

Portfolio for the volunteer

Leonardo da Vinci project

« Assessing voluntary experience in a professional perspective »

initiated and directed by IRIV



in France , Germany  Austria , Hungary  Italy , Poland  and United Kingdom 

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Objective of your portfolio

Portfolio of competences: based upon an anglo-saxon tradition, in a French context, it takes the form of a « file of personal and professional experiences realised with the aim to save the proof of acquired training and experiences to produce them in any circumstance of life where these evidence may be expected and considered as a way for a better professional, social or personal recognition »¹. A portfolio fulfils five functions along Bernard Lietard : an « active memory », an « evolutive tool for identifying and knowing competences », a « collective and conservative » tool, a « self-evaluation », a «personal data base », a «value given to informal competences ». It may include written documents, photos, any element proving a specific competence or justifying a specific experience.

The aim of such a tool is:

- To offer a **self-evaluation** for the volunteer : by doing a statement of his/her voluntary experiences, by expressing them in terms of acquired and developed competences, in reminding the training followed during a volunteering ;
- To provide a **common basis of analysis** to the associations : volunteers will be able to use the portfolio in any association ;
- To propose a **document of reference** for public authorities and professionals in the field of human resources ;

Thanks to this method:

- certain competences could be assessed/valued/recognised directly : a level of competences or qualifications acquired, for instance in a training programme proposed by associations where sometimes a certificate is delivered ;
- others competences require an improvement: to be taken into account, a training should be followed in an official organisation.

There are three ways of apprenticeship:

- theory (training, self training, initial or continuous training) ;
- practice (on the ground, by action, by encounter with others) ;
- a combination of both.

¹ Bernard Lietard, chaire de formation des adultes du Cnam, « Canevas d'un portfolio des expériences bénévoles », Ministère de la Jeunesse et des Sports, Paris, 2004 ; référence à Aubret (J) (2001), « Le portefeuille de compétences », Paris, EAP.

Missions fulfilled during your volunteering

Definition: activities fulfilled by volunteers to answer the object and objectives of the association, freely, without any remuneration, with the agreement of the board (executive body).

Missions

1. to be an elected volunteer : members of the board (president, treasurer, general secretary, ordinary administrator)
2. to entertain or develop the objectives of the association
3. to manage the team and the human resources
4. to do the accountancy
5. to raise funds
6. to organise events
7. to participate to statutory meetings
8. to train other volunteers or members of the association
9. to council, to realise expert work
10. to create communication or information tools
11. to do the administrative or staff work
12. to provide a direct help to the public of the association
13. to provide an indirect help to the public of the association
- 14 : other (please give further information)

Elements of content

the president represents his/her association , is legally responsible ; the treasurer prepares and builds the budget ; the general secretary manages the association together with the president and is often responsible for the agenda and minutes of the compulsory meetings (board, general assembly ...)

to take care of youngsters, make some mentoring for children, participate to associations for parents of pupils, to inform on a specific domain (drug, alcohol, violence, security ...)

to dispatch the work between paid staff and volunteer, recognise the work done by each other, recruit or dismiss the staff (paid staff or volunteers)

any volunteer in charge of financial work : it may be the treasurer but it may be a volunteer responsible for any project (buying materials, paying the bills or reimbursements...)

finding sponsors, public or private partners

meetings, campaigns, festivals, seminaries, exhibitions, matches, conference.....

board meetings, general assembly, working groups, experts committee...

for a specific activity such as mentoring for children, first help (red cross), referring (sport association) ...

council to the public, information, help in specific domains such as law, finance, social rights...

finding the appropriate information and disseminate them, public relations ...

Administration of the association, secretariat, archive work, general management...

first help, accompanying specific publics (ill people, senior, children ...), cleaning the environment, restoration of monuments...

Defending the rights of a group or a community, getting up petitions, informing, creating networks ...

In the list below, please choose **3-5 missions** that are the most meaningful or useful in a professional perspective ; please describe them (maximum ½ page)

Mission 1 :

Mission 2 :

Mission 3 :

Mission 4 :

Mission 5 :

Your comments (optional) :

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.....

Analysis of competences acquired or developed through volunteering

Definition of competences: proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation (CEDEFOP, 2001-2002). The main point in matter of competence is that it is not a static notion but an on going process ; you can acquire or develop competences all your life long .

Here is a typology of **competences**:

1. operational competences : easily assessable and transferable whatever the context or environment

Examples: writing official documents, data processing, foreign language, accountancy ...

2. general or transversal competences useful outside the association but more difficult to assess ; putting people into real situations of work would be most useful ; personal qualities may also be taken into account

Examples: leadership, open spirit, creativity, sense of innovation, active listening ...

3. specialist or specific competences (linked to the aim of the association and its field of activity) assessable in the context of the association but more difficult to transfer outside the association

Examples: referee in sport, manager of specific groups (handicapped or ill people...), specific knowledge (transcription in “Braille”, the language for blind people...) ; first-aid worker (at the Red Cross) ; work with people at the end of their life.

In a professional perspective, the volunteer should compile all the proofs of his/her experience in a specific field ; it may be a professional or personal experience. A selection of the meaningful documents should be done in order to orientate the professional project.

1. operational competences acquired during your volunteering

Criteria: competence easily acquired or developed by a volunteer, whatever the context or environment (outside the association). Volunteering develops at least 10 competences listed below :

Competence	Some elements of content
1. writing official documents	Writing the minutes of meetings, filling administrative forms...
2. accountancy	Writing financial data, managing a budget, building a budget, a financial report, a balance sheet
3. foreign language, working in a multicultural environment	English is the most useful language but also any Foreign language including those spoken by ethnic minorities
4. data processing	Word, Excel, Access ...
5.. new technologies of information and communication including Internet	Internet, video
6. training or education	Teaching an individual or a group
7. techniques of communication	Answering the telephone, phoning, creating leaflets, speaking in public
8. listening, welcome, orientation	Answering the public's questions (by phone, e-mail, Internet, interviews, mail...)
9. use of specific techniques or methods	Researching and collecting information, creating archives, realising studies by questionnaires...

In the list below, please choose **3-5 operational competences** that are the most meaningful or useful in a professional perspective ; please describe them (maximum ½ page)

Competence 1 :

Competence 2 :

Competence 3 :

Competence 4 :

Competence 5 :

Your comments (optional) :

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2. General or transversal competences

criteria: transversal knowledge, know how, behaviour acquired or developed in a voluntary work, easily used outside the association, linked to a personal background, easily used outside the association but more difficult to assess. The word « transversal » means that the competences are developed in any voluntary work, whatever the field of activity of the association (sport, culture, education...). They can be considered as the generic competences of any volunteering.

Competence	Elements of content
1. to organise	developing organisation skills, organising events
2. to manage a meeting	following an agenda, moderating the exchanges, making synthesis of the debates, managing time
3. to be the leader and to take decisions	managing a group, knowing how to delegate
4. to work in a team	cooperating with others to serve the association
5. to share responsibilities	participating to the project of the association, working in a team, in interaction with others
6. to work on both individual and collective ways; to be committed	personal involvement and commitment in a group, a collective project
7. to argue	developing one's own point of view with other people with different opinions
8. to participate to debates	the involvement is collective, the decisions are taken by a team
9. to communicate inside the association	communicating with other volunteers, paid-staff, members of the association but also with the public, the medias, the partners of the association
10. to communicate outside the association	associations have become privileged contacts on numerous social subjects
11. to speak in public	volunteers, more often elected ones, are often invited to deliver a speech on their action or main goals
12. to adapt oneself to change	the public of the associations is quite various, informed, demanding
13. to manage conflicts and solve problems	volunteering is based on human relationship with different personalities
14. other (precise)	

Please find herewith qualities more likely to be developed in a voluntary context.

Quality	Some elements of content
1. altruism, open mind to others	understanding others, leaving a purely individualistic behaviour ; volunteers are sometimes faced to difficult publics
2. commitment to social values, collective ones	joining and developing a common project
3. creation, innovation and initiative spirit	managing means available in the most appropriate way to develop the associative purpose
4. liability and capacity to be involved	having a moral contract with the association and the public whom it addresses in the respect of the given word
7. availability	finding time to fulfil his/her mission with « professional conscience » in the respect of the purpose of the association and with perseverance
8. pragmatism	developing a practical sense, common sense
9. versatility and adaptation capacity	facing various situations and adapting to them
10. sense of responsibilities	accepting the responsibilities linked to his/her function and assuming the risks linked to it
11. other (precise)	

In the list below, please choose **3-5 general competences** that are the most meaningful or useful in a professional perspective ; please describe them (maximum ½ page)

Competence 1 :

Competence 2 :

Competence 3 :

Competence 4 :

Competence 5 :

Your comments (optional) :

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3. Specific competences developed during your volunteering

criteria: specific knowledge, know how, behaviour acquired or developed in a voluntary work, not easy to use outside the association , linked to a specific mission « association oriented », difficult to assess in a professional perspective ; the main characteristic of these competences or skills is to give a representative experience (element of continuity and assiduity in a professional perspective).

Specific competences	Elements of contents
1. knowledge, know how and behaviour acquired in a specific field	knowing the environment, the social questions, employment policies, education, certain disciplines (sport, art...)
2. fund raising	answering call for proposal on national or european levels with public or private partners ; demanding members fees
3. legal knowledge	knowing the legal context of the association : laws, rules, legal precedents ...
4. relations volunteers/paid staff	working together with volunteers and paid staff (inside and outside the association)
5. knowledge in a specific field of human resources : managing volunteers	recruiting and managing volunteers, managing groups, motivating and giving the team spirit
6. development, management and evaluation of associative activities	anticipating, managing and assessing the work done and presenting the results obtained at the General Assembly
7. specific functions assumed in the association	being a referee (in sport), a guide (in environment), a teacher or specialist teacher, a scholar mentor, a counsellor for married people
8. negotiations with professionals in various domains	being in contact with various people, in different field, public and private
9. mediation , arbitration	facilitating the dialogue to solve a problem, a conflict

In the list below, please choose **3-5 specific competences or specialities** that are the most meaningful or useful in a professional perspective ; please describe them (maximum ½ page)

Competence 1 :

Competence 2 :

Competence 3 :

Competence 4 :

Competence 5 :

Your comments (optional) :

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Self-evaluation of your volunteering

I have been a volunteer in various associations. I have developed competences and I can value them by giving a level of competences

name of the association	operational competence developed	level of competences (1)	general competence developed	level of competences (1)	specific competence developed	level of competences (1)
	1. writing official documents	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	1. to organise	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	1. knowledge, know how and behaviour acquired in a specific field	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	2. accountancy	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	2. to manage a meeting	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	2. fund raising	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	3. foreign language, working in a multicultural environment	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	3. to be the leader and to take decisions	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	3. legal knowledge	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	4. data processing	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	4. to work in a team	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	4. relations volunteers/paid staff	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	5.. new technologies of information and communication including Internet	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	5. to share responsibilities	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	5. knowledge in a specific field of human resources : managing volunteers	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	6. training or education	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	6. to work on both individual and collective ways ; to be committed	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	6. development, management and evaluation of associative activities	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T

	7. techniques of communication	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	7. to argue	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	7. specific functions assumed in the association	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	8. listening, welcome, orientation	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	8. to participate to debates	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	8. negotiations with professionals in various domains	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
	9. use of specific techniques or methods	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	9. to communicate inside the association	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T	9. mediation , arbitration	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T
			10. to communicate outside the association	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T		
			11. to speak in public	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T		
			12. to adapt oneself to change	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T		
			13. to manage conflicts and solve problems	<input type="checkbox"/> Ini <input type="checkbox"/> Imp <input type="checkbox"/> M <input type="checkbox"/> T		

(1) 4 levels of competences : initiation, improvement, master, teaching level

Ini : Initiation	I have experimented for the first time this competence in the association	basis notions : first level for competences just acquired or developed in the association
Imp : Improvement	I have developed this competence in the association and I may have followed a training to improve it	developed notions: second level for competences acquired or developed in the association thanks to the cooperation of other volunteers or professionals or through a training ; competences to be transferred under specific conditions
M : Master	I have developed this competence, improved it and can now justify of a certain level of master (results obtained, concrete situations ...)	professional notions: third level for competences to be transferred in other context (linked to a mission) inside the association but also outside the association ; skill under control, reinforced by trainings, sometimes with a certification or diploma ;
T : Teaching level	I can justify by a certain level of competence so that I am able to teach other volunteers or use these skills outside the association (in a professional perspective for instance)	expertise : fourth level for competences to be transferred to other people and applicable to other contexts and situation .

Have you received any training during your volunteering?

Yes No If yes, please fill the table

Association (1)	Nature (2)	Subject (3)	Duration and Year (4)	Diploma or certification (5)

(1) Name of the association that proposed or financed the training

(2) Nature of the training (symposium, conference, colloquia, training sessions...)

(3) Subject of the training followed (communication, accountancy...)

(4) Duration of the training (in hours, half days or days)

(5) Precise whether the training was with a diploma at the end such as an official certificate for first-help or a federal agreement given by a sport federation or any other certification + join the copies of the documents proving the level of competences ...

Environment of your voluntary experience

The characteristics of the association in which you have been a volunteer is important. Here is the file to be filled for each of the association in which you have had a meaningful or representative experience

Association 1 : Name, logo and aim (in the status)

1. Is the association member of a federation or union ? Yes No

2. Domain of activity of the association

- Culture
- Sport and leisure
- Health and social services
- Socio-education
- International solidarity
- Environment
- Education, training, employment
- religious or philosophical association

Other, please precise..... .

3. Date of creation Before 1950 1950-1970 1971-1990 1991-2000 après 2000

4. geographic level Local Departemental Regional National International

5. Number of members < 10 11-49 50-99 100-499 > 500

6. Number of volunteers 1-2 3-9 10-49 50-99 > 100

7. Number of paid-staff * none 1-9 10-49 50-99 > 100

8. Budget per year
(Euros) < 7 500 7 500- 15 000 15 - 45 000 45 – 135 000 135-405 000 > 405 000

Annex : examples of documents to join to enrich your portfolio

- Minutes of the meeting/board in which you have been elected or you have received an official mission/function
- Leaflet of the association in which you have been a volunteer, status or presentation in a few lines (on the basis of official documents published)
- Web site of the association
- Any concrete action: organisation of an even such as an exhibition (culture) or a tournament (sport)...
- Contact People : presidents or any representative person who could certify that you have been a volunteer...