

PERSONAL COMPETENCE CHART
(Leonardo Programme 2004-2006)
A: Preliminary Data

Name _____; Surname _____

| Denomination of the Organisation | Organisation's Field of Intervention <i>(indicate only one response)</i> | |
|----------------------------------|---|--|
| | culture sport and free time health social services international solidarity | environment education, instruction religious or philosophical association other _____ |

1. Role in present organisation (*e.g. stretcher bearer, secretary, animator, ITC specialist, job responsible, coordinator*) _____

2. Years of activity in present organisation _____;

3. Have you done annual activity before: **1. Yes** **2. No**

(If "yes") **3.1.** _____ years of volunteering in total

3.2. _____: specify fields of intervention of previous experiences (use list above) _____

4. Have you received certificates released by the organisation/s (*indicate which e.g. Attendance certificate, end of course certificate*):

1. Yes 2.

Certificates received (*indicate which and when*) _____

B. Competencies acquired: indicate and describe the competencies you exercise in your volunteering commitment within this organisation

| <p>Competencies and their description <i>(in brackets you have examples of possible aspects of competence, specify which or others you exercise in the third column)</i></p> | <p>Role/Responsibilities <i>(E.g. Project responsible / Educator)</i></p> | <p>Level <i>(indicate only one response)</i></p> | <p>Can you show concretely, with an example, how you exercise this competence? <i>(only the competence exercised by yourself)</i></p> |
|--|---|---|---|
| <p>01. Listen actively <i>(being available to what others say, do not assume a major role in the conversation, put oneself aside, respond to requests for help, capture emotional states)</i></p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>02. Operate with creativity <i>(make proposals ,work with creativity to favour initiatives , face problems in a way adequate to the context, situations and opportunities)</i></p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>03. Involve others <i>(animate, show leadership, use communicative strategies, communicate with others to reach concrete targets in common)</i></p> | | <p>competence not exercised initial medium advanced</p> | |

| | | | |
|---|--|---|--|
| <p>04. Team work (<i>contribute to a collaborative climate; be cooperative to reach collective targets, keep in mind the other's point of view</i>)</p> | | <p>competence not exercised initial medium advance</p> | <p><i>Can you show concretely, with an example, how you exercise this competence? (only the competence exercised by yourself)</i></p> |
| <p>05. Negotiate (<i>reach satisfactory solutions to the conflict, mediate, manage the relations constructively</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>06. Manage information (<i>select and organize useful information and data to represent problems, or to pinpoint needs and/or resources</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>07. Communication in inter-personal manner (<i>compose clear messages, verify the messages received, reformulate, request a feedback express emotions and sensations pertinent to the context constructively</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>08. Establish communication and promotion (<i>reinforce the image and the commitment of the organisation, organize events and activities, fund-raising and marketing</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |

| | | | |
|--|--|---|--|
| <p>09. Programming (<i>organize a strategy of intervention; plan an annual activity based on the resources available and on the opportunities</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>10. Project management (<i>prepare a specific intervention defining scope, objectives, activities, resources and evaluation moments</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>11. Decision-making (<i>establish guidelines, assume responsibilities of a choice or task</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |
| <p>13. Manage Human resources (<i>recruiting, insertion, flanking, supervision, organisation of responsibilities and roles, evaluation</i>)</p> <p>14. Work in a network or manage a partnership (<i>with external operators, with other services or subjects, so as to build/manage actual partnerships for a target</i>)</p> | | <p>competence not exercised initial medium advanced</p> <p>competence not exercised initial medium advanced</p> | |
| <p>15. administration and accounting (<i>administrate funds and financial support, account for a single project and the activities executed</i>)</p> | | <p>competence not exercised initial medium advanced</p> | |

| | | | |
|--|--|--|---|
| <p>16. Do research and documentation (<i>research activity, up-dating, in-depth studies, recuperation and filing of documents</i>)</p> | | competence not exercised initial medium advanced | |
| <p>17. Training (<i>course projecting, class management, teaching, tutorship, and coordination/selection/and or evaluation of trainees</i>)</p> | | competence not exercised initial medium advanced | |
| <p>18. use informatics (<i>use of programmes: Word, Excel, Access, navigation on internet, creation of sites and webs</i>)</p> | | competence not exercised initial medium advanced |) |
| <p>19. Use of one or more foreign languages (<i>comprehending of the spoken and written language/s</i>) <i>Indicate which language/s you exercise in your volunteering:</i></p> | | competence not exercised initial medium advanced | |
| <p>20. Other specific competencies (<i>exercise specific tasks: secretary cultural mediator, group animator, telephone operator, ambulance driver, support role at emergency intervention and outlets, press attaché, etc.</i>) specify the competence:</p> | | competence not exercised initial medium advanced | |
| <p>21. Other specific competencies (<i>utilisation of slot if one has 2 or more tasks, e.g. Volunteer who is at the 118 switchboard in the morning and who then drives the ambulance in the afternoon</i>) specify the competence:</p> | | competence not exercised initial medium advanced | |

C. The route for the acquisition of competences: for the most important ones describe in what way they have been acquired and if they are considered useful in work contexts (up to a maximum of 5, in the order of skill starting from the most important

| Competence | Training and acquisition modalities (indicate one or more response) | Application modality (indicate one or more response) | Applicable in working contexts (indicate only one response) |
|-------------------|---|---|--|
| | field work flanked to an expert or responsible in volunteering experiences frequenting training activities offered by this or other non-profit organisations frequenting training activities offered in other contexts (e.g. universities) in work context experiences | as necessary in that moment on and off within a specific project frequently or with continuity | Yes, such competence may be useful in work contexts Yes, I myself use it in my present job No, it is specific in volunteering Don't know Other _____ |
| | field work flanked to an expert or responsible in volunteering experiences frequenting training activities offered by this or other non-profit organisations frequenting training activities offered in other contexts (e.g. universities) in work context experiences | as necessary in that moment on and off within a specific project frequently or with continuity | Yes, such competence may be useful in work contexts Yes, I myself use it in my present job No, it is specific in volunteering Don't know Other _____ |

| Competence | Training and acquisition modalities <i>(indicate one or more response)</i> | Application modality <i>(indicate one or more response)</i> | Applicable/Not applicable in other contexts <i>(indicate only one response)</i> |
|-------------------|---|---|---|
| | <p>field work flanked to an expert or responsible in volunteering experiences frequenting training activities offered by this or other non-profit organisations frequenting training activities offered in other contexts (e.g. universities) in work context experiences</p> <p>field work flanked to an expert or responsible in volunteering experiences frequenting training activities offered by this or other non-profit organisations frequenting training activities offered in other contexts (e.g. universities) in work context experiences</p> | <p>as necessary in that moment on and off within a specific project frequently or with continuity</p> <p>as necessary in that moment on and off within a specific project frequently or with continuity</p> | <p>Yes, such competence may be useful in work contexts Yes, I myself use it in my present job No, it is specific in volunteering Don't know Other _____</p> <p>Yes, such competence may be useful in work contexts Yes, I myself use it in my present job No, it is specific in volunteering Don't know Other _____</p> |
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5. Which of the following (or other) Personal Characteristics are particularly exploited in the volunteering experiences? (respond to a maximum of three)

1. Spirit of Cooperation
2. Reciprocity and sharing with others
3. Capable of self-exposure
4. Self-reliance
5. Reliability
6. Criticism capability
7. Responsibility
8. Flexibility
9. Initiative
10. Other_____
11. Other_____

6. Sex: 1. Female 2. Male

7. Age 1. less than 30 years 2. from 30 to 45 3. from 46 to 65 4. over 65

8. Education: 1. Junior school
2. Middle School
3. High School Diploma
4. Degree
5. other (Specify_____)

9. Profession: 1. Self-employed
2. in activity, at a managerial level
3. in activity, at an employee level
4. in activity, at an executive level
5. unoccupied or unemployed
6. retired, pensioner
7. housewife