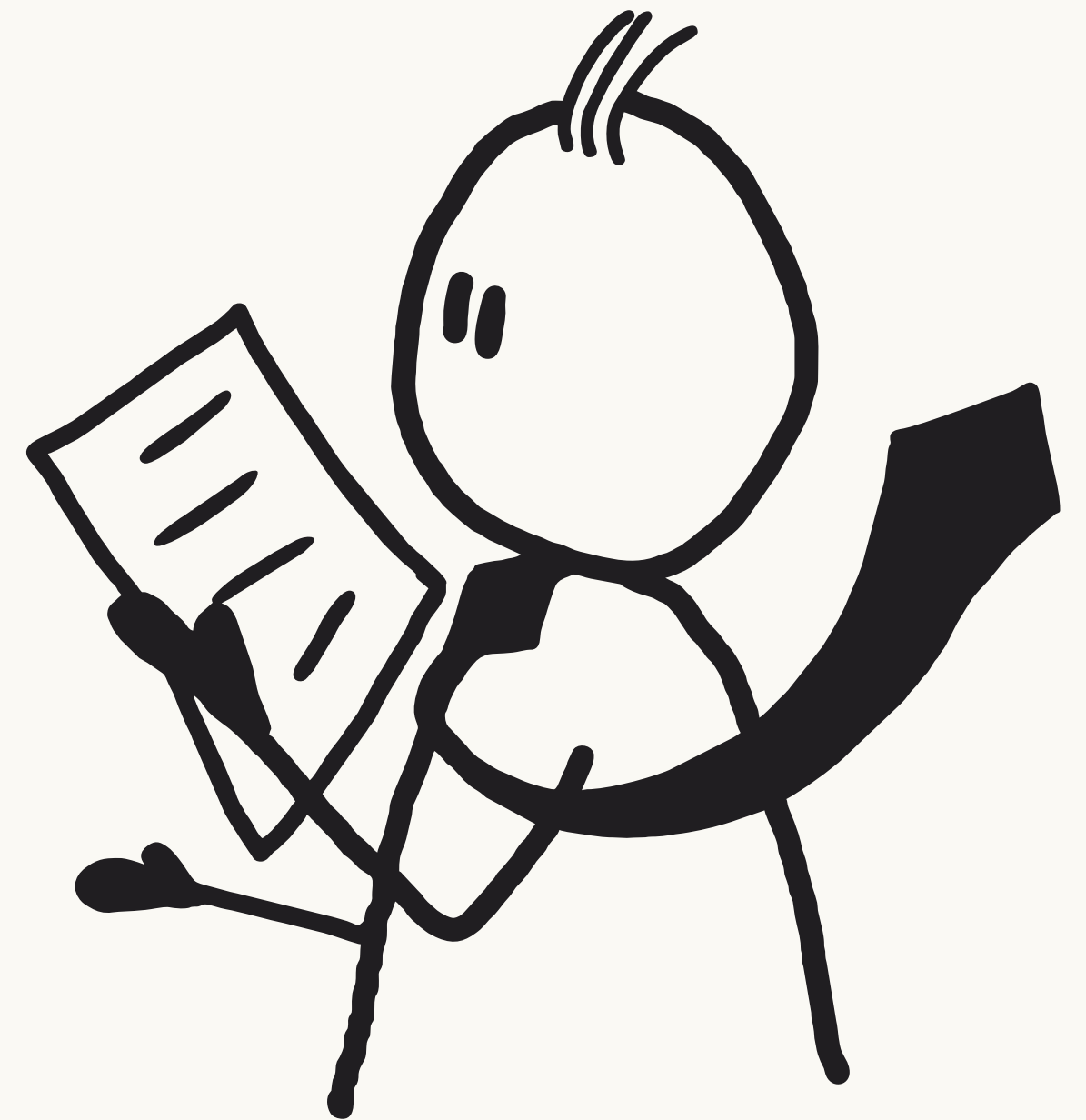
***Who already has one ?***

***Which info should one put on their resume ?***



# What is the use and purpose of a resume ?

- Communicating key info about you
- Paint your profile
- Get recruiter's attention by highlighting your skills and assets



# What information should appear on the sign?



## **Personal info**

Contact details (address, phone number, mail, driving licence, ...)



## **Professional experiences**

Dates and detail about your past experiences



## **Training & qualifications**

Courses, diploma, qualifications, certificates, ...



## **Particular/Specific skills**

Language, digital skills, soft skills, ...  
+ Specific technical skills



## **An intro?**

Title/Job/sector you are looking for  
Brief description of your profile (a few lines)



## **Other (optional)**

Voluntary work and community service, interests and leisure activities, etc.

## Writing and fonts

Choose a simple font in a legible size, such as Times New Roman, Arial, Calibri or Cambria.

Use **bold** and *italics* to highlight or indicate secondary information.

## Colours

Limit the use of colours (one or two maximum) to remain professional  
Use neutral colours

The text must be legible (black on a light background)



# Lay out

---

## Icons & structure

Use a simple and uncluttered document structure

Incorporate icons to illustrate the headings

---

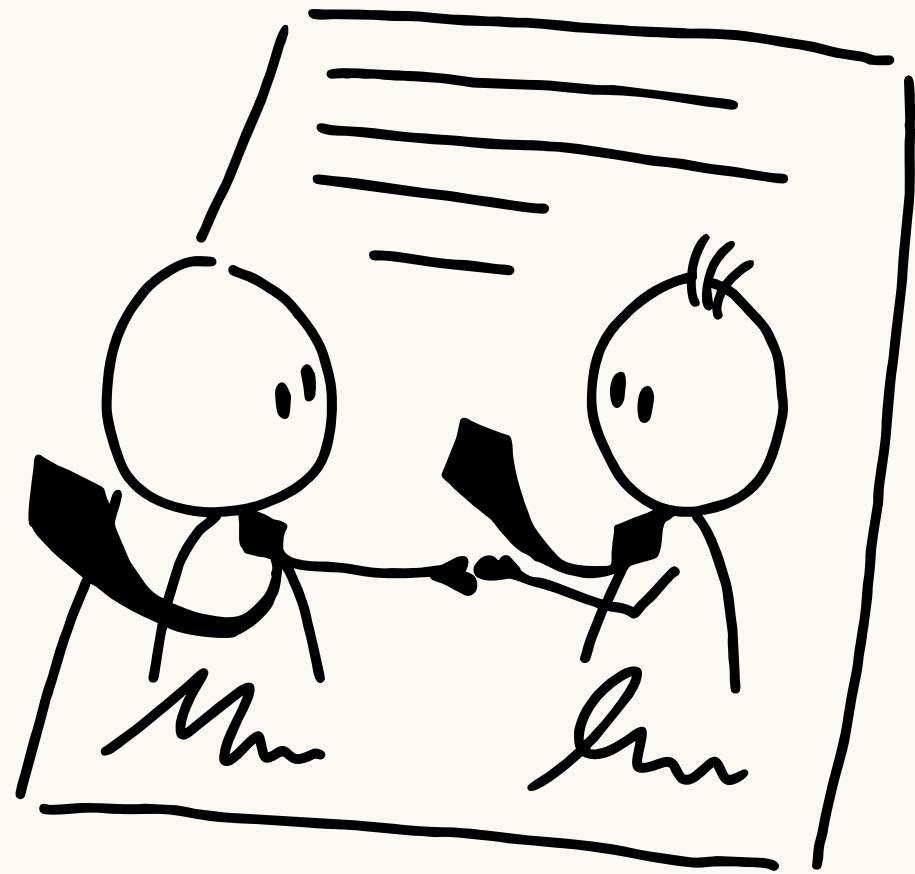
## Adding a picture ?

It is not compulsory to include a photo. This may be useful for jobs involving contact with customers (sales, etc.)

If you include a photo, it should be a professional one (neutral background, appropriate attire, slight smile).



# A good resume



SIMPLE, CLEAR, STRUCTURED

---



UP TO DATE & HONNEST INFO

---



WHITHOUT MISTAKES (SPELLING,  
GRAMMAR, ...)

---



SHORT & SYNTHETIC (1 PAGE,  
MAX. 2)

---



PERSONNALISED & ADAPTED



# Other info to add

## **Availability**

---

When are you available?  
Immediately, on a  
specific date, ...

## **What you are looking for**

---

Full-time or part-time?  
A job with shifted hours?

## **Employment benefits**

---

Can you benefit from  
recruitment assistance?

# DANIEL LAVAZER

MAGASINIER - OUVRIER POLYVALENT

## CONTACT

+123-456-7890

Votre adresse email

Adresse complète ou ville

Permis/Infos mobilité

## DESCRIPTION

Une brève description de votre profil / de ce que vous cherchez comme emploi

## EXPERIENCES PROFESSIONNELLES

### Ouvrier polyvalent

BRIO sprl

2023-2024

Décrire en quelques lignes / points-clés en quoi consistait votre emploi.

### Vendeur

Boutiques Alberto

2018-2020

- Service au client
- Tenue de caisse
- Gestion du stock, réassortiment, inventaire
- Contact avec les fournisseurs

## FORMATIONS

### Ouvrier magasinier & logistique

Centre de formation APict

2022

### Brevet cariste

Forem formation

2023

### CESS Mécanicien

Ecole Secondaire Sacré-coeur

2012-2018

### Formation aux bases du numérique

Centre de formation G3000

2023

## COMPETENCES

Français, Espagnol

Organisé, autonome, fiable

## DIVERS

Statut APE

Disponible immédiatement  
Temps plein ou temps partiel



# SAMIRA HADID

SOINS & SANTÉ

## A propos de moi

Aide-soignante diplômée, je suis à la recherche d'un emploi dans le secteur des soins et de la santé.

Attachée au bien-être, je m'engage à offrir des soins personnalisés et adaptés aux besoins des personnes que j'accompagne.

A l'hôpital, en maison médicale, en cabinet, en hébergement collectif ou encore à domicile, je sais m'adapter au contexte de soins et aux exigences de chacun.

## Qualifications

### Diplôme d'aide-soignante

Ecole Métiers et Techniques, Bruxelles  
2018 - 2020

## Expériences

2018 - 2020  
*Groupe hospitalier La Tourelle*

### Aide-soignante (stagiaire)

- Stages professionnels dans le cadre de ma formation (1000h)
- Consultations prénatales, assistance à la clinique de fertilité, consultations post-partum, support logistique à la maternité, support administratif (suivi de dossiers de patientes, accueil visiteurs, ...)

2012 - 2015  
*Ecoles communales d'Ecaussines*

### Encadrante d'enfants

- Accueil et surveillance Temps Libre & Accompagnement extrascolaire
- Maternelles & Primaires

## Contact

### Téléphone

123-456-7890

### Email

samirahd@mail.com

### Adresse

147, Rue des Corinthes, Wavre

## Expertise

- Consultations prénatales
- Accompagnement à la fertilité
- Soutien post-partum

## Attitudes

- Autonomie, Esprit d'équipe, Proactivité
- Organisation, Respect des règles et procédures (sécurité, hygiène, ...)
- Ethique, Empathie, Bienveillance

## Langues

Français (langue maternelle)

Néerlandais (notions)

Permis B & véhicule personnel

Disponible immédiatement

# Practical exercise

On your sheet, write down your information to create or update your resume!



## Building my resume

- **Contact details :**  
*Adress/city, phone number, mail*
  
- **Training & Qualifications :**  
*Name of the training course, dates, location (school, training centre, etc.) + some information related to what you learned there (course and content, skills acquired, etc.)*
  
- **Professional experiences:**  
*Position held, employer and location, dates + description of tasks performed*



## Building my resume

- **Five specific or particular skills to highlight** (*know-how*)
  
- **Five professional qualities to describe you** (*soft skills*)
  
- **Digital skills** (*level or details of skills/software used*)
  
- **Language skills** (*language and level of proficiency*)
  
- **Employment support/benefits**
  
- **What you are looking for & availability**
  
- **Other useful information**





# Building my resume

- **Contact details :**

*Adress/city, phone number, mail*

- **Training & Qualifications :**

*Name of the training course, dates, location (school, training centre, etc.) + some information related to what you learned there (course and content, skills acquired, etc.)*

- **Professional experiences:**

*Position held, employer and location, dates + description of tasks performed*



# Building my resume

- **Five specific or particular skills to highlight** (*know-how*)
- **Five professional qualities to describe you** (*soft skills*)
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- **Language skills** (*language and level of proficiency*)
- **Employment support/benefits**
- **What you are looking for & availability**
- **Other useful information**



## Suivi du parcours d'insertion

**13**  
bilan des  
compétences



**14**  
consolidation ou  
avancement?

**15**  
équilibre  
travail/vie  
privée

**16**  
évaluation et  
autoévaluation

**17**  
formation  
continue

**18**  
conscience du soi  
et du contexte

parlez-en à  
votre job coach  
et à la personne  
de contact de  
votre entreprise!



L'emploi n'est que le début!

**ACTION**

Former et accompagner  
les travailleurs en insertion



**evt.** entreprise  
vocation  
transition

**CEFF**  
FRANCESCO BANDINI  
Impresa Sociale

# MJO Pro

À la recherche d'un emploi?

Mon Journal d'orientation professionnelle



# Recherche d'emploi



- 01** CV  
(voir page suivante)
- 02** orientation
- 03** inscription à France travail
- 04** inscription aux agences d'interim
- 05** autocandidatures
- 06** entretiens d'embauche

(scanner les codes QR pour plus d'informations)

parlez-en à votre job coach!



# Avez-vous rédigé le CV?

## OUI

- vérifier l'exactitude des données
- le mettre à jour avec les dernières expériences de travail et de formation
- préparer une lettre de motivation personnalisée pour différentes entreprises

## NON

- consulter ce site  
(insérer un lien ou un code QR)
- récupérer l'itinéraire du travailleur  
(insérer un lien ou un code QR)
- demander à quelqu'un de le lire pour obtenir un retour d'information
- l'enregistrer en format .pdf et word

## SOURCES ET RESSOURCES

rechercher l'agence pour l'emploi de votre région



# Insertion en entreprise



- 07** lecture du contrat
- 08** fiche de poste
- 09** règlement et instructions
- 10** accompagnement
- 11** structure de l'entreprise et rôles
- 12** perspectives de carrière

parlez-en à votre job coach et à la personne de contact de votre entreprise!

