**Une image contenant texte, train, capture d’écran, graphisme

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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.

**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

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Follow-up log

|  |  |  |
| --- | --- | --- |
| I met... | | |
| **When?** | **With whom?** | **Why?** Type of follow-up *(assessment, individual interview, steps to be taken, etc.)* + content *(summary)* |
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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 can recognise simple, everyday words*. |  | | *I can read and understand long texts and a variety of documents.* | | |
| Write to | *I write common words.* |  | | *I produce longer, more varied texts.* | | |
| Speaking & understanding | *I can understand a simple verbal message and respond simply, making myself understood.* |  | | | *I understand spoken messages and apply the rules of communication to take part in a conversation.* |
| Calculate | *I can name and recognise numbers and figures and perform simple everyday operations.* |  |  | *I can carry out complex operations mentally and in writing in a variety of situations.* | | |
| Using digital technology | *I can carry out basic tasks using a familiar digital tool, with support and guidance.* |  |  | *I regularly use digital tools and resources independently, depending on the activity and the context.* | | |

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.

**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**  **1** | **Eval**  **2** | **Eval**  **3** | **Comments** |
| **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:
  + **✗** = Not OK | Not acquired
  + **!** = Moderately
  + ✔ = OK | Good



Who?

When?

What?

**Soft skills & attitudes to master at work**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation** | **1** | | **2** | | **3** | |
| Team spirit | **W** | **S** | **W** | **S** | **W** | **S** |
| 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 |

**Assessing my behavioural skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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* |

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

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**Assessment #1**

**Une image contenant croquis, conception

Description générée automatiquement**

Comments:

**Assessment #2**

**Une image contenant croquis, conception

Description générée automatiquement**

Comments:



Who is it?

When?

What is it?

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!

**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

**Strengths & Key points**

**to get there**

**Professional project**

.....................................................................

.....................................................................

**Interests**

**Brakes and obstacles**

**Motivations & drivers**

|  |  |  |  |
| --- | --- | --- | --- |
| 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** |
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| --- | --- | --- |
| Capitalising on experience  Adding to my resume | | |
| What I did  Experiences, concrete projects, events, etc. | **When & where**  **With whom?** | **In concrete terms, the skills, know-how, ... used** |
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| --- | --- | --- |
| Training & qualifications  Adding to my resume | | |
| Training | **When & where** (organisation) | **Content covered**  **Results:** certificate, attestation, certification, diploma, etc. (if applicable) |
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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?

**Une image contenant noir, obscurité

Description générée automatiquement**

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Intermediate objectives

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Description générée automatiquement**

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Notes, ideas, memos, ...

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