PROGETTO E.V.A.

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THE VIDEO-CV MODEL

TO BE TRANSFERRED AND IMPLEMENTED IN THE FRAME OF THE E.V.A. PROJECT

FORWARD

This report describes the "E.V.A. starting Model" as it has been pointed out in the frame of the V.I.D.E.O. project. This is the core product that will be adapted and further implemented before being transferred to the E.V.A. partnership countries.

The analysis of such Model is preparatory to the filling of some questionnaire that will be useful to prepare a SWOT analysis concerning strength, weakness, opportunity and threats of the starting Model.

STRUCTURE OF THE VIDEO-CV

The E.V.A. Model is built on three main sections:

- **"Who I am":** *Applicants* should speak more about their *personality* and less about their education and working experience;

- **"What I can do":** Since it could be very difficult to *show* abilities, people could *describe and discuss* their abilities;

- **"Me in the future":** This is a very important part of the Video CV as it is used to identify the applicant's objectives.

TARGET GROUPS

Experts who participated in producing the Video-CV samples (in the frame of the V.I.D.E.O. project) and in the study phase tended to regard the Video-CV as a **guidance tool** for the users and as a self-empowering tool, supporting users' personal and vocational development through exploration of their interests, skills and personality.

The outcomes of the experimentation activity, as well as recommendations by counselors and tutors working in Vocational Guidance and Employment centres of the countries involved in the Project, suggest that the Video-CV tool can be transferred also to:

- ✓ Immigrants (women and men);
- ✓ Detained people (women and men);
- ✓ Other particularly disadvantaged people.

The Video-CV will be transferred, in the frame of the E.V.A. Project, to other target groups (such as young, high educated people, adult unemployed people) and other national contexts.

CREATING THE VIDEO-CV: STRUCTURE AND SCRIPT FORMAT

Video-CVs can be useful in largely demonstrating user's practical skills - *but they are not limited to this function.* It is possible also to use such a tool for describing an applicant's abilities, even if they can't be shown in front of the camera.

According to the V.I.D.E.O. Model, a short introduction, in which users present themselves, should be included. It is also possible to show some picture of other representation of the user, such as certificates or some items representing the person. For example, in the case of an immigrant, it could be profitable to show an item coming from the person's country, which can represent his/her context of provenance.

STRUCTURE OF THE E.V.A. STARTING MODEL

In detail, the Video-CV Model is built on the following set of standard steps:

1. ***Who I am*** (providing information about users' personal story, personality, education and training, previous working experiences, etc.; explaining also where appropriate, past work history that led the applicant to what s/he can do.) Suggested duration: about 30 seconds.
2. ***What I can do*** (demonstrating in concrete the skills and practical abilities **AND/OR** description of abilities.) Suggested duration: 1 minute.

3. ***Me in the future*** (expressing expectations about the future, description of the occupation that the applicant is looking for, how user sees him/herself in the next professional future.) Suggested duration: 30 seconds.
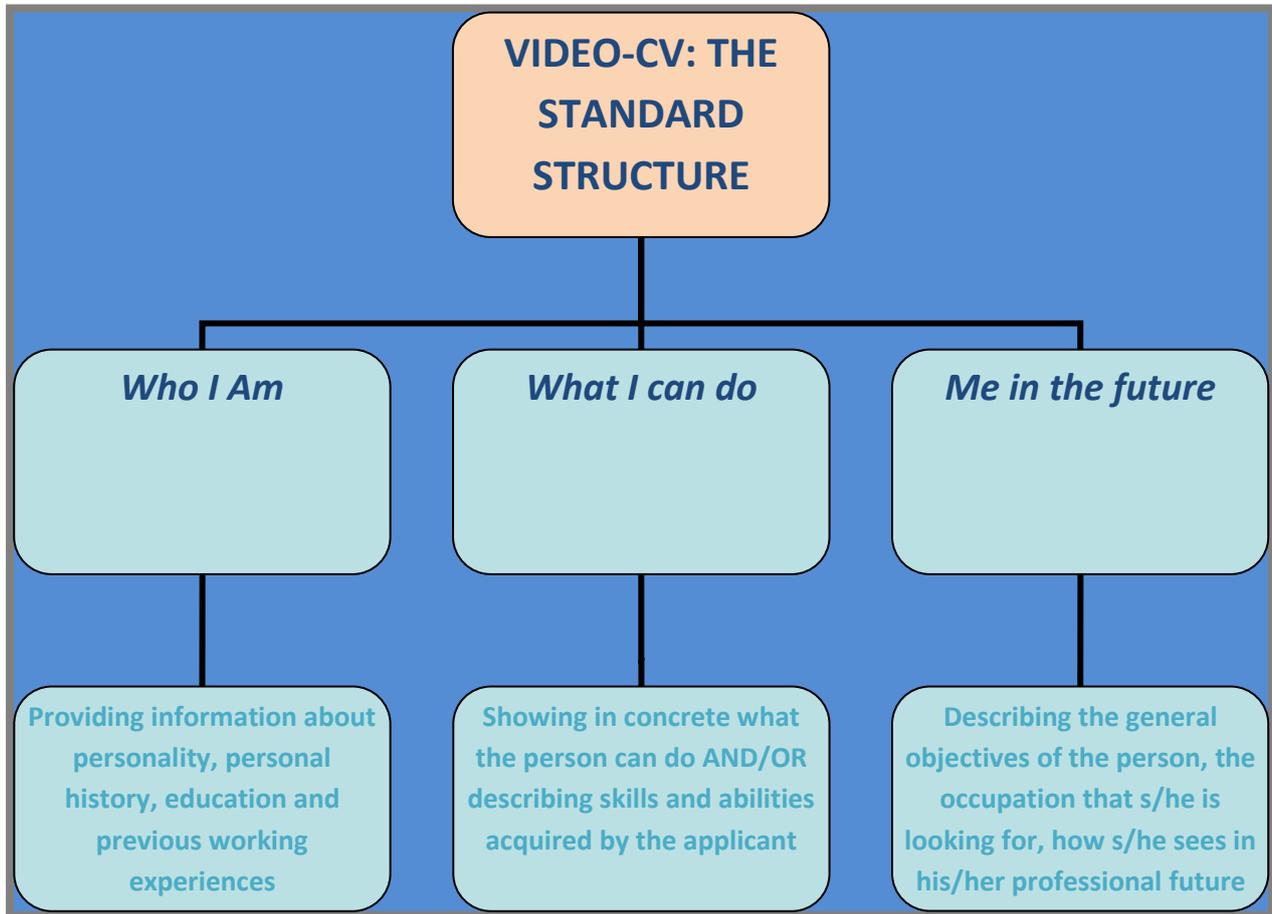
Fig. 1 – Standard structure of the E.V.A. Video-CV starting Model

SCRIPT FORMAT

SCRIPT FORMAT OF THE VIDE-CV MODEL

1. Who I am

Hello. My name is _____

I come from (<u>if immigrant, or relevant. </u>**). (Providing information about personality, personal history).**

My education was_____ Until now, I have been working as -for/or I am currently working as – for---

2. What I can do

Practical demonstration of abilities AND/OR spoken descriptions of skills and abilities.

For concrete demonstration: it is important to speak and explain *while doing* the activity. In this way, applicant gives to the potential employer, watching the Video-CV, information about the level of awareness about what s/he is doing and – therefore - about his/her skills. It is also important to motivate and explain why it has been decided to show just that specific performance: applicant could explain the reason why s/he chose to show a specific activity just at the end of his/her performance, thus creating a link to the next section (*Me in the Future*).

3. Me in the future
   I'd like to find a job (describing briefly but clearly what kind of job, role and company would you like to work for. Keep options open) _____. **I see myself, in the future, as** _____ (applicant has to describe how s/he sees in the future, for what concerns the role – thus providing indications about perspectives, aspirations, etc.)

Fig. 2 – Contents of the E.V.A. starting Model: ideal scheme and contents of the standard structure's fields

METHODOLOGY

Equipment requested – setting for recording

To implement the whole process of creating the Video-CV, according to the starting Model it is needed:

- ✓ a digital camera with USB connection (DVD, VHS, etc). <u>The camera must be fixed on a tripod</u>
- ✓ video captures software
- ✓ a video-editing software
- ✓ a kit of lights to illuminate the person. Standard set recommended:
  - n. 3 lights (minimum 800 W each)
  - n. 3 Four Leaf Barn Door
  - n. 3 Professional Tripods/Light Stands
  - n. 1 Backdrop (light colours – white suggested) 2,70mt x 11mt
  - n. 1 Background Support stand for standard backdrops 2,70mt x 11mt
  - n. 1 reflector (white/silver)

- ✓ a PC with Internet Connection, Cd/DVD reader and recorder, word processor
- ✓ directional microphone for digital camcorder
- ✓ a scanner (optional)
- ✓ a silent room

Operators must have knowledge about the basic techniques of video recording. It is important to establish the set for recording.

The subject must seat or stand at the centre of the **light set**, as shown in the illumination scheme[1] below.
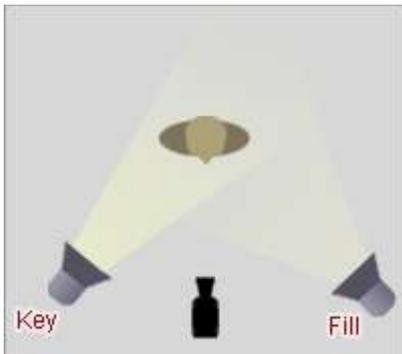
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[1] Illustrations and texts of this table are taken from the on-line Tutorial of Media College.com, http://www.mediacollege.com/lighting/three-point/

Key Light

This is the main light. It is usually the strongest and has the most influence on the look of the scene. It is placed to one side of the camera/subject so that this side is well lit and the other side has some shadow.

Fill Light

This is the secondary light and is placed on the opposite side of the key light. It is used to fill the shadows created by the key. The fill will usually be softer and less bright than the key. To achieve this, you could move the light further away or use some spun. You might also want to set the fill light to more of a flood than the key.
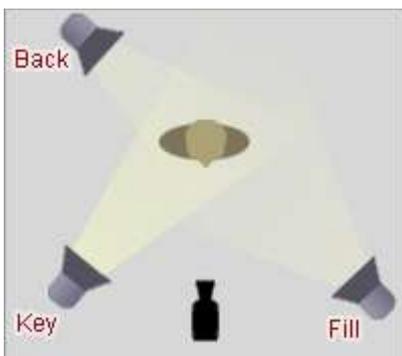
Back Light

The back light is placed behind the subject and lights it from the rear. Rather than providing direct lighting (like the key and fill), its purpose is to provide definition and subtle highlights around the subject's outlines. This helps separate the subject from the background and provide a three-dimensional look.

Fig. 3 – Three light set

Protocol of use for users

How to dress, act, move and talk:

 Applicants are asked:

- To show their abilities while shooting the Video;

- To look directly into the camera;

- To speak slowly and clearly;

- Do not smile too much;

- To appear natural, so it is necessary not to read while recording the video, or being natural while doing it.

- To dress in a way suitable both to the message recipient and to the context to which applicants are referring, taking into consideration their personality.

Applicants should dress with light colors, and wear sober dresses. It is better to wear the jacket only if the applicant usually wears it.

The paradigm "it is impossible not to communicate" is always valid, mainly in the cases in which images are used. Therefore, it is important to control the body language and not to put on strange postures. The hands are useful to underline the hot points of a discourse, but they must not to communicate nervousness through decomposed movements.

Tasks of the counselors

The first step in the Video-CV creation is the guidance interview. Through the interview with the applicant the tutor needs to get deep information about the user's competences and his/her professional needs, both to decide which guidance counseling path is more suited for the applicant and to design the personal and professional profile of the user.

The tutor will ask the applicant to talk about his/her personal and professional story in order to analyse together with him/her both <u>professional needs and future expectations.</u>

Through listening the applicant's professional story, the tutor might immediately recognise his/her competences; moreover s/he might be able to bring to light applicant's competences both certified and not documented since it is possible to show the latter both through a Video-CV and a digital portfolio through video-recording one or more performances of the applicant. This is the reason why it is very important for the guidance counsellor to be aware of the characteristics of the so called non formal and informal learning which is not certified (see table 1).

As shown in the table n. 2, the tutor has to decide the most suitable guidance path and tool for every applicant among written CV, Video-CV and specific guidance counseling paths which involve longer periods of time like the digital portfolio. For example, in those cases in which the applicant has the urgency to find a job in a very short time, the most suitable guidance methodology to be applied consists of supporting her/him in the preparation of the traditional, written CV.

In fact, designing a Video-CV as well as a digital or electronic portfolio[2] is a procedure that generally speaking, is a more time consuming procedure respect to the writing of a written CV: in case of digital portfolio, it is needed some time to select and collect the tests related to certified and not certified competences, while for the Video-CV part of the time will be dedicated to the layout of the script and the realisation of the Video itself.

Another remarkable aspect that the giudance counselor must take into consideration with the purpose to choose the guidance path most suitable for any single user, concerns the typology of applicant's competences or those abilities that s/he intends to put into light. In fact, in the case in which the applicant has primarily acquired *high-level skills*, mostly *certified*, the tutor could recommend the preparation of a written curriculum, accompanied by letters of introduction. The choice of the digital or the electronic portfolio is particularly useful for those users having primarily acquired some *informal competences*, therefore being *not certified*, because such skills can be better made visible through the portfolio; this method allows the tutor to support the applicant in a path toward the acquisition of awareness about the informal competences that s/he doesn't recognise or take into the right consideration (Ajello, Belardi, 2007, p.117).

The Video-CV is suitable for those cases in which a few minutes are enough to show - through a video - the competences that the applicant wants to highlight in order to find a job. An example is

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[2] For the difference between digital and electronic portfolio see Ajello, Belardi, 2007, p. 35

the video of a user that in 60 seconds succeeds in typing at the computer a very long text without making any error. In many cases, besides, the aspect and communication capabilities of the applicant constitute a decisive element to cover some working positions, for example in the world of the show-business and of the castings, because through a tape it is easier to appreciate the candidates' communication skills.

At the same time, this tool can be a useful support for those job seekers that because of their age (more than 45 years old), their sex, their nationality or any physical disability have difficulties in finding a job. Thanks to the Video-CV, they can demonstrate their skills and competences.

However, before proposing the Video-CV tool to a user, it is necessary that the tutor is aware that a visual presentation of an applicant may introduce unwanted biases and prejudices. Because all of the visual attributes of the applicant are apparent in the video, it may be possible that erroneous biases are introduced in the recruiter. For example, concerning gender, marital status, gender reassignment, pregnancy, sexual orientation, disability, ethnic background, nationality, religion or belief, age.

A consent for the on-line publication of the Video-CV is needed. Thus, applicants must give their express, written consent at the on-line publication of the Video-CV.

Whatever is the guidance methodology chosen, in agreement with the user, tutors have to be able to support the user in a process aimed at *self-empowering*.

PHASE 1 - THE PROCESS

✓ **Activities and objectives:**

The **guidance path** is the starting point of the Video-CV creation process. As shown in the scheme below, the path starts with the personal guidance interview, from which the guidance counselor creates a relation of trust and cooperation with the applicant.
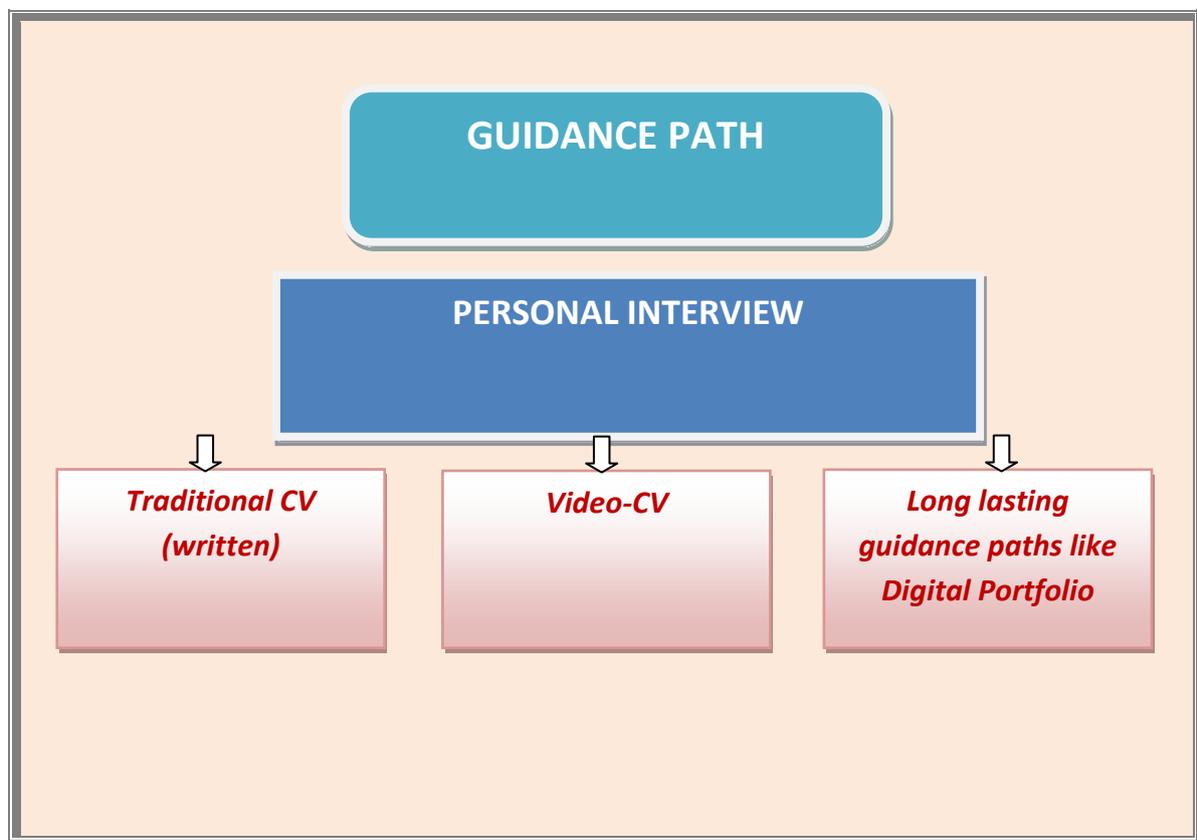
Fig. 4 – Guidance path: deciding among different types of guidance paths

The personal interview is the core of this first stage. The guidance counselor needs to get deep information about the user's competences and his/her professional needs, both to decide which guidance counseling path is more suited for the user and to design the personal and professional profile of the user.

This step is crucial in order to decide the best way for the job seeker to present him/herself, which means choosing a tool, among traditional CV, Video-CV and specific guidance counseling paths which involve longer periods of time like the digital portfolio.

Through listening the user's personal and professional story, the tutor might immediately recognise the competences of the user; moreover s/he might be able to bring to light applicant's competences both certified and not documented. This is the reason why it is very important for the guidance counsellor to be aware of the characteristics of the so called non formal and informal learning, to be able to decide - in the end of the interview - the most suited guidance path and tool among written CV, digital portfolio, Video-CV.

Once decided if the Video-CV is appropriate, it can start the phase devoted to the concrete Video-CV creation.

✓ **How to proceed:**

Analysing attitudes, motivation and capabilities of the applicant, tutor and applicant have to evaluate together the opportunity/interest in realising a Video-CV, what material can be produced and included in the Video (e.g. certificates, pictures, others).

It would be worth to show to the user some examples of Video-CVs available on the Internet.

It is also necessary to explain and illustrate to the user the whole process of Video-CV creation, from the project to the shooting, the editing and the final exploitation of the product. This is aimed, in particular, at motivating the candidate to a mutual cooperation with the tutor.

✓ **Tools:**
- Pc with internet connection
- DVD/CD reader

PHASE 2

✓ **Activities and objectives:**
- Designing the storyboard, creating the structure of the Video-CV;
- Planning and deciding what items, written documents, picture, or other device to bring to be included within the Video-CV sequences;
- Structuring the ideal set of the Video-CV.

✓ **How to proceed:**
Tutor and user have to meet in order to plan the next steps and defining the details.

In this phase, the tutor will have to assist the user deciding together which will be the structure of the Video, explaining how s/he will have to dress and to move in front of the camera.

The tutor and the user will decide the structure of the Video in order to better exalt the capabilities of the job seeker. It would be useful to watch together some examples of Video-CV available on the Internet.

✓ **Tools:**
- Pc with internet connection
- Paper both for tutor and user

PHASE 3

✓ **Activities and objectives:**
   Creating the Video-CV

✓ **How to proceed:**
- Preparing the applicant to the Video-CV creation
- Creating the Video-CV, according to what outlined in the previous phase
- One shot the Video, going ahead with the Video editing

A. Steps:

During this phase, it is mandatory to follow a few steps:

1) **Preparing a Script**: it will help applicants to focus on the **key points** and deliver the desired message effectively, in the limited time available. Applicants won't read the script, but they will have to "learn" its structure during the preparatory sessions (see below).

2) **Doing Practice**

3) **Dressing for Success**

4) **Caring about the applicant's body language**: as 80% of all communication is *non-verbal*, it is suggested to help users to look comfortable, confident and convincing.

A special place, in this path, is occupied by the preparation of the user to the Video-CV recording (point 2, *Doing practice*).

A preparatory session is recommended (1 day preparatory session). In it, applicant will simulate, under the tutor's guidance, the Video-CV sequences. It is worth that the user practice, at the presence of the tutor, doing exactly what s/he will have to do in front of the camera, until he/she feels completely safe and comfortable with the camera and with the core competences/practical

skills to be shown. You must help the beneficiary to overcome the moments in which s/he finds difficult to *verbally express him/herself.*

While recording the Video, it is recommended to take care of the following points:

- Lighting: Make sure that there isn't any shadows on the applicant's face/body

- Background: Use light colors

- Windows: Avoid sitting in front of, if possible

- Avoid the background noises: Coughing, doors opening/closing, talking, etc.

- Distance: Make sure that the user is centered in the camera frame, from the waist up.

- ✓ **Tools:**
- Digital camera with USB connection
- Tripod (to realize good quality shots)
- Kit of lights made of:
    - n. 3 lights (minimum 800 W each)
    - n. 3 Four Leaf Barn Door
    - n. 3 Professional Tripods/Light Stands
    - n. 1 Backdrop (white/light colour suggested) 2,70mt x 11mt
    - n. 1 Background Support stand for standard backdrops 2,70mt x 11mt
    - n. 1 reflector (white/silver)
- Video capturing software (*Windows movie maker*, for example)
- Video editing software
- Audio recording software
- Microphone
- Scanner (optional, needed only in case user and tutor decide to briefly show any certificate, or picture, or other visual paper document)

PHASE 4

- ✓ **Activities and objectives:**
  On-line publication of the Video-CV, on the dedicated website

- ✓ **How to proceed:**
- - Uploading on-line, on the web platform, the Video-CV
- - Checking all the information uploaded
- - Transfer on a DVD/CD the Video-CV created
- ✓ Planning with the job seeker the future steps (promoting and advertising the Video-CV –up to the tutors)

- ✓ **Tools:**
- - PC
- - DVD/CD

Special recommendations: users have to sign an authorisation/written consent for the on-line publication of the Video-CV as well as for the transfer of data (both Video-CV and written CV) to entrepreneurs concerned/interested in the applicants' profile, according to the following sample form.

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