



**VIDEO-CV MODEL STRUCTURE ACCORDING TO THE RESULTS OF
THE SWOT ANALYSIS (ACTORS, SCRIPT,
COMMUNICATION SOLUTIONS, TECHNOLOGICAL OPTIONS,
LOGISTICS AND DURATION OF THE VIDEO-CV)**

REPORT



Video CV Structure

The E.V.A. project *Model Alfa*

This issue is leading up to the Peer Reviews Meetings and is built on the results of the partnership's meeting in Rome and the SWOT Analysis Report.

First of all, we remember that the E.V.A. project **aims at transferring the results and the model of a Video CV of an European previous project, "V.I.D.E.O."**, that focused its beneficiaries on over 45 people, migrants, people with disabilities, etc. **Therefore, the E.V.A. project is oriented toward new geographical context (the countries of the partnership) and new target groups of beneficiaries.**

Furthermore, the Video CV is an innovative tool can really be effective in increasing the chances of job demand and supply matching in a modern labor market, as both SWOT Analysis Report and the meeting's discussion has shown. So, the starting model of Video CV has to be adapted in the new scenario of the E.V.A. project.

1.The E.V.A. Project target groups

In Europe, the youth unemployment is reaching impressive proportions: in particular, this crisis is hitting also the highly educated people. We can see that the **young people** and the **young highly educated people** are becoming the most fragile targets. In some European countries (as Greece, Spain and Italy) it's coming to call "lost generations" people with skills and high education levels that cannot find a job and often work just as volunteers.

For this reason, the E.V.A. project places the young people at the center of its action.

The criteria for choosing project beneficiaries are:

- age,
- level of education.

The main E.V.A. project targets groups

YOUNG HIGHLY EDUCATED PEOPLE (up to 34 years old)

YOUNG PEOPLE (from 18 to 24 years old)

About the range of young people (from 18 to 24 years old), there aren't particular restriction about their education even if, in general, it would be better that they have a secondary school degree. Still, the partnership agreed to diversify the actions as follows:

- to focus on young people with a secondary school and advanced degree (in Greece and Italy),
- to focus on people with a secondary school degree or with no degree at all (in Spain and United Kingdom).

This choice will enable the project to extend the beneficiaries' range and articulate/enrich its aims according the different local environments.

2. The starting model of Video CV

The proposed model in the SWOT Analysis Report was built on starting the experience of the previous V.I.D.E.O. It was articulated in three sections (Who I am, What I can Do, Me in the future) that were adapted to the specificity of the new targets. In fact, the young people are lacking of a solid professional experience

and/or do not have skills to show. They usually have degrees and diplomas to show or they have only formal and non-formal education and informal training.

So, the structure based on three sections was adapted for each of two target group as follows:

**Starting Video CV Model
for young highly educated people (up to 34 years old)**

Who I am – personal data, education (providing information about the degree gained and show it, the university where s/he studied etc.), other education or training (masters, stages, etc.), experiences abroad, if existing, professional experiences with contract or without (internship, volunteer..), information about personality (virtues, defects, hobbies and so on).

What I can do - to show what s/he is able to do (speaking a foreign language, using a software and so on), to tell her/his abilities (in case of intellectual or not practical skills). This section should provide information also about abilities acquired in informal and non-formal learning contexts.

Me in the future – information about user's professional aims, kind of job the applicant is looking for. It is recommendable to express how user sees her/himself in the next professional future and to mention the occupations s/he would be able to carry out.

In this hypothesis, the second section should be the most important part of Video CV and should be longer.

The structure above was used also for the younger people but with some changes:

**Starting Video CV Model
for young people (from 18 to 24 years old)
or young not highly educated people**

Who I am – personal data, education (providing information about formal, informal and non-formal learning, experiences abroad if existing, professional experiences with focus on internship and volunteering, information about personality (virtues, defects, hobbies..).

What I can do - to show what s/he is able to do (language knowledge, computer skills, etc. Particular attention should be paid to skills such as, for example, innovative capacity, flexibility, adaptive capacity, search and information management...

Me in the future – information about user's professional aims, kind of job the applicant is looking for or s/he would be able to carry out. It is recommendable to express geographical availability and aspirations.

In this case, the second and third sections should be more important part of Video CV, on the contrary the first section have less importance and should be shorter.

For both targets, furthermore, it was recommended the following:

- providing information about the positive correlation between the candidate's training and their professional expectations, emphasizing how important is his/her training for that job,
- emphasizing the availability to travel and stress the hours availability,
- emphasizing the foreign languages that user can speak,
- showing and prove, as possible, what user is able to do.

3. The results of the partnership's meeting: a Model Alfa of Video CV

The hypothesis of the starting model of Video CV provided in SWOT Analysis Report was discussed during the partnership's meeting. In that occasion, the partners agreed with some aspects and suggested further implementations/variations.

a) The general structure. At the light of the experience of the partners, the structure built on three sections is valid for both the target groups. It is enough flexible to be "tailored" in each participating country according to the users' need. On the other hand, it needs to remember that every Video CV is a result of a process that makes using the model possible and suitable. Along this line, some suggestions have been much more useful. They regard the contents and the importance of each section of the structure, both for the young people and young highly educated people.

b) The variations of the starting model of Video CV for young highly educated people (up to 34 years old). In this case, the model has to be built starting with the user's education and training, so with the most important title (degree, advanced degree) gained by him/her, as the personal data could be less important. In the same first section (Who I am), it should be stressed the most relevant title as well as the most revealing past experiences (for example, experiences abroad). This section should be like a "marketing spot", precisely because the more competences and education are high, the more difficult is to show competences gained. In every case, the **first section** of the starting model becomes **the most important part of the Video CV**.

The second and third sections remain the same. Only a remarque: the second section (What I can do/My experiences) should stress, if possible, every professional experiences and possible experiences abroad. Further, it is important that the

second section is very well developed in order to make the third section (Me in the future/Personality) fluid and natural.

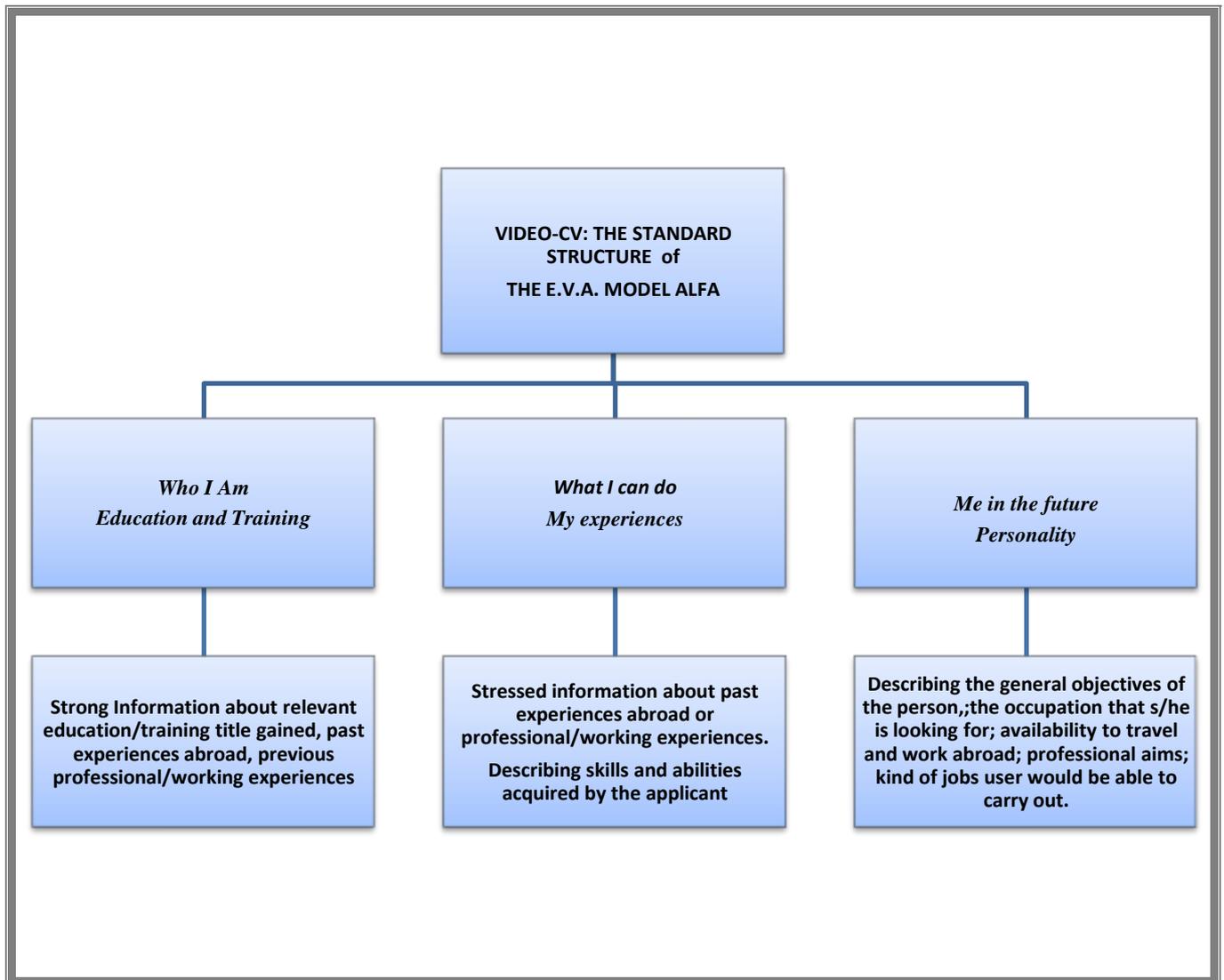


Figure 1 – The E.V.A. project Model Alfa of Video CV for young high educated people

The most important is the first section (Who I am/Education and Training): a sort of marketing spot, especially based on the educational and training career.

The second section (What I can do/My experiences) stresses the information about the previous experiences abroad or professional and working experiences, besides the eventual description/demonstration of skills and abilities.

The third section (Me in the future/Personality) is focused on the general objectives of the user, his/her aims, his/her availability to travel and work abroad and the kind of job user would be able to carry out.

c) The variations of the starting model of Video CV for the young people (from 18 to 24 years old) or young not highly educated people.

Also in this case, the partners' suggestions regard the contents and the importance of each sections, even if the structure remains the same and the whole model is quite similar to the previous.

In particular: the first section (Who I am) do not have any changes from the starting model of Video CV. **The second section (What I can do/My experiences) is confirmed as the most important for this target** since it provides crucial information as follows:

- formal, informal and not formal learning,
- previous job experiences and also internship, volunteering experiences,
- language knowledge,
- computer skills,
- geographical available,
- aspirations,
- stressing flexibility, innovative capacity, adaptive capacity.

The third section (Me in the future/Personality) could provide information about kind of job the user is looking for, his/her availability to travel and work abroad.

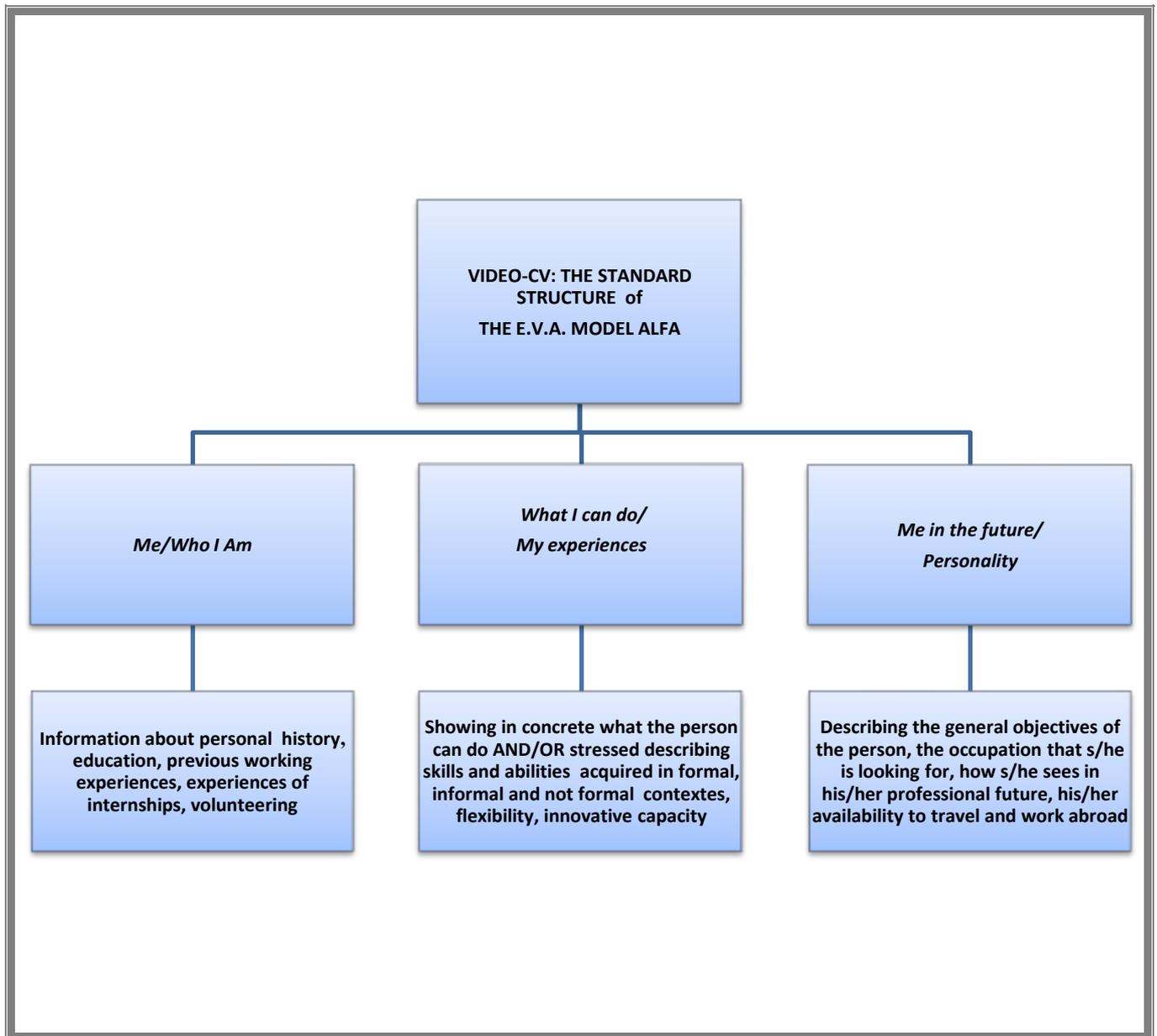


Figure 2. The E.V.A. project Model Alfa of Video CV for young people (from 18 to 24 years old) and for young not highly educated people

The first section (Me/Who I am) provides information about the personal history, educational level, past experiences of eventual jobs, internships, volunteering and so on.

The second section (What I can do/My experiences) is the most important section for this target: besides the showing skills and abilities, it provides crucial information about competences acquired in formal, informal and not formal contexts, language knowledge, other skills (computer skills etc.) and must stress capacities like flexibility, innovative capacity, adaptive capacity, geographical available, search and management of information, aspirations.

The third section (Me in the future/Personality) is similar to the last sector of the Model for young highly educated people: it provides information about kind of job the user is looking for, availability to travel and work abroad, besides general and personal objectives.

4. The process of building a Video CV tool

The previous “V.I.D.E.O.” project had shown that the Video CV can really be effective for the job seekers – even if it isn’t the one solution. Therefore, the Video CV is becoming as a strong tool in the labor market because it puts on the line the development of *meta-competences* in people searching for a job, as the ones necessary for a successful research, the *self-marketing* and *self-consciousness* about one’s competences, valorizing also the user’s “*hidden skills*” whether acquired in a formal or informal learning. In other words, the Video CV’s creation process, in itself, helps users in their personal empowerment.

The Video CV efficiency finds its strength in a *narrative* essay able to explain the user’s professional skills along his/her personality (ambition, aims, willing to do etc.). It is a really creative process where the counselor/employment operator’s interview has to try and find **the key** for an individualized self-introduction.

a)The guidance interview. It is the first step of the Video CV creative process, from which the counselor/employment operator creates a relation of trust and cooperation with the applicant. Analysing attitude, motivation and capabilities of the applicant, tutor and the applicant evaluate what is the **narrative key**, what material can be included in the Video (degree, certificates, pictures etc.). It is also necessary to explain to the user the whole process of Video CV creation and to ask his/her written authorization for the on line publication of the Video CV. Since from

beginning, the counselor/employment operator's professional competences play a crucial role.

b) The planning of contents. The second step concerns the creation of the Video CV structure: it would be better to design a *storyboard* and to decide what items, documents or other device to be included within the sequences. It needs to make a careful choice because an effective Video CV cannot be longer than 2-5 minutes. In the same time, it is necessary to structure a set (an ideal set) in order to film the Video CV.

A preparatory session is recommended, in which the user will simulate – under the tutor's guidance – the Video CV sequences exactly what he/she will have to do in front of the camera, until he/she feels completely safe and comfortable and with the core competences or practical skills to be shown (following the storyboard).

c) Recording the Video. In this step, it needs to take care of some technical aspects:

- avoid sitting in front of a window,
- any shadows on the user's face or body,
- light colours of the background,
- avoid the background noises,
- the user is centred in the camera frame.

d) Using the Video CV. The last step regards the best use of the tool. It can be uploaded on line, on a dedicated website or web platform and it can be also be transferred on a DVD/CD or in other digital instruments (tablets and so on), planning with the user the future promotion steps. The most important action, therefore, regards the relationship with the entrepreneurs that could be the main addresses.

(Further and more circumstantial technical information can be found in the Annex of SWOT Analysis Report)