

NAME of VOLUNTEER:

DATE:

Table of content

1.	Introduction.....	2
2.	Volunteer biography.....	3
3.	List of trainings and seminars attended (related to your volunteering).....	5
4.	Collecting voluntary activities.....	6
5.	Identifying Skills.....	9
6.	Skills.....	10
7.	Action Plan.....	15
8.	Summary of the Portfolio.....	17
9.	Volunteer Summary Sheet.....	18
10.	Strengths of the Organisation.....	19
11.	Annex.....	19
	Curriculum vitae in EU format Sample.....	20
	Organisation sheet Sample.....	22
	Description of Organisation Sample.....	22
	Useful Definitions.....	23

1. Introduction

A few words about volunteering

Volunteering is an activity undertaken consciously, with free will, performed without financial payment and for the benefit of people other than the volunteer's own family and friends.

Everybody can perform voluntary work, irrespective of his or her age, gender, race, education or financial status.

The volunteer can work for non-government organisations (associations and foundations) as well as public institutions.

How can you benefit from your volunteer activities?

People volunteer for all sorts of reasons. You may want to help other people or put something back into your local community. There may be a particular cause or organisation that you want to help. You may be looking to fill spare time, meet people and make friends.

If you are thinking about getting into or returning to paid employment or changing career, volunteering can be a way to gain valuable experience, skills and references. Whatever your initial motivations, the experiences you get as a volunteer should be of benefit to you.

Volunteering is one form of learning. It provides opportunities to try out various professional fields, to use theoretical knowledge in practice, to acquire new skills and to refresh existing knowledge.

If you are thinking about looking for work, you will need to be able to tell an employer what you have got out of volunteering. You will need to be able to interpret your experiences and show that the skills you have gained are transferable. Volunteering can help prepare you for employment.

How can the volunteer's portfolio help you prepare for employment?

The idea of this tool is to assist you to reflect upon your voluntary experiences, to help you identify the skills you have learnt or developed and to help you to interpret these skills and experiences for potential employers.

By working through the exercises in this pack you will:

- Be surprised to discover your valuable competences that are important for the labour market
- Gain more self confidence about your skills and competences
- Get a clearer picture of yourself
- Be getting ready for interviews
- Create a document that can be added to your Curriculum Vitae or support you in writing one

This tool will be of assistance to you to identify and summarize all those valuable experiences and knowledge that you could gain through your voluntary activities. This knowledge can be beneficial when seeking employment, as long as the competences of the job seeker can be defined clearly.

Volunteer's portfolio - What is it?

The Portfolio is a tool to collect information on the experiences, skills and qualifications acquired by the volunteer during his or her voluntary experience.

On the one hand, it is a kind of diary and a tool you use for yourself: you will write down what you have done in your organisation, when you did it and which skills you developed while doing it. Thus, you will go through a kind of self-exploration.

On the other hand, the activities performed by yourself will be summarized in a short sheet, that you can add to your Curriculum Vitae and if possible have signed by your organisation or portfolio coach.

The Portfolio belongs to you. While talking to the potential employer, you can show them the summary of your voluntary experience – a single page document that is clear, easy to read and understandable for somebody who knows little about volunteering.

The Portfolio layout has been developed in the Leonardo da Vinci programme, the AVE project – Assessing Voluntary Experience in a Professional Perspective. The project gathered 7 European countries. Here is the website of the project: www.eEuropeassociations.net. In case of any question, please contact the webmaster: contact@iriv.net.

What can you expect from your portfolio of competences?

On the one hand, the Portfolio is supposed to make you think about what you are doing and what benefits come from your volunteering. Often, working as a volunteer for a long time, you do not really reflect on what you do and in fact self-exploration can have a great value.

On the other hand, the Portfolio should systematise the experiences and skills acquired by you when volunteering which can be useful at the time when the volunteer applies for a paid job. The Portfolio will show the potential employer what the volunteer did in the past and what s/he has learned.

Who is the portfolio of competences for?

The tool is primarily recommended for people doing voluntary work for a longer period and would like to enter or return to the job market.

For instance, mothers returning to work (after child birth), young people starting their careers but have no professional experience, those away from the job market due to sickness, and so on.

It is also recommended for any volunteer who would like to find out what competences s/he has gained through volunteering.

The tool would be most useful for volunteers:

- Who have volunteered on a regular basis for a minimum of one year.
- Who volunteer in an organisation (most of the time an association) as informal volunteering would be quite difficult to assess (proof of evidence of the voluntary experience should be required).

How to use the portfolio?

This tool is designed as a self-assessment tool as well as a tool that can be used with the assistance of a “portfolio coach”. If it is possible to have someone to assist you (e.g. from your organisation), it can be very helpful to work on some parts of the tool in the framework of a conversation.

However, it can also be rewarding to use the tool as a method for reflecting on one’s own. Every volunteer has one portfolio and the size of the portfolio can vary. When more space is needed, new pages can be added to the Portfolio.

Whenever you go for a job interview, you can use the updated summary sheet, which you have streamlined for the specific job.

2. Volunteer biography

What is it?

- Your (volunteer) history is a chronological list of important events in your life that are connected with your volunteer activities.

What can you use it for?

- Compiling this list is a first step to get you to start thinking about your life course in connection with your volunteer activities

- It is useful to open your mind to what you have done over your life course that has led to your volunteering.
- This way you will find the path towards your skills and competences that you have gained through volunteering.

How should you complete it?

- Reflect on your life course from the beginning until now.
- Think of the crucial events in your life.
- List those events that have influenced and had an effect on your volunteering.

These can be training and further education, professional and other activities, but also private events such as moving house, getting married or having children if they have a connection with your volunteer activities.

Example

Dates and duration	Training, further education, professional and other activities	Connection to volunteering
1974 - 1982	High school (secondary school). High school diploma (a-levels?).	I first volunteered in high school.
1986	Studied nutrition at the university (partly). Licence to become a nutritional counsellor (diet counsellor).	I would like to volunteer in the area of nutrition in the future.
1990	Marriage, Birth of my two children.	While caring for my children, I had to limit my volunteering.

My volunteer biography

Dates and duration	Training, further education, professional and other activities	Connection to volunteering

3. List of trainings and seminars attended (related to your volunteering)

What is it?

- It might be interesting for your future employer to learn about training activities related to your voluntary activity.
- Also, it can be interesting for you to have an overview of all the courses you have participated in.
- On the next pages there is space to document this. The table will give an overview of the training courses and seminars you have completed in the framework of your volunteering.

What can you use it for?

- The aim of this exercise is to collect all the useful knowledge that you have learnt through different trainings you have participated in before or while you have volunteered.
- As above mentioned it can give you a general idea of your training activities.
- It can also help you to think about your future plans based on the knowledge you have already gained.
- In addition this can be used for proof of qualifications during a job interview.

How should you complete it?

- We recommend documenting all of your training and other educational courses you took during or before your volunteering in the table below.
- In case you attended very many courses, our suggestion is to concentrate on those that might be the most relevant one's for your professional perspective or that were important for your personal development.
- You can expand the table to fit your preferences. Please attach any documents certifying/ proving the qualification obtained.

Example

Topic of training	The institution organizing the training	The form of training (seminar, training, conference, exchange of experiences)	Methods used at the training (team games, presentation, interactive exercises, fieldwork, role-playing, etc.)	Length of training, number of hours	Qualifications obtained (degree, recognition, certificate). Attach these.
Communication within a group	Central European University	Workshop	Presentation, Group exercises	1 day	Certificate of attendance

Trainings and seminars I attended

Topic of training	The institution organizing the training	The form of training (seminar, training, conference, exchange of experiences)	Methods used at the training (team games, presentation, interactive exercises, fieldwork, role-playing, tests, etc.)	Length of training, number of hours (1 day, 3 months, etc.)	Qualifications obtained (degree, recognition, certificate). Attach these.

4. Collecting voluntary activities

We propose you some exercises to help you collect your voluntary activities.

What is it?

- This is a reflective part of the Portfolio. The aim of this reflection is to collect information about your voluntary experience. You will find here several questions about your voluntary activity.

What can you use it for?

- Reflection is the process of thinking critically about an experience, of replaying what happened in order to lead to new understanding and learning.
- Reflection is important to your volunteering because it helps you get meaning from the experiences and enables you to learn from them.
- Reflection can help you understand how your volunteering has benefited you as an individual and the community.
- It is useful to write down what you have done as a volunteer. This way you will get easier to your skills and competences gained through your volunteering.

How should you complete it?

- Take some time to think about what you have done in your volunteering so far and then answer the following questions as fully as possible.

Reflective Questionnaire

1. How have you become a volunteer?

Write down your first interest in volunteering, models of people who volunteered, first contact, expectations, first activities, etc.

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

2. What activities have you carried out as a volunteer?

List here all the organizations, you have been volunteering for and all the tasks and roles you have done.

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

3. What did you find most rewarding about your volunteering?

Think of the aspects you like in volunteering.

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

5. Identifying Skills

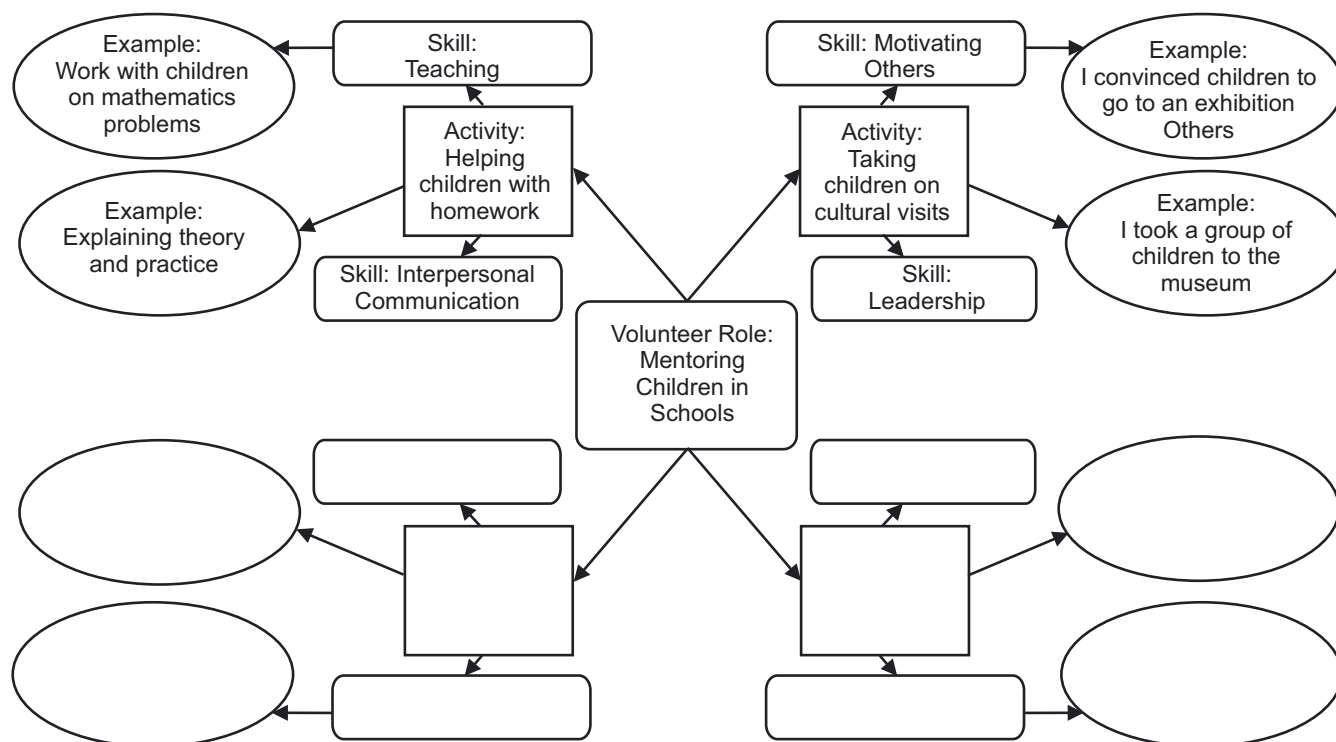
Volunteering can help you acquire new skills or use and improve existing skills. The aim of the following exercises is to identify what skills you have developed.

Mind Map

You might find drawing a mind map helps to identify the skills you have developed through undertaking different activities as part of your volunteer role. In this exercise we use a mind map to visually chart the skills you have developed through volunteering. You can either fill in the boxes below or draw your own mind map with a different number of boxes. You can do this to help you fill in the table below or as a separate exercise. Start by thinking of one of your volunteer roles. Then think of some of the different activities you have done as a volunteer. Then think of two or more skills you needed to use in carrying out the activity. Finally, give an example of when you have used the skills.

Role: Mentoring Children in Schools
 Activity: Helping with homework
 Skill 1: Teaching
 Skill 2: Interpersonal Communication
 Example: I worked closely with children to help them understand mathematics problems

Role: Mentoring Children in Schools
 Activity: Taking children on cultural visits
 Skill 1: Motivating Others
 Skill 2: Leadership
 Skill 3: Responsibility
 Example: I took a group of children to the museum



Skills Table

Skills can be developed in a number of ways including formal learning (school, further education, higher education, courses, training you might have attended as part of a job or volunteer role), non-formal and informal learning. Please see the glossary at the annex for further information.

The table below provides a list of 26 different skills you may have gained or developed through volunteering. These include core and transferable skills that are recognised by employers as necessary in the workplace today. Filling in this table will help you to find examples that you can also use on a CV or in job applications and in completing the Summary Sheet at the end of this portfolio.

Thinking of the volunteering you have done, think of an activity or role through which you might have developed each skill. You will also need to be able to prove the way you have developed each skill by providing specific examples. For example, you could mention the number of times you have done a certain activity or job, describe a piece of work you have done, report you have written, or mention an event or project you organised etc.

Not all the skills listed below will be relevant to your volunteering. There is also space to include additional transferable skills specific to your volunteer-role, such as childcare, mentoring, driving, horticulture etc. In addition to those listed, choose up to 5 role-specific skills.

It may be useful for you to rank the skills you have developed through volunteering. If you would like to do this, please scale the skills from 1 to 4, where 1 means you feel very confident and 4 means you do not feel confident and may need to improve. If the skill is not relevant to you, please indicate this.

6. Skills

You will find herewith a list of 26 skills. Please indicate when relevant which skill you have acquired or developed in your voluntary experience, precising your role or activity in the organisation, ranking your skill (in a scale from 1 smallest to 4 highest) and giving an example of the context in which you have acquired this skill.

Skills	Volunteer role / activities	Level	Can you show concretely, with an example, how you exercise this skill?
1. Interpersonal Communication (Being able to communicate ideas and information to others and work with a variety of people in multi-cultural environments, for example volunteers, clients, staff members)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
2. External Communication (Managing public relations, lobbying and advocacy, promotion of your work / organisation through presentations, media contact etc.)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
3. Written Communication (Being able to present information in written form, e.g. reports, articles, minutes of meetings)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	

4. Administration (General office work e.g. filing, typing, organising meetings, purchasing supplies)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
5. Accounting (Preparing accounts and managing budgets, listing income / expenditure, preparing balance sheets etc.)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
6. Fundraising / Marketing (Raising money, writing funding applications, increasing membership, developing sponsorship, publicising / advertising)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
7. Event Organising (Organising events such as seminars, conferences, general assemblies, exhibitions, competitions, shows etc.)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
8. Managing information (documentation) (Selecting and organising useful and appropriate information and data to better understand situations and identify needs and/or resources)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
9. Research (analytic approach) (Looking for appropriate information/ data, desk research or field research, using qualitative or quantitative approaches, presenting findings to different audiences)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
10. IT (Using computer programmes, e.g. Word, Excel, Access, using internet and e-mail, using databases, designing websites, programming)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
11. Foreign languages (Understanding spoken and written language/s, translating and interpreting, using language for business purposes)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
12. Human Resources Management (Recruiting, training, supervising volunteers, organising responsibilities and roles between staff and volunteers)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
13. Project management (Planning and developing programmes, defining scope, objectives, activities, resources and evaluation steps)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	

<p>14. Stress management (Management of conflicts, facing any human or practical problem)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>15. Active Listening (Being receptive to what others say, showing empathy, not assuming a major role in the conversation, responding to requests for help)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>16. Being Proactive (Showing initiative and creativity, responding to changing situations, being flexible)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>17. Advice Giving (Specialist or general consultancy, counselling)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>18. Negotiation / Mediation (Facilitating constructive debate, finding compromises, finding satisfactory solutions to conflicts)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>19. Problem Solving (Finding appropriate solutions to specific situations, management of stress)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>20. Decision Making (Identifying possible options and assuming responsibility for choosing best outcome)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>21. Leadership (Being able to take a lead, make strategic decisions to move forward, representing your organisation externally)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>22. Team working (Contributing to a collaborative climate, cooperating to reach common goals, accepting others points of view)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
<p>23. Networking (Creating and developing partnerships with individuals or organisations)</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	

24. Motivating Others (Encouraging others to get involved)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
25. Training / Teaching (Teaching / training on an individual basis or in a group, in an informal or formal environment)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
26. Personal Responsibility (Showing commitment and reliability, being able to organise your time and manage your work, motivating yourself)		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Not relevant	
Specific skills developed as a result of your volunteering (please write in):			
Specific skills developed as a result of your volunteering (please write in):			
Specific skills developed as a result of your volunteering (please write in):			

The basis of the table above is the competence typology elaborated by Renato Frisanco és Julienne Vitali (Italian partner, FIVOL, Rom, 2005.)

Ways and means to acquire skills

On the basis of the table below (proposing 26 different skills):

- Please select up to 5 skills you judge the most relevant in a professional perspective.
- Fill the table below starting with the most important, describing in what way these skills have been acquired and should be useful in work contexts.

Skill	Training (different kinds) (Indicate one or more response)	Application modality (Indicate one or more response)	Applicable in working contexts (Indicate only one response)
1. skill	<input type="checkbox"/> work field, in work context <input type="checkbox"/> with the support of an expert or a responsible <input type="checkbox"/> in volunteering experiences <input type="checkbox"/> training activities offered by non-profit organisations <input type="checkbox"/> training activities offered in other contexts (e.g. universities)	<input type="checkbox"/> to answer a specific demand <input type="checkbox"/> from time to time <input type="checkbox"/> within a specific project <input type="checkbox"/> frequently or with continuity	<input type="checkbox"/> Yes, such competence may be useful in work contexts <input type="checkbox"/> Yes, I myself use it in my present job <input type="checkbox"/> No, it is too much related to volunteering <input type="checkbox"/> Don't know <input type="checkbox"/> Other_____
2. skill	<input type="checkbox"/> work field, in work context <input type="checkbox"/> with the support of an expert or a responsible <input type="checkbox"/> in volunteering experiences <input type="checkbox"/> training activities offered by non-profit organisations <input type="checkbox"/> training activities offered in other contexts (e.g. universities)	<input type="checkbox"/> to answer a specific demand <input type="checkbox"/> from time to time <input type="checkbox"/> within a specific project <input type="checkbox"/> frequently or with continuity	<input type="checkbox"/> Yes, such competence may be useful in work contexts <input type="checkbox"/> Yes, I myself use it in my present job <input type="checkbox"/> No, it is too much related to volunteering <input type="checkbox"/> Don't know <input type="checkbox"/> Other_____
3. skill	<input type="checkbox"/> work field, in work context <input type="checkbox"/> with the support of an expert or a responsible <input type="checkbox"/> in volunteering experiences <input type="checkbox"/> training activities offered by non-profit organisations <input type="checkbox"/> training activities offered in other contexts (e.g. universities)	<input type="checkbox"/> to answer a specific demand <input type="checkbox"/> from time to time <input type="checkbox"/> within a specific project <input type="checkbox"/> frequently or with continuity	<input type="checkbox"/> Yes, such competence may be useful in work contexts <input type="checkbox"/> Yes, I myself use it in my present job <input type="checkbox"/> No, it is too much related to volunteering <input type="checkbox"/> Don't know <input type="checkbox"/> Other_____
4. skill	<input type="checkbox"/> work field, in work context <input type="checkbox"/> with the support of an expert or a responsible <input type="checkbox"/> in volunteering experiences <input type="checkbox"/> training activities offered by non-profit organisations <input type="checkbox"/> training activities offered in other contexts (e.g. universities)	<input type="checkbox"/> to answer a specific demand <input type="checkbox"/> from time to time <input type="checkbox"/> within a specific project <input type="checkbox"/> frequently or with continuity	<input type="checkbox"/> Yes, such competence may be useful in work contexts <input type="checkbox"/> Yes, I myself use it in my present job <input type="checkbox"/> No, it is too much related to volunteering <input type="checkbox"/> Don't know <input type="checkbox"/> Other_____
5. skill	<input type="checkbox"/> work field, in work context <input type="checkbox"/> with the support of an expert or a responsible <input type="checkbox"/> in volunteering experiences <input type="checkbox"/> training activities offered by non-profit organisations <input type="checkbox"/> training activities offered in other contexts (e.g. universities)	<input type="checkbox"/> to answer a specific demand <input type="checkbox"/> from time to time <input type="checkbox"/> within a specific project <input type="checkbox"/> frequently or with continuity	<input type="checkbox"/> Yes, such competence may be useful in work contexts <input type="checkbox"/> Yes, I myself use it in my present job <input type="checkbox"/> No, it is too much related to volunteering <input type="checkbox"/> Don't know <input type="checkbox"/> Other_____

The basis of the table above is the competence typology elaborated by Renato Frisanco és Julienne Vitali (Italian partner, FIVOL, Rom, 2005.)

Interpreting Skills: Moving to Competences

Now you have identified the skills you have gained or developed through volunteering, it is important to be able to interpret these for employers. Part of this process is learning to talk the language of employers, the language of competences.

A competence is the sum of knowledge; know how, skills and aptitudes acquired by an individual necessary to effectively perform a given task. Competences are continually developed as you move between jobs, volunteering, and different stages of life. This is often referred to as 'life-long learning' and is important in times of economic and technological changes and in the crucial social inclusion agenda.

It is increasingly part of social responsibility to take into account skills and competences gained outside the workplace and outside formal learning structures through active citizenship. Companies are increasingly paying more attention to skills gained through volunteering, and indeed are beginning to encourage the ongoing development of skills through corporate community involvement programmes.

The development of competences is an ongoing process, and you may want to set some personal targets to help you develop additional skills or skills which you think will be directly relevant for the sort of jobs you are applying (see: Preparing the Action Plan below).

By summarising competences, achievements and training on the Volunteer Summary Sheet you will be able to provide evidence of your ongoing learning through volunteering. This process should make it easier to interpret your volunteer roles for the benefit of potential employers on a CV, application form or in an interview. You could show this Summary Sheet to potential employers or just use it as a tool to help you write a job application.

7. Action Plan

What is it?

- This part of the portfolio will help you to think about your future. You can plan if you would like to develop some particular skills. Action plan can also help you in finding the way to achieve that.

What can you use it for?

- Skills development is an ongoing process, and you may want to set some personal targets to help you develop additional skills or skills which you think will be directly relevant for the sort of jobs you are applying for or to increase your confidence in particular activities.

How should you complete it?

- Try to set realistic, achievable goals that you can put a time limit on. Identify the key goals you want to achieve through volunteering and then list them on the action plan below. Chose a time by which you want to have achieved the goal. You can fill in the progress column at this later date and decide if you need to take further action.

Preparing the Action Plan

By working through the previous exercises you have reflected upon what you have learnt as a volunteer and identified the skills you have developed. As a starting point look back over the skills table and choose those you did not feel confident in. List those here:

1. First skill to be improved: _____
2. Second skill: _____
3. Third skill: _____
4. Other skill: _____

Express in your own words how you would like to improve these skills?

1. First one: _____
2. Second one: _____
3. Third one: _____
4. Other skill: _____

What skills do you need to develop further in your choice of paid employment?

1. First skill to be developed in a professional perspective: _____
2. Second skill: _____
3. Third skill: _____
4. Other skill: _____

It is important to set realistic, achievable goals that you can put a time limit on in order to measure progress. Identify the key goals you want to achieve through volunteering and then list them on the action plan below. Chose a time by which you want to have achieved the goal. You can fill in the progress column at this later date and decide if you need to take further action.

To help you do this you may want to:

- Find out what skills and experiences employers are looking for in the jobs you want to apply for.
- Talk to your supervisor or volunteer manager about possible changes to your role / duties.
- Investigate possible training opportunities.

Example

Goal	Action to take	Time by which you want to have achieved goal	Progress
Improve my writing style	Offer to take minutes in volunteer meetings Write an article for the Newsletter Help Volunteer Manager draft reports	6 months time	Goal achieved? Yes <input type="checkbox"/> No <input type="checkbox"/> Partly <input type="checkbox"/> Actions taken until now:

My Action Plan

Goal (skills to develop, awards, qualifications you want to gain)	Action to take (volunteer activities / tasks to do, courses to take, training to attend etc.)	Time by which you want to have achieved goal	Progress
			Goal achieved? Yes <input type="checkbox"/> No <input type="checkbox"/> Partly <input type="checkbox"/> Actions taken until now:
			Goal achieved? Yes <input type="checkbox"/> No <input type="checkbox"/> Partly <input type="checkbox"/> Actions taken until now:
			Goal achieved? Yes <input type="checkbox"/> No <input type="checkbox"/> Partly <input type="checkbox"/> Actions taken until now:

8. Summary of the Portfolio

What is it?

- A general summary of the work done so far through the 7 previous steps, including the activities fulfilled and the skills/competences acquired.

What can you use it for?

- For yourself as a state of the art of your own competences and for potential employers.

How should you complete it?

- Please fill the following table.

The organization's name	Your activities in the organization	Listing competences gained through the activity

9. Volunteer Summary Sheet

What is it?

This sheet is tailor made for every job application. It summarizes your voluntary activities and the skills/competences you acquired that are relevant for the specific job.

What can you use it for?

As a proof of evidence of your acquired and your volunteer activity for your potential employer.

How should you complete it?

Please fill the following rubrics. You can adjust the example according to your own needs and taste. Don't forget the document has to be signed and stamped by your organization.

Volunteer Summary Sheet Sample

Name: _____

Organisation	Volunteer role	Dates of vol.	Hours worked

Main activities and responsibilities: _____

Skills developed: _____

Key achievements: _____

Specific training attended (if applicable): _____

Signature of coach or supervisor / manager: _____

Date: _____

10. Strengths of the Organisation

Your voluntary organisation (association, club, action group etc.) has specific strengths. These strengths may concern knowledge, methods, experiences, image etc.

- Please try to fill in four or five strengths of your organisation.
- Please give them a rank, 1 is the lowest, 5 the highest.

Example

Name of the organisation	Strengths	Ranking				
		1	2	3	4	5
Organisation 1	knowledge		x			
Organisation 2	experience				x	
Organisation 3	method					x
Organisation 4	image	x				


11. Annex

Please find herewith several useful sample documents that can help you when you apply for a job. Please note these documents are only examples, they give you basic guidelines how to prepare your own documents. Depending on what you need your portfolio for you can choose which of the following documents are useful to you.

1. **Sample Curriculum vitae in EU format** – This is the currently used CV format within the EU. It can be expanded if more space needed. Your Voluntary experience summary sheet can be attached to the EU CV.
2. **Sample organisation sheet** – It certifies that you have been volunteering in the organisation doing specific activities, gaining certain skills, attending trainings. This document should be collected from each organisation where you have done voluntary work.
We recommend that you prepare a letter to be printed on the letterhead paper of the organisation you are volunteering in and signed by a responsible representative be filling in the following line and deleting parts that are not appropriate. Make sure that this document will be signed and stamped by the organisation. It is advised to have more than one copy of it in case the employers asks for it you should keep one copy for yourself in the portfolio. This can be given to the employer if asked.
3. **Sample Description of Organisation** – This document should be filled for each different organisation in which you have volunteered. The main idea is to make you remember all the different organisations and follow your voluntary life course. Please make sure you have the following document from each organisation you have volunteered! A representative of the organisation should fill the document with you.

If you have any leaflets, paper cuttings, pictures, newsletter or brochure of the organisation, please attach them to the portfolio!

Curriculum vitae in EU format Sample

EUROPEAN CURRICULUM VITAE FORM	
PERSONAL DATA	
Name	[LAST NAME, FIRST NAME (FIRST NAMES)]
Address	[HOUSE NUMBER, STREET, ZIPCODE, COUNTRY, CITY]
Telephone	
Fax	
E-mail	
Citizenship	
Date of birth	[DAY, month, year]
PREVIOUS EMPLOYMENT	
• Time (from & to)	[List each position - that is important for the curriculum vitae – separately, starting from the last going back in time.]
• Employer's name and address	
• Type of activity, field	
• Profession, position	
• Main activities and tasks	
EDUCATION AND TRAINING	
• Time (from & to)	[List each education - that is important for the curriculum vitae – separately, starting from the last going back in time.]
• Name and type of educational institution	
• Main subjects/know-how studied	
• Name of qualification obtained	
• Level according to country classifications	
INDIVIDUAL COMPETENCES Competences and skills you gained throughout your life and your career but are not necessarily certified with an official certificate or degree	
MOTHER TONGUE	
[LIST YOUR MOTHER TONGUE]	
OTHER LANGUAGES	
• Reading competence	[Identify your knowledge level: excellent, good, basic level.]
• Writing competence	[Identify your knowledge level: excellent, good, basic level.]
• Speaking competence	[Identify your knowledge level: excellent, good, basic level.]

<p>SOCIAL COMPETENCES AND SKILLS Living with others and joint work in a multicultural environment, in a position requiring communication and team work (e.g. in the fields of culture and sports), etc.</p>	[LIST the skills and identify where you obtained them.]
<p>ORGANIZATIONAL COMPETENCES AND SKILLS Coordinating and administering people, projects and budget plans; at work, as voluntary work, etc.</p>	[LIST the skills and identify where you obtained them.]
<p>TECHNICAL SKILLS Computers, special equipment, machinery, etc.</p>	[LIST the skills and identify where you obtained them.]
<p>COMPETENCES AND SKILLS IN THE ARTS Music, writing, fine arts, etc.</p>	[LIST the skills and identify where you obtained them.]
<p>OTHER COMPETENCES AND SKILLS Skills not mentioned above.</p>	[LIST the skills and identify where you obtained them.]
<p>LEADERSHIP PERMISSION (s)</p>	
<p>COMPLEMENTARY INFORMATION</p>	[Indicate other important information here, for instance, contacts, references, etc.]
<p>APPENDICES</p>	[LIST any appendices, if any.]

Organisation sheet Sample

Letterhead of the organisation

To whom it may concern

Ms / Mr. (put in name of volunteer) is volunteering in our organisation since (has been volunteering in our organisation from to)

She / he fulfils (fulfilled) the following tasks: (Main activities and responsibilities could be listed here) (Short open assessment of the performance of the volunteer in her / his work)

We appreciate the work of (put in name of volunteer), because (Developed skills and key achievements could be listed here)

Signature and stamp of the organisation
 Contact telephone number, email address:
 (Date, name, function)



Description of Organisation Sample

Name of organisation

Name of volunteer coordinator: _____

Address: _____

Telephone / Fax:	No. of paid employees:
Email/ Website:	Number of volunteers:

What kinds of volunteers are involved?

Field of activity: _____

USEFUL DEFINITIONS

In this part you will find short explanation of technical terms you have encountered during working through this portfolio. You can find the words in alphabetical order.

Assessment of competences: The sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers).

Certification/diploma: An official document, which formally records the achievements of an individual following an assessment procedure (related term: certification).

Certification of competences: The process of formally validating knowledge, know-how and/or competences acquired by an individual following a standardised assessment procedure. Certificate results in the issuing of certificates or diplomas by an accredited awarding body.

Competence: Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation.

Competence portfolio: A continuously increasing file, which collects the lifelong acquired knowledge, registers the educations, qualifications, and certifications of newly obtained knowledge can be continuously added. This competence portfolio exclusively focuses on the knowledge, experience and abilities acquired during voluntary activities.

Employability: the degree of adaptability an individual demonstrates to find a job, keep it and update occupational competences (it does not depend only on the adequacy of knowledge and competences of individuals but also on the incentives and opportunities offered to individuals to seek employment).

Knowledge: definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions:

- (a) declarative (theoretical) knowledge differs from procedural (practical) knowledge;
- (b) various forms of knowledge correspond to different ways of learning: objective (natural/scientific) knowledge; subjective (literary/aesthetic) knowledge; moral (human/normative) knowledge; religious (divine) knowledge;
- (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge .

Know-how: practical knowledge or skills expertise.

Formal Learning: learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Informal Learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random).

Lifelong Learning: all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

Non-formal Learning: learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non-formal learning does not lead to certification.

Portfolio (file): The portfolio (file) is a database, or information package, which collects the experience and outcome obtained in the past by the individual. The portfolio is not only a product, but also a process, which helps us translating the experience acquired during volunteerism into competencies, professional training subjects, and can be documented.

Recognition of competences: formal recognition by awarding certificates or by granting equivalence, credit units, validation of gained competences differs from social recognition defined by the acknowledgement of the value of competences by economic and social stakeholders.

Validation of informal/non formal learning: the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities.

Valuing Learning: the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning.

Voluntary activity: Is a voluntary offer based activity done without remuneration, which is always carried out for the benefit of a third person (not family member) or group within the frame of an organization.