

REPORT SWOT ANALYSIS ON THE STARTING MODEL TO CREATE THE VIDEO-CV TOOL

ASSESSING THE V.I.D.E.O. CV MODEL: PREMISES ON THE STARTING SWOT ANALYSIS

The E.V.A. project is based on the results of a previous LEONARDO Project, named V.I.D.E.O.¹, and on its core product, a Model to create the Video-CV tool.

This SWOT report is aimed at evaluating such Video-CV Model, which will be adapted and transferred through the EVA project, by assessing its strengths and weaknesses, opportunities and threats, and developing, in a second time, the Integrated Video-CV Model (“E.V.A. Model”). The choice of the SWOT methodology is due, on one hand, to the need to better exploit the Partnership skills and, in particular, the degree of empathy with respect to the subject; on the other, the SWOT methodology is the most appropriate approach to analyse in depth possible alternatives, returning the research results in an easy to read synthesis. In working contexts characterised by strong inter-cultural and multi-actorial background, relying on instruments producing such a high level of synthesis facilitates the sharing of glossaries and, consequently, reduces the risk of misunderstandings (which can affect the quality of decision-making and its implementation in practice).

The SWOT analysis report is based precisely on the analysis of the questionnaires completed by the EVA project partners and by those subjects being part of the network of institutions (3 bodies for each country), identified by the partners themselves in their national contexts, as Institutions with the mandate to implement the transfer of the starting model, developed in the frame of the previous V.I.D.E.O. project.

The Institutions involved in the research were about 13. Questions were concerning the following main points:

- ***General questions***
- ***Evaluation of the starting model***
- ***Evaluation of the impact on operators and on the labor market***
- ***Your experiences***

¹ www.videocurriculumproject.net

In the following pages we will describe the considerations and the problems pointed out through the comparison of the questionnaires received. The SWOT scheme will show the main points of strength, weakness, opportunity and threat of the starting Model coming from the V.I.D.EO. Project, according to the E.V.A. partners.

1. OVERVIEW

1.1. The E.V.A. project: aims and objectives

The dynamics of professional integration of those groups that are the most fragile (over 45, adults expelled from the labor market, women, immigrants), already complex by itself, have become even more complex during the last years, particularly from 2008, when in Europe the signs of the economic crisis have emerged with more evidence, with the consequent exponential decrease of occupation, also for those groups not traditionally at risk of social exclusion, like the young graduates accessing the labor market.

In parallel, at present, it's becoming stronger the necessity to tackle the challenges coming from social and demographic changes, consistent with the increase of the youth and adult unemployment and the general increase of the active age; changes to the labor market, with the emergency of new jobs and the transformation of the existing ones along with the growth of further innovation tendencies, the general low request of non-qualified work and the parallel increase request of skilled labor; economic changes including the shifting of the advanced economies core business, from the industrial sector to the knowledge-based services.

In this frame, the quality of the vocational guidance interventions becomes vital; normally consisting of a balanced mix of information, training and counselling, too often such interventions are based on empirical approaches and they lack concrete protocols of use, theoretical reference paradigms and developed organizational, logistic and technological pre-conditions.

The E.V.A. project aims at giving an answer to the urgent need to strengthen the competences of the operators from Vocational Guidance Centres and from the Employment Centres as much as possible by developing flexible methodologies to valorise the seekers' actual skills ("what I can do") and promote a direct and fast match between job demand and supply, through the adaptation and the transfer of the Video-curriculum tool (that in the previous project V.I.D.EO. , had a great impact in valorising the job seekers' skills, also the ones that were hidden) to new sectorial and geographical contexts, as well as to new groups of users (such as the young graduates accessing the labor market), who need specifically tailored interventions to increase their employability.

1.2. The E.V.A. Partnership and local network

Made of 6 Organisations from 4 countries (Italy, Greece, Spain and UK), the E.V.A. partnership is rich in expertise ranging from the research to planning, from management to development. It includes both public bodies and private subjects, engaged in research and intervention on the education field and the labor market.

Such partners are:

ITALY

PROVINCE OF ROME, Dipartimento III “Servizi per la Formazione e il Lavoro, Servizio 2”. Public Authority. E.V.A. Project’s Applicant Organization. It manages and coordinates 26 Job Center (C.P.I.), 8 public Professional Training Centers (C.P.F.P.) and several private Professional Training Centers. This activity is according to the needs and changes of the labor market and helps the matching between local demand and supply. It makes actions of costumised professional guidance in order to define needs and capacities of the users and to increase the value of their skills.

P.E.S. (Public Employment Service) of area of the province of Rome. It is a network of 26 Job Center managed by the Province of Rome (C.P.I.), Career Guidance Centers managed by the Municipalities and Province of Rome (C.O.L.), EURES Network, Enterprises.

EURO INNOVANET Srl (for profit). Scientific Research and development Center. E.V.A. Project Management co-ordinator. Its activities are: socio-economic researches; the social, cultural and professional innovations with a particular focus on the fields of communication and training, both at national and international level. It has a long and important experience in European projects. More specifically, EURO INNOVANET was the co-ordinator of V.I.D.E.O. Project, source of E.V.A. Project. Its network involves Enterprises, social partners, other organizations at all levels, including trade organizations and Chambers of Commerce and Industry.

GREECE

IEKEP (No Profit). Founded in 1990, it is an Institute of Training and Vocational Guidance and works both for unemployed people and high level workers. Further, its activity includes didactic manuals, ICT tools, researches focused on professional training and guidance, sharing European projects.

The Greek local network, coordinated by IEKEP, is composed by:

JUVENILIA. It is a NGO and works with minors who have committed an offence, who are totally distracted in their personal and educational life in order to empower and to redefine his/her objectives counseling and supporting them of how to make their future business plan. In its local network are Public Authorities, Local Social Services, Employment Agencies, NGO, schools and institutions of primary and secondary education.

NOSTOS. This NGO was established in 1995 by the Federation of Pontian Associations of Southern Greece and local Pontian Associations in order to support the repatriates from the former USSR in social and economic issues. Through the years, its activities were expanded to other socially vulnerable groups aiming and alleviating social exclusion and unemployment. NOSTOS provides services and activities of social and educational character for those job seekers who have difficulties in accessing to the labor market.

IASIS. This NGO began its activity in 2005 providing therapeutic and counseling services of psychosocial support to adults who face mental health problems, individuals with psychological disorders and mental retardation. Since 2008, the Day Center IASIS is also a Sheltered Unit for asylum seekers. Its goals are: to operate on a prevention level towards psychiatric commitment, to improve the life quality of all those receiving its services by supporting their inclusion into social frames, to sensitize and inform local community in order to fight the social stigma, to help them find a job/sustain a career as a critical point of rehabilitation and/or social inclusion. IASIS provides a wide panel of services: besides psychotherapeutic sessions and psychological support, its activity concerns: empowerment and support to vulnerable groups (immigrants, psychological disorders, etc.), training for foreign languages and ITC, skills development.

SPAIN

DIPUTACION DE GRANADA, Delegation de Empleo y Desarrollo Provincial, Seccion de Formacion para el Empleo. Public Authority. Its main objectives are: coordination and promotion of active employment policies, job mediation and adjustment between the needs of employers and job seekers. Furthermore, it manages the promotion of employment, its quality and stability, the local development, execution and coordination of actions under European Strategy in Andalusia and participation in community programmes and initiatives. The Guidance network of the Andalusian Employment Services aims to support the andalusian workforce for its insertion in the labor market. It attends specially the following types of job seekers: people with disabilities,

university/college students and recent graduates, women, young people, unemployed people with special difficulties for insertion. Its services are: personalized guidance for labor integration, information about the labor market, guidance and advice about a job seeking skills, vocational orientation, guidance on self-awareness and positioning in the labor market, personal guidance in the search of employment, self-employment support, self-orientation. Training Section for Employment of the Provincial Council of Granada develops the following programmes: Vocational Training Center Network, Tele-learning Platform, Mentor Classroom, Grandampleo II Project (social and works insertion guidance for 375 people).

The Spanish local network, coordinated by Deputacion de Granada, is composed by:

DIPUTATION DE GRANADA, SECCION DE FORMACION PARA EL EMPLEO. CENTRE ANDALUSIA ORIENTA-CRUZ ROJA GRANADA. Public Center. It is integrated within the network “Andalusia Orienta”, which coordinates the guidance services and is a reference for the job seekers support. Its specific goals are: guidance to job seekers “working with them to improve their training and recycling their abilities to find a proper job with regard to their working experience”; to sound/probe new sources of employment; to put in contact demand and supply; to insert young people, women and people with disabilities in the labor market.

DIPUTATION DE GRANADA, SECCION DE FORMACION PARA EL EMPLEO. CENTRE ANDALUSIA ORIENTA ALBUNOL (Mancomunidad de Municipios de la Costa Tropical). Public Center. Its goals and activities are the same of the Centre Andalusia Orienta-Cruz Roja. Furthermore, it emphasizes the need to collect specific information about the changes in the labor market.

DIPUTATION DE GRANADA, SECCION DE FORMACION PARA EL EMPLEO. CENTRE ANDALUSIA ORIENTA HUESCAR (Mancomunidad de Municipios de la Comarca de Huescar). Public Center. The main function is to support and advice andalusian population in the job search process for their integration in the labor market. The target is the unemployed people in general; in particular, it is the range of people we can see in the whole Deputacion of Granada (people with disabilities, university/college students and recent graduates, women, young people, unemployed people with special difficulties for insertion). Also the goals and the activities are the same. Furthermore, this Center emphasizes the target of active labor policies: inactive people, unemployed people and employed people (to keep their job) and the three lines of action: a) Labor mediation, b) Training for employment; c) Encouragement hiring.

UNITED KINGDOM

MANCHESTER CITY COUNCIL. Public Authority. In general, the Manchester City Council takes the responsibility of all governmental services for the citizens. One of its duties concerns the matching between supply and demand in the labor market with the cooperation of the network of the

Employment Centers in the region of Manchester. One of them, the JOBCENTRE PLUS (an agency of the Department of Work and Pensions) is the key entity for informing the match between supply and demand for jobs. Intelligence gathered is used to inform the Department funded worklessness training providers, colleges and trainer centers as well as other Government team. This allows providers to develop curricula to match demand and market jobs. Schools hold the statutory duties to provide careers information, advice and guidance to all young people. The new National Careers Service is the web-based and face to face careers advice service for all of ages. Currently, to combat the recession the coalition Government are developing new initiatives to promote growth in economy by creating new jobs. "Get Britain Working" is designed to offer a range of support to unemployed residents of all ages. There is also a Government guarantee for work experience opportunities for all young people aged 16-17 who require this.

NORNIR. The NGO has its principal activities in social fields. It also develops ICT infrastructures and training formats. Its key-sectors of activity are: European project development for the Third Sector, tools and database on line; website design; professional support and monitoring of workers and unemployed people.

The British local network, coordinated by the two British partners, is composed by:

EX-CELL SOLUTION. This No Profit Organization works with offenders to improve their employability and helps them gain access to mainstream employment. Specifically, it works with prisoners, prisoners released on license and offenders serving Community Sentences in Greater Manchester. In particular, Ex-Cell Solution works with women prisoners across the North of England and women in Greater Manchester serving Community Sentences. Its network involves: Prison, Probation and the National Offender Management Service Co-financing Organization European Social Fund North West ACHIEVE Programme as well as specialist Third Sector offender organizations such as "Women in Prison".

The E.V.A. project is therefore characterised by the long-standing, strong presence in the territory, given the relevance of both the partners and the extent of the area that they serve.

It has to be stressed that two partners, EURO INNOVANET and Iekep, took part in the V.I.D.E.O. Project, whose main result (VIDEO-CV MODEL) will be transferred in the frame of the E.V.A. Project and that EURO INNOVANET scientifically and methodologically oversaw the VIDEO project and the Video-CV production, in all its phases.

So, it is possible to state that each partner has a strong external network consisting of contacts, collaborations, partnerships and memoranda of understanding with the economic, social and institutional land. It is also in a constant dialogue with second-level networks, both at the national and the community level.

1.3. Project target groups

Starting from the results of the V.I.D.E.O. project, the E.V.A. project aims at transferring the Video-CV Model towards a more wide range of users.

Beneficiaries of the V.I.D.E.O. project were mainly over 45 people, followed by migrants, people with disabilities (both physical and mental) and ex-prisoners.

The flexibility of the Model proposed together with the increased need to develop new solutions in order to fight unemployment inside the partner countries led to the enlargement of the target that could benefit from the use of a tool meant to support and strengthen job seekers' application; moreover, the researches carried out in the frame of the V.I.D.E.O. project² stressed that the Video-CV tool can be developed as a tool tailored for different categories and not just reflecting the educational level of a person, nevertheless the young people (from 18 to 34 years old) seem to be more attracted by the Video-CV as they often are used to realise simple Video-CVs to support their applications. Its use as a tool to help people (also the youngsters, often lacking in a strong professional background and experiences) in finding an employment is demonstrated by the fact that it helps people prove what they can do, not just educational qualifications.

In conclusion, the E.V.A. project wants to widen the base of the Video-CV potential users, by transferring the Video-CV tool, re-arranged, towards target groups particularly affected by the contemporary economic crisis, such as:

- young people (18 to 24 years);
- young, highly educated people (under 34 years).

These are the main target appointed, even if the range of the users to be involved shall not be limited to such people.

2. THE SWOT ANALYSIS: FOCUS AND RESULTS

2.1. The Video-CV Model focus of the analysis

As just mentioned in the premises to this paper, the focus of the SWOT analysis has been the V.I.D.E.O. Model.

² http://www.videocurriculumproject.net/presentazioni/VIDEO_CV%20Documentary%20research.pdf

More in detail, we are dealing with a very flexible and adaptable Model built on the following macro-sections (each section being deeply linked to a methodological process³):

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.

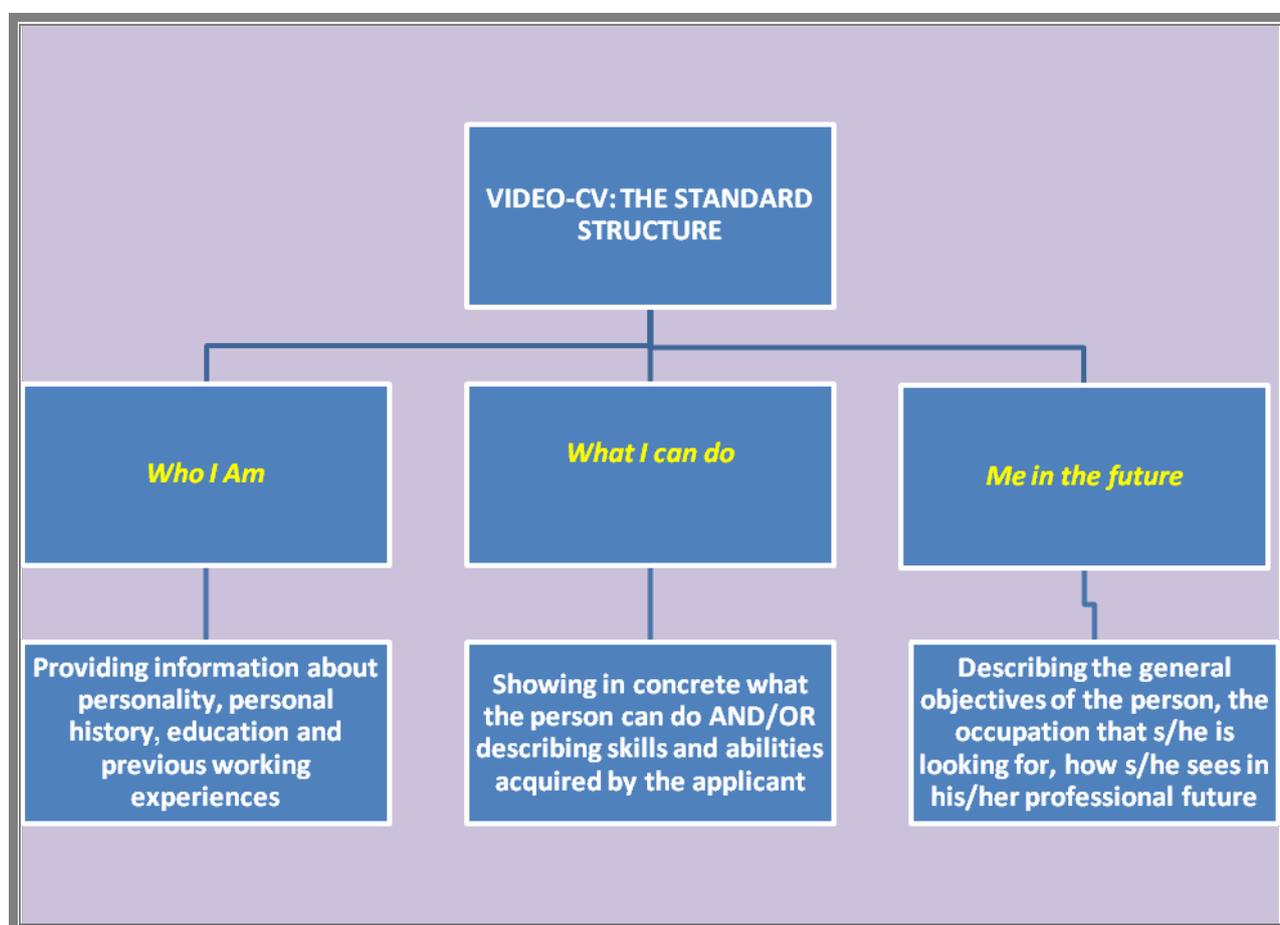


Figure 1 – Scheme of the Video-CV Model from the V.I.D.E.O. project

³ For details, see Annex I to this report.

The V.I.D.E.O. Model has shown that the highly innovative Video-CV tool can really be effective in increasing the chances of matching between job demand and supply, even in the case of the **most vulnerable targets and in response to the needs of self-awareness and self-promotion of job-seekers about their ability**⁴. For these reasons, the tool in itself can become essential in making the vocational guidance interventions more effective; furthermore, the V.I.D.E.O. Model revealed, in this context, that the Video-CV is a particularly effective tool to answer to the complexity and difficulty of the integration and re-employment processes also for those people with **high skills and abilities, also when such abilities have been** acquired informally or in a non formal contexts.

2.2. RESULTS OF THE SWOT ANALYSIS

2.2.1. Strengths, weaknesses, opportunities and threats

Partners' answers to the questionnaire submitted to them were very positive and articulated, confirming, on the whole, the key issues which the E.V.A. project has been built on.

The results of the survey are represented in the template below. The factors highlighted in the SWOT scheme are better discussed and, for what concerns the weakness points and the threats, deeply analysed and solved in the following pages.

⁴ The economic crisis that Europe is facing led to consider as "vulnerable" not only the "traditional" fragile targets such as migrants, disabled people, over 45 people, but also the young people without strong skills (medium-low education) and the young highly educated people that have to move in a market that can't offer employment opportunities. The data provided by Eurostat for the European context are clear: "In January 2013, 5.732 million young people (under 25) were unemployed in the EU-27, of whom 3.642 million were in the euro area. Compared with January 2012, youth unemployment increased by 264 000 in the EU-27 and by 295 000 in the euro area. In January 2013, the youth unemployment rate was 23.6 % in the EU-27 and 24.2 % in the euro area." (http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics)

VIDEO-CV STARTING MODEL	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Clear and straight forward structure and script format • The recognition and identification of the three sections of the Video-CV Model (Who I am, What I can do, Me in the Future) provide a total overview of the beneficiary allowing a much fuller appreciation of the candidate • Very flexible model, easily adaptable to several target groups (and diverse skills, practical, intellectual, etc..) • It provides the opportunity to show communicative-multilingual-technical-social-personal skills • It is suitable for those who haven't an academic background • Innovative and modern, it can be easily diffused via Face book and other social networks • It is a good tool to give evidence to informal and non-formal skills • The process in itself can help users in their personal empowerment • Evidence of local success in using Video CVs resulting in job outcomes 	<ul style="list-style-type: none"> • Users must feel comfortable in front of the camera • Video-CV process is a time-consuming procedure • Video-CV process is a more expensive procedure if compared to a written CV or other tools (e.g. power point presentation of candidates, etc.) • It is necessary to acknowledge the amount of work required to get residents in the target groups up to the standards required for filming • Video-CV market for graduates is over subscribed and generally not to considered to be successful • The Video-CV is a not-accepted model for applications by many employers, so there is the need to work with employers to develop this and get their support • Job Counsellors become core actors of the process (they need to be properly trained in supporting the users, in narrating users' professional histories, in getting ICT skills, etc.) • Employers may be not familiar with the tool
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • It can challenge stereotypes of people from vulnerable groups and /or with problems • It can be used as a pre-job interview and for volunteers as well as students accessing the college • Further development of the applications of this format – potentially to all categories of job seeker - is possible • It helps in removing issues around lack of experience which many young people feel is a barrier to them getting work • It provides innovative, ITC-based solutions to help job demand and supply matching • It can be particularly suitable for young people who use to deal with ITC 	<ul style="list-style-type: none"> • There is a risk of quality loss in the end product if it is scaled up to mass production • Users could feel uncomfortable in front of the camera • Necessity of intensive dissemination among Employers, Employment agencies, etc. and linked to local platforms for the job demand and supply matching • Its sustainability could be problematic (due to financial cuts, pressures on the 'day job' caused by reductions in staffing mean a battle for priorities, etc.) • It could raise expectations with clients and agencies that cannot be met • It requests specific communicational solution according to the diverse targets

Figure 2 – SWOT template

A. Points of strength and opportunities

As we can see in the SWOT template, among the **points of strength and opportunities**, it has been pointed out that the Video-CV Model that the E.V.A. project aims at transferring, is regarded by the counsellors of the partner Institutions as a very effective tool to help job seekers expressing their skills and abilities (both practical and intellectual), even if there could be problems related to the experience of the Video-CV clients to sit in front of a camera.

Almost all the interviewed people confirmed that the Video-CV has to be regarded as an added value respect to a written CV, providing the opportunity to show communicative, multilingual, technical, social and personal skills. This aspect is closely related to the fact that, according to the interviews already developed by partners the Video-CV is particularly helpful to show those additional skills and the ones acquired within a non-formal or informal learning context, even if its use has not to be limited to those experiences. It is suitable also for those people who haven't a strong academic background; all those factors are in line with the researches carried out during the V.I.D.E.O. project and their conclusions. This aspect is compared to the fact that, according to the interviews already produced by the Project Partners the Video-CV is particularly helpful in also showing those skills and abilities acquired within a non-formal or informal learning context.

Concerning, more in detail, the evaluation of the Model led us to consider that the Video-CV to be transferred:

- has a clear and straight forward structure and script format, that allows the recognition and identification of the three sections;
- is enough flexible so that the Model is easily adaptable to several target groups and to diverse skills, from practical to intellectual; it has to be stressed that the flexibility of the Model confirms the possibility to successfully transfer to a wider audience a Model that in the previous project V.I.D.E.O. was used to create Video-CVs of migrant, over 45 people, disabled, and other fragile groups;
- is an innovative and modern tool, which can be easily diffused via Face Book and other social networks. Such innovative nature of the Video-CV makes it possible to link the Video-CV to the new social network, such as Facebook; this point has been strongly stressed by several partners and needs to be further deepened and, possibly, developed;
- its creation process, in itself, can help users in their personal empowerment;
- suitable for helping people in expressing numerous skills. Concerning this point, as pointed out by some interviews⁵ realised by the Partners of the V.I.D.E.O. Project, the Video-CV tool and in particular the Model created by the project is regarded as a tool allowing job seekers to better express their **skills** and **practical abilities**. This contributes to make the Video-CV an **innovative tool**: in fact, as stressed in the desk researches carried out by the V.I.D.E.O. Partnership⁶ related to the use and diffusion of the Video-CV tool all around the world, the existing Video-CVs available on the web, are in the majority of the cases nothing more than a "spoken version" of the written CV.

⁵ The interviews results are available in four national reports and are compared in a transnational report; all these reports are available in the Project web-site, at the address www.videocurriculumproject.net, section "products".

⁶ See the web site www.videocurriculumproject.net.

Focusing again on the Model, the E.V.A. partners recognised that it offers a set of opportunities that, properly developed, can become points of strengths and, if properly exploited, can really help job seekers in creating a more effective résumé. For instance the Video-CV Model **could challenge stereotypes of people from vulnerable groups** and /or with problems and **help in removing issues around lack of experience** which many young people feel is a barrier to them getting work. This is precisely why in the V.I.D.E.O. project the tool was successfully used to help just these kinds of people.

From the point of view of Employers, the Model is so flexible that it can provide them with the chance to use the Video-CV as a pre-job interview.

B. Points of Weakness and Threats

For what concerns the **points of Weakness and Threats**, it has to be stressed that they are mainly related to the Video-CV tool in general and to the process of creating it; such factors are lying along of three axes that are in direct connection to the project's main subjects: a) counsellors and employment operators and their agencies, b) users, c) labor market and its actors.

Mainly, the weaknesses pointed out by the E.V.A. partners seem to be related to the following:

- the operators/counsellors need specific skills in order to make an adequate and useful Video-CV (new competences);
- the employment agencies have to warrant adequate resources (especially: time, money, tools and competences) in front of the *process of making a Video-CV*, whose goal is preparing an effective, powerful and "tailored" tool;

As regard to the Threats' frame, the items seem to rise out from a deep evaluation of the Weaknesses. They concern:

- the risk of making a weak product (that would be inefficacious);
- the need to point out "tailored" and much more communicative solutions when building the Video-CV;
- the budget cuts in a negative economic period, that can compromise the employment agencies' activities;
- the need of a strong and deep promotion of the Video-CV on the labor market, in order to involve the employers.

Other relevant points stressed are:

- the Video-CV efficiency finds its strength in a “narrative” essay able to explain not only the user’s professional skills but also his/her personality (resolution, ambition, willing to do etc.). In this case, the counsellor/employment operator needs more working time and more specific skills than making a simple paper curriculum: it needs a panel of different competences (like relational, communicative, expressive competences) in order to find *the key* for a draw, individualised self-introduction;
- the fear about an eventual poor and inefficient Video-CV is connected to the resources available and the present budget cuts;
- the relationship between user and counsellor/employment operator becomes central and deepest. On the other hand, the user has to be more active and aware: in this way, managing the relationship can become worse and burdensome;
- Some partners suggested that the Video-CV isn’t a good tool for everyone and some other suggested to classify users according to standard target groups in order to make easy the filming process;
- although the Video-CV is an innovative tool for the matching between job and demand supply on the labor market, quite all partners emphasised a lack of its engagement and suggested several actions to promote it among employers and employment agencies. This point is important and it ought to be clear.

C. Evaluations of the SWOT factors

For a correct evaluation of the SWOT factors with special regard on the **Weakness** points and the **Threats**, it is worth, firstly, to clarify that the majority of the weak and threat points have already been analysed and criticised during the V.I.D.E.O. project; this experience and *know how* allows the E.V.A. project curators to be strongly confident in the possibility to transfer all the tool and the methodological and technical solutions able to make the E.V.A. partnership overcome the majority of the possible obstacles and criticalities.

Coming, here, to study the possible weaknesses and threats in transferring the Video-CV tool, it is possible to state that they show a number of similarities, so that it is possible to cluster those factors and summarise them in 5 main critical points, as follows:

1) the need of special competences for the counsellors/employers of the Centres for vocational guidance (technical, methodological and psychological).

On this matter, we have to underline that starting from the V.I.D.E.O. Model, the E.V.A. project will involve vocational guidance and employment experts (such trainers and counsellors) with the purpose of transferring necessary skills to implement such Model. Operators will be trained for a standard process of creation and management of the Video-CV tool, and constantly supported to

gain the *knowhow* needed to implement and adopt the tool in their Institutions and national contexts. These actions will be addressed at achieving one of the main objectives of the E.V.A., project, which is to strengthen the employment services operators' skills, in countries where the economic crisis, since the last three years, has been having the higher impact; such countries need reorganisation of strategies and tools to help the matching between job demand and supply, thus increasing their agility, effectiveness and economy.

Often, as shown by the SWOT analysis' outcomes, vocational guidance operators and employment services operators, although highly professionalized, do not have neither the resources (in terms of technical ability, funds and time) nor a suitable method to develop highly innovative tools like the Video-CV, that are precious devices, today more than ever due to the current crisis of the labor market and the consequent fragility of job seekers, who are called to demonstrate, now more than ever, to have solid, visible and proven skills.

2) the increased resources necessary to manage the whole process of Video-CV creation (money, time, human resources, technical devices).

This issue is closely related to the problem of budget cut in a negative economic period, other point that has been strongly underlined by E.V.A. partners.

Concerning this issue, mention must be done to the innovativeness of the Model and the methodology pointed out in the V.I.D.E.O. project, which will be properly adapted and transferred to the E.V.A. partnership. The project will provide partner institutions with the technical equipment needed to shoot and edit the Video-CV and with a specific training (as stressed in point 1, above).

The methodology pointer out in the frame of the V.I.D.E.O. project, that will be transferred to the E.V.A. partnership, will allow the vocational guidance and the employment centres to deal with a standardised process for creating and managing the Video-CV tool in a easy and sustainable way, both in the short and the long term.

According to such process, there is a standard structure and path to realize a Video-CV, that implies several standard phases, such as:

- **guidance interview** aimed at deciding if our user can take advantage from a Video-CV or not;
- **use of a standard script format** to create the ideal set of the Video-CV, according to the diverse target groups;
- **identification of the Equipment requested** – setting for recording the Video-CV (e.g.: digital camera, video captures software, video-editing software, kit of lights to illuminate the person, PC with Internet Connection, Cd/DVD reader and recorder, microphone, etc.);
- **Protocol of use for users**, concerning how to users should dress, act, move and talk (e.g.: showing abilities, looking directly into the camera, speaking slowly and clearly, do not smiling too much, appearing natural, dressing in a way suitable both to the message recipient and to the context to which applicants are referring, taking into consideration their personality...).

3) risk of making a weak product.

This issue is deeply linked to the fact that the Video-CV, as just stressed by the numerous researches realised in the frame of the V.I.D.E.O. project, is a good product but it is obviously **not for everybody**.

The template below can effectively summarise the diverse tools according to the target groups.

Kind of guidance tool	Opportunities and limits	User competences
Written CV	Suitable for people with certified skills. It offers the possibility to better describe certifications and education gained within formal learning contexts.	More suitable for: - describing certified competences - describing education and professional experiences of the job seeker
Video-CV	This tool offer the possibility to show particular, practical skills which are “hidden” or that can’t be adequately valorised within a written CV. It helps the self empowerment. But it might require more time to be developed, thus making the process of finding a job longer.	More suitable for: - making visible informal, not certified competences - showing practical abilities (example: craftsmen skills, creative skills like for graphic artists, photographers, directors, designers, people having competences in the field of fashion, etc.) - valorising the competences of particular categories: job seekers that because of their age, sex, nationality, physical disability, have difficulties in finding a job. Through the Video-CV they might have the opportunity to show, out of the prejudice, their real competences, their authenticity, their personality.
Digital/electronic portfolio	This tool allow showing the profile of the job seeker, through pictures of the people, pictures of his/her works, documents like certifications, short movies showing the person at home, while working, etc. But it might require more time to be developed, thus making the process of finding a job longer.	More suitable for: - making visible informal, not certified competences (mainly of artists, creative people like architects, designers, etc.) - supporting the applicant in a path leading to the gaining of awareness about his/her informal competences, that s/he do not recognise or do not take into the right consideration.

Figure 3 – Guidance tools according to diverse target groups and competences

The outcomes of the V.I.D.E.O. project surveys together with the experience and know how gained, also in regard to the ideal users that can take advantage from recording a Video-CV, are frame of the E.V.A. intervention.

According to that, it is worth to always keep in mind that the Video-CV expresses all its effectiveness when used in synergy with other traditional tools (e.g. written CV) to widen its effectiveness.

Moreover, some basic issues have to be always taken into consideration, and in particular, that it is possible to exploit the advantages of this tool for numerous jobs and social categories, such as: craftsmen; older people and people whose abilities are not formally acquired, but acquired within non-formal and informal learning contexts; people with skills - informally and formally acquired, not certified or certified, related with a practical skill, both high and low-middle educated (secretaries, plumbers, archivists, electricians, medical attendants, care workers, etc.); job seekers that because of their age (too old or too young), their sex, their nationality or their conditions (not so experienced) have difficulties in finding a job. Through the Video-CV, in fact, those people could demonstrate their skills and competences; creative and innovative people such as web-designers, graphic artists, directors, cartoonists, decorators, photographers, and similar.

In conclusion, in order to avoid the risk of making a weak product, it is worth to exploit the background and the *knowhow* of the V.I.D.E.O. project, choosing the right targets and the right people. In that case, the Video-CV will give the person one more opportunity, that is the possibility to create an immediate interaction with the entrepreneur who views the video. The Video CV, in fact, brings to light the real person and can highlight positive aspects of the applicants' personality. This can be of particular relevance in some areas of work where the personality of the applicant can be a deciding factor in their employment – for example care workers, baby sitters, and similar.

4) need to intensively promote the Video-CV tool among the entrepreneurs as well as the employment agencies.

This issue, stressed by partners, confirms the choice done by the E.V.A. project management team, to involve since the beginnings (that means since the planning of the project itself) the stakeholders. This is a strategic aspect in order to optimise the effectiveness of the Video-CV tool for those who are looking for a job, even if not always it is easy to realise.

Mention must be done, here, to the fact that V.I.D.E.O. Model attractiveness has been tested among several employers, who are used to exploit the Video-CV as tool to help the screening of candidates, allowing making the costs of the personnel selection process lower. This seems to be confirmed also by the results of a survey carried out in the V.I.D.E.O. project, that stressed the importance and efficacy of the Video-CV on the labor market: according to the outcomes of the

survey, 89% of employers stated that they would watch a Video-CV if it were submitted to them; furthermore, almost all the people interviewed in the frame of the field researches carried out within the V.I.D.E.O. Project, confirmed that the Video-CV has to be regarded an effective tool and an added value respect to a written CV.

Of course, such links have to be improved and strengthen in the frame of the E.V.A. Project.

5) the target group issue

There is another issue that has to be examined in depth: the target of the young, highly-educated people. The decision to transfer the V.I.D.E.O. Model to such a target, is aimed at responding to the need to “attack” the employment crisis that is hitting Europe, in particular countries such as Italy, Greece and Spain. Once more, mention must be done to the fact that the young, highly-educated people have become a fragile target in a moment when the youth unemployment is globally reaching impressive, unprecedented proportions⁷.

According to questionnaires filled by the E.V.A. partners, creating a Video-CV tailored for this target group is a real challenge: on one hand, they are a target using very often such tool; on the other hand, as much often they are lacking of a solid professional experience and/or do not have skills to show. Instead, they usually have “piece of papers” such as degrees and diplomas to show. In this case, the Video-CV could be overlapped to the digital portfolio. In is clear, anyway, that a Video-CV tailored for that target group should be much more devoted to highlight the education, training, masters as well as personality of the user, trying to valorise aspects such as reliability, empathy, communication skills, linguistic skills, ability to control the body language, and so on.

3. TOWARDS AN INTEGRATE VIDEO-CV MODEL (E.V.A. MODEL)

At the end of this short recognition, looking forward to find out solutions to adapt and transfer the Video-CV Model, it is possible to define the state of the art of 4 main background factors which are of vital importance for the Model transfer. Such elements, that will be analysed one by one, are: partners’ degree of empathy with respect to the project objectives; degree of permeability of the Video-CV tool in the Partner Institutions, with respect to their internal organisation; methodological aspects related to the usability and transferability of the Model; effectiveness of the Model with regard to the E.V.A. project target groups.

⁷ http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics

Degree of partners' empathy with respect to the project objectives

In filling the questionnaires, the E.V.A. project partners have been highly involved, going, in the majority of the cases, beyond what was been required to them. This will demonstrates the high level of interest and empathy of the partners with respect to the core-theme of the project (adaptation and transfer of the Video- Model CV).

However, it should be noted that many of the responses received by partners and by the respective local networks, have been given in relation to the Video-CV as a tool in general, instead of being focused on the Model proposed.

Degree of permeability of the Video-CV tool in the Partner Institutions

An analysis of the local networks activated by the partners, i.e. the institutions cooperating in the transfer of the Video-CV Model, shows the potential high permeability of the Video-CV tool inside such Institutions. Mostly, this is due to:

- Consistency of the Organism selected with the objectives of the project
- The high level of competence and professionalism of the human resources involved
- The custom with the practices and policies to promote employment
- The capacity to analyse in depth, demonstrated by the operators of the E.V.A. network
- The interest that all the Institutions having answered to the questionnaire showed with respect to the possibilities offered by the Video-CV tool and the real perspective to put at standard use these tools and its facilities.

Methodological aspects related to the usability and transferability of the Model and effectiveness of the Model with regard to the E.V.A. project target groups

The analysis of the Video-CV Model has shown significant convergence among all the Project partners who filled in the questionnaires, in spite of their different backgrounds and experiences. Of course this is an asset for the project, nevertheless it is necessary to compose the variety of approaches so as to achieve the development of a Video-CV Model being shared by all the partners who are transferring to their countries the Video-CV tool.

The issue of the margins for the Model transferability is closely linked to the effectiveness of the Model itself with respect to the project target. In turn, these two issues will be analysed at the light of partners' experiences in creating the Video-CV in the case of the Province of Rome, EURO INNOVANET and IEKEP, and at the light of the guidance and job placement experiences in the case of other partners and their networks, activated locally.

With regard to the target, the considerations made in Section 5 of Chapter 2 are valid: the target of the highly educated young people has also the need to be very well addressed in order to avoid the risk of making a weak product. Often, in fact, these people cannot count on a solid and extensive professional experience, but only qualifications. In the case of the youngsters (18-24),

they often lack a solid professional qualifications, therefore it is worth to enhance their knowledge gained in informal and non-formal learning contexts. Compared to the context of E.V.A. partnership, the results of the SWOT analysis show that the Video-CV Model as well as the whole process of creating and managing it, can be effectively transferred.

With regard to the process of creating the Video-CV, all partners confirm the preliminary guidance system, starting from the personal interview guidance which will guide the choice of the tool more suitable for each user.

The scheme of such guidance path is as in the following template.

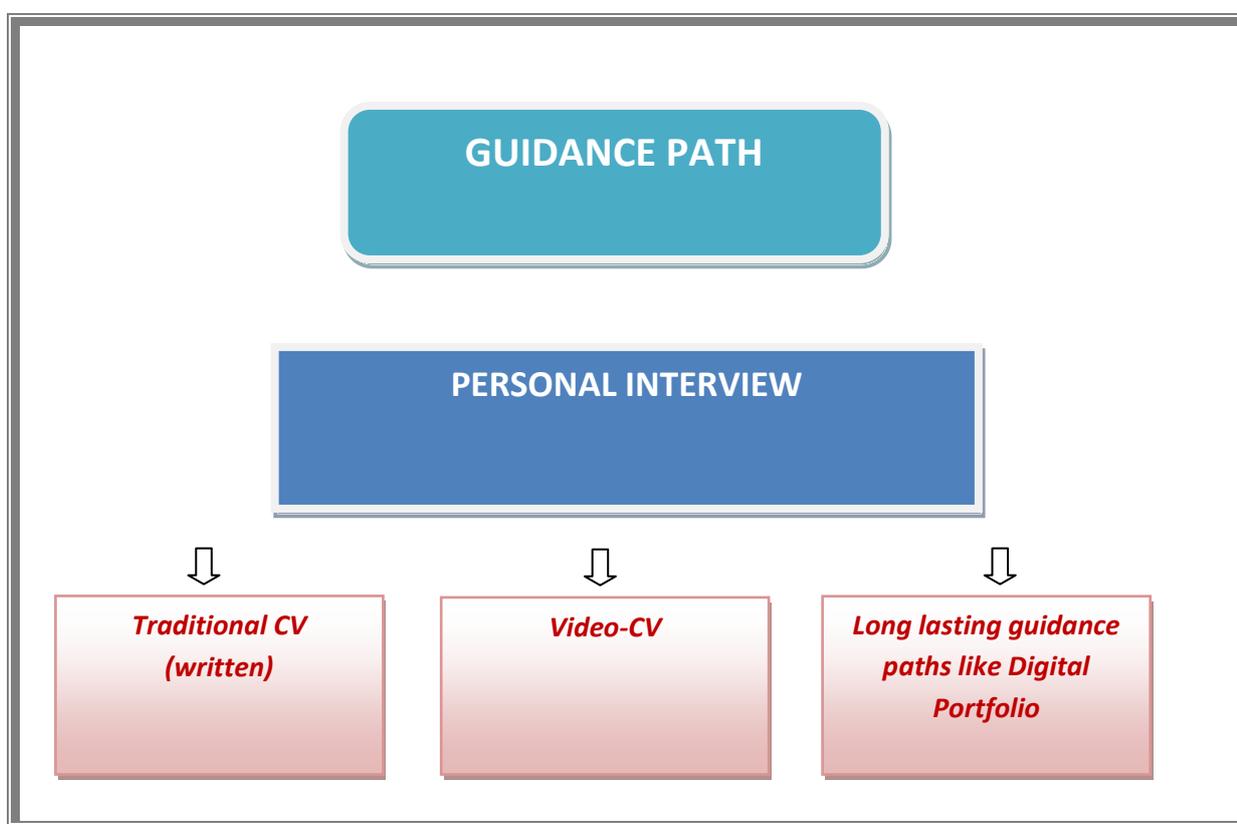


Figure 4 – Guidance path, preparatory to the choose of the vocational guidance tool

Concerning a the Model structure (from the 3 based sections - *Who I am, What I can Do, Me in the future-*, to the product duration, that shall be 2 to 5 minutes as a maximum), it can be transferred successfully, BUT it needs to be adapted according to the E.V.A. project target, that is the youngster as well as the young highly educated people.

For those 2 target groups, the structure based on three main sections could be adapted as follows:

A. In case of young highly educated people

Who I am

This section should provide information about:

- Personal data (users' name, surname, age, where s/he lives, etc.);
- Education (providing information about the degree gained, the university where s/he studied);
- Other education or training (e.g. masters, stages, etc.);
- Experiences abroad, if existing;
- Professional experience with contract and no contract (internships, volunteer);
- Information about personality (virtues, defects, hobbies...).

What I can do

This should be the most important part of a Video-CV and should provide information about the skills and the abilities acquired, **both in formal and in informal and non-formal learning contexts**.

It is recommended:

- **to show** what s/he is able to do (e.g. speaking a foreign language, using a software, fast typing, etc.);
- **to tell**, if the case, her/his abilities (in case of intellectual or not practical skills).

Me in the future

This section should provide information about

- User's professional aims;
- Kind of job the applicant is looking for.

It is recommendable to express how user sees him/herself in the next professional future, avoiding mentioning the occupations s/he would be able to carry out.

B. In case of very young people (18-20 years old), or young people not highly educated, AND/OR young with low professional experience

the structure above can be valid, BUT in that case, we would better focus on aspects as formal, informal and non formal learning, internships, volunteering, language knowledge, computer skills, geographical availability and aspirations.

Particular attention should be paid to skills as, for example, innovative capacity, flexibility, adaptive capacity, search and information management.

Such skills, emphasises in the "What I can do" and the "Me in the future" sections, could create positive expectations in front of the entrepreneur. In that case, the section "Who I am" should be shorter and have less importance than the other two section.

Finally, for both the targets, it is recommended the following:

- Providing information about the positive correlation between the candidates' training and their professional expectations, emphasising how important is their training for that Job;

- Emphasising the availability to travel and stress the hours availability;
- Emphasising the foreign languages that users can speak;
- In case of not relevant professional experience, it would be better to show and prove what candidates are able to do (practically doing something), so as to give entrepreneurs the possibility to positively evaluate skills and abilities.

In conclusion, there are the working hypothesis will have to be shared and discussed in the frame of the first partnership meeting of the E.V.A. project on the occasion of a focus group.

ANNEX I

THE V.I.D.E.O. STARTING MODEL FOR VIDEO-CV

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 counsellors 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.

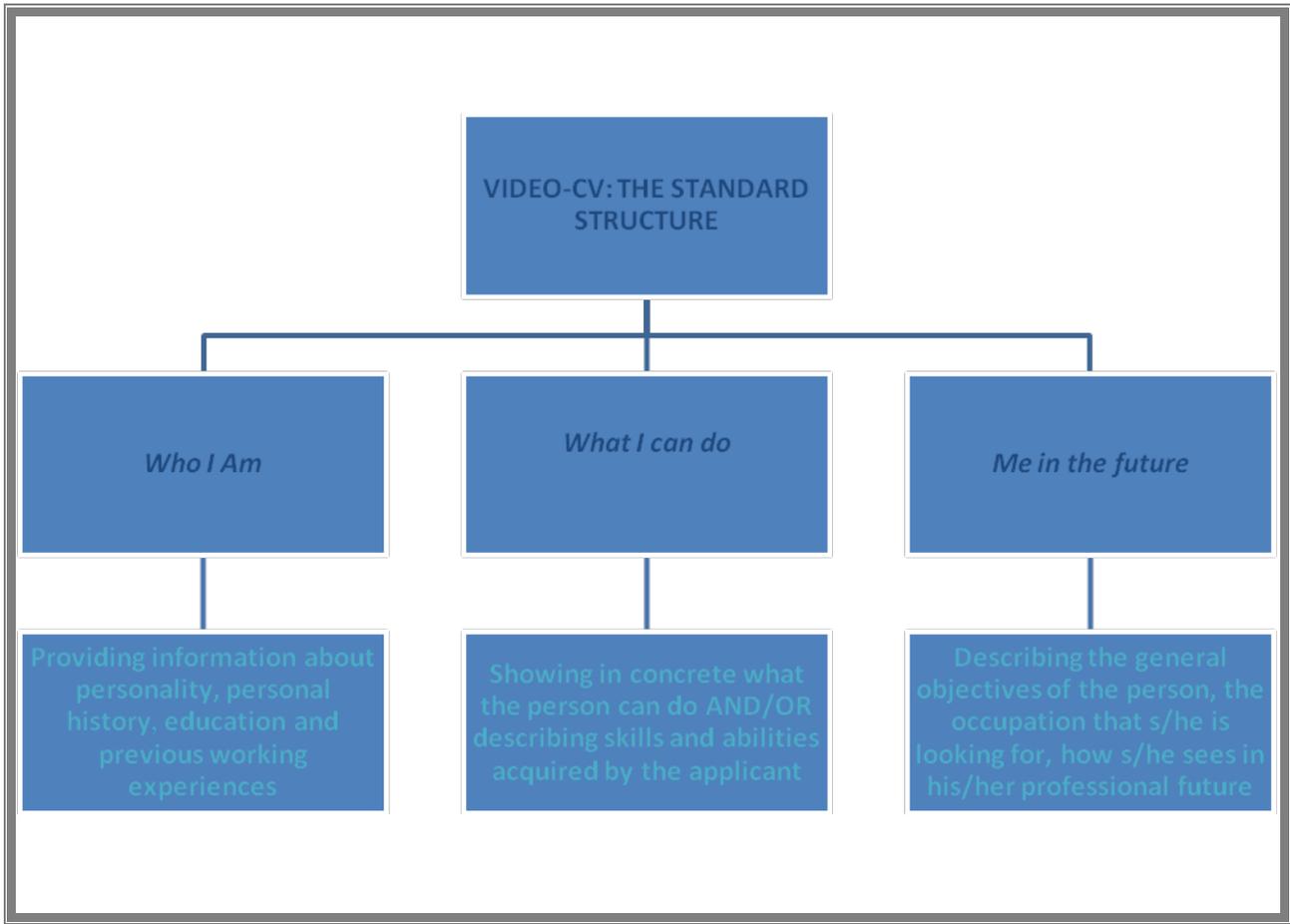


Fig. 1 – Standard structure of the E.V.A. Video-CV starting Model

SCRIPT FORMAT OF THE VIDE-CV MODEL

1. Who I am

Hello. My name is _____

I come from (if immigrant, or relevant.). (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). The camera must be fixed on a tripod
- ✓ 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.

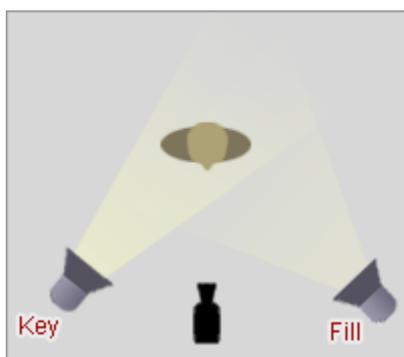
The subject must seat or stand at the centre of the **light set**, as shown in the illumination scheme⁸ below.

⁸ Illustrations and texts of this table are taken from the on-line Tutorial of Media College.com, <http://www.mediacollege.com/lighting/three-point/>



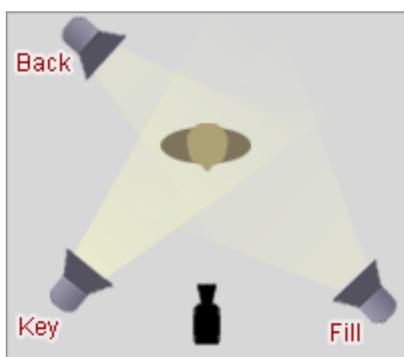
Key Light

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 colours, 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 counsellors

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 counselling 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 professional needs and future expectations.

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 counselling 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 portfolio⁹ 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 guidance counsellor 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 (Aiello, 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 the video of a user that in 60 seconds succeeds in typing at the computer a very long text without

⁹ For the difference between digital and electronic portfolio see Ajello, Belardi, 2007, p. 35

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

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 counsellor creates a relation of trust and cooperation with the applicant.

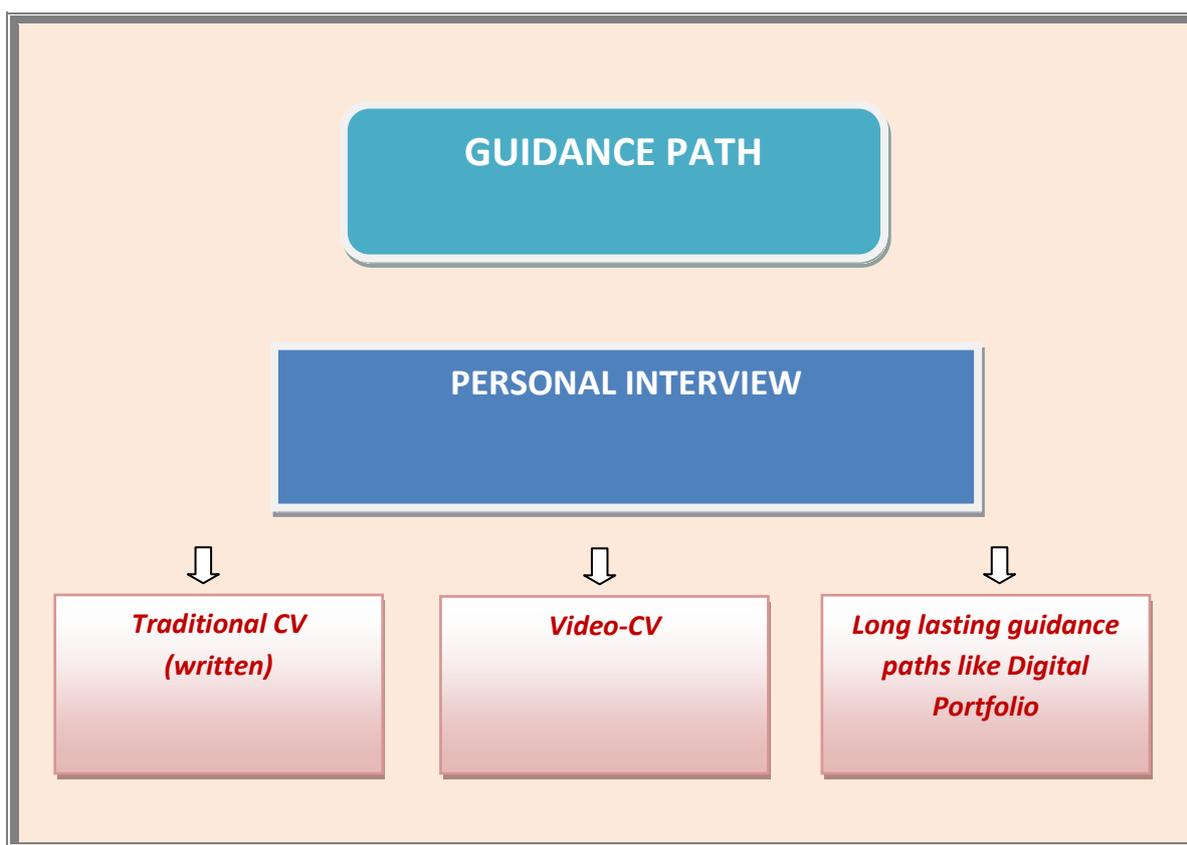


Fig. 4 – Guidance path: deciding among different types of guidance paths

The personal interview is the core of this first stage. The guidance counsellor needs to get deep information about the user's competences and his/her professional needs, both to decide which guidance counselling 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 counselling 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
decide
d if the
Video-
CV is
approp



riate, 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

✓ **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 colours
- 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 centred 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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ANNEX II

QUESTIONNAIRES FILLED BY PARTNERS

ITALY – PROVINCE OF ROME

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

1. Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

We are a PES (Public Employment Service) working in the area of the province of Rome.

Our main services are: vocational guidance - careers guidance – recruitment – placement – self entrepreneurship

Our local network involve: 26 Job Centers managed by the Province of Rome (C.P.I.), Careers Guidance Centers managed by the Municipalities of the Province of Rome (C.O.L.), EURES network, Enterprises.

Evaluation of the starting model

2. Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

The Video-CV Model described in the report is the same used by Porta Futuro, as an ordinary tool in the placement process. The strength point of the model is the opportunity for the users to show on video their communicative-multilingual-technical-social-personal skills.

To be an useful tool, V.C. must used just later a specific training with the users

3. On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

The basic information to realize a good v.c. include:

- Presentation and main qualification
- Professional career

- Job expectation
- Passions, hobbies, sports
- Thanks

4. Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

All the basic information described in the point 3, with a special focus on the academic career.

5. Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

All the basic information described in the point 3, with a special focus on the professional career and on the acquired experiences.

6. With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

For young highly educated target could be appropriate to follow a reference script format, while for adult out-of-work people could be appropriate to show in practice what they are able to do, after a brief presentation.

Evaluation of the impact on operators and on the labor market

7. According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

The main difficulty involve the recording phase: the creation of the V.CV must be the result of a deep guidance process with the user.

8. According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

The VC is a pre-job interview, so that if it is not an outcome of a professional training a realization process It could become a self-defeating tool.

9. What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

To use an on-line platform as a tool for the recruitment and placement process between job demand and supply.

10. According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

To participate a preparatory workshop about the V.C. tool: Porta Futuro organize monthly seminars on the creation and management of the CV.

Your experiences

11. Please describe the experiences on whose basis you answered to the above questions

The Province of Rome participated in an European Project funded by the Integration European Fund, named "Provintegra": one of the output of this project was the creation of a team able to produce V.C. with migrant target, with a specific training for the PES operators; with the budget of the project, we bought the material we need to produce V.C. (videocamera, panels, software ...): thanks to this experience, we have a 18 months 18 months in training users and recording VC in our premise of Porta Futuro, as an ordinary tool in the guidance process managed by Porta Futuro.

GREECE

IEKEP

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

IEKEP, as a vocational training centre, has implemented lot of trainings for unemployed people, and one of its tasks, after these trainings ends, is to help beneficiaries with their career and facilitate them to the labor market.

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Strong Points of Video CV are:

- ❖ An innovative method to present your career
- ❖ A nice solution for these people who haven't many accredited skills and papers of their previous experiences
- ❖ Also fits ok with those who are dealing with technical work (constructions, sewing, handcrafts etc)

- ❖ You can have an added value and more chances for a job, if you set up yourself 'professionally' behind cam.
- ❖ Many employers told us that Video CV gives you the opportunity to have a better idea about your candidates before interviewing with them
- ❖ It is a nice idea to re-think about your job – plan, and for your vocational potential, and to express yourself about them.

Weak Points are:

- ❖ It needs time for preparation
- ❖ Its obligatory to feel comfortable behind cam
- ❖ You have to present yourself more or less in 5 minutes, and this is something not easy at all (in what to focus)
- ❖ You need IT skills and a good cam with tripod to have your Video CV
- ❖ Employers must be very well informed about this tool, especially in SMEs case (lack of IT skills)
- ❖ So it costs more than the written CV
- ❖ Maybe it will be not good for you, if you have a disability or you cannot 'write well' in cam (i.e. some cases of dyslexia, physical problems in face etc)
- ❖ If you are a foreigner (immigrant, refugee) you have to know very well national language, in order to express yourself in cam

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

The script was very well organized, since you can present to your future employer your personal career timetable.

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

- ❖ Multilingual presentations
- ❖ Pictures of education proofs
- ❖ Stills from previous working environment

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

- ❖ Stills from previous working environment
- ❖ Focus in previous experiences

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

- ❖ Showing is better than telling
- ❖ Explain job skills in a short and clear way
- ❖ Dress appropriate / act professionally

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

Usual employer's difficulties:

- ❖ They are not used to these kinds of tools (especially in SMEs)
- ❖ They don't have a pc in their office
- ❖ They need evidences (usually papers)

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

- ❖ To spread it with a letter explaining the tool and the purpose
- ❖ To accompanying it with some evidences
- ❖ To have it as an app in your smart-phone

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

- ❖ the same as above

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

- ❖ good preparation through counselling
- ❖ explore together their vocational potential
- ❖ make them feel comfortable with cam
- ❖ trying to collect evidences

Your experiences

Please describe the experiences on whose basis you answered to the above questions

- ❖ We had implemented Video CV as core partners, and also E – Portfolio.

IASIS

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

NGO IASIS began its operation in 2005 providing therapeutic and counselling services of psychosocial support. Within this framework it operates three specialized centres:

- The Day Center IASIS that operates since 2008 and is situated in the centre of Athens. It is an open structure providing services to adults who face mental health problems. Special seminars and training programs are, also, implemented in an attempt to inform and sensitize the local society. The overall aim of the Center is to act both on the level of psychosocial rehabilitation as well as on the level of prevention and informing concerning Mental Health.
- The Boarding House IASIS operating since 2006 in the area o Saint Nicolas in Athens. It houses 15 residents, individuals with psychological disorders and severe mental retardation. Its aim is to support the social rehabilitation of its residents. In an effort to improve the quality of the services provided, the Center operates in accordance with the quality model ISO 9001:2000.
- Sheltered Unit for Asylum Seekers, in which we host 25 families / single parents with their children

OUR GOALS:

- To operate on a prevention level towards psychiatric commitment by providing an alternative type of mental health care.
- To improve the life quality of those receiving our services by supporting their inclusion into the social procedures.
- To train other mental health practioners in issues concerning of psychiatric reform.
- To sensitize and inform the local community, thus fighting the mental illness stigma.
- To help them find a job/ sustain a career as critical point for their rehabilitation

OUR

NGO IASIS provides the following services:

- Social, welfare and psychological support.
- Monthly informative events on health issues.
- Individual psychotherapeutic sessions.
- Empowerment and support to socially vulnerable groups (immigrants, gender disorders).
- Art therapy groups.
- Work therapy and skill development.
- Training programs for foreign languages and ICT
- Drama therapy, music therapy, groups of theatrical play.
- Physiotherapy and movement therapy programs.
- Entertainment programs (visits to museums, excursions, screenings).
- Training for volunteers and students.
- Psychological support to individuals with chronic illnesses.
- Cooperation with environmental organizations.
- Cooperation with institutions abroad on mental health issues.
- Organization of conferences for the sensitization of the public on mental health issues.
- Weekly training on the systemic psychological approach.

ACTIVITIES:

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Strengths:

- innovative
- modern appearance
- most suitable for those who hasn't an academic background

Weaknesses:

- Employers aren't familiar with these kinds of methods
- Lack of confidence in our beneficiaries (mental health patients)
- Lack of ICT knowledge in counsellors

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

We think that more or less it is ok, but is addressed to low level beneficiaries

Thinking to a target of highly-educated young people, how should the Video-CV is structured with respect to the Model proposed?

We proposed to be a more blended tool, with photos or some written parts. Also use of art could be interesting.

Thinking to a target of adult out-of-work people, how should the Video-CV is structured with respect to the Model proposed?

This model is more suitable for this group – we think

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

Even it is sometimes hard, it's better to act "normally" in front of the camera, than to read an "auto – cue". Descriptions are useful for these skills that you don't have anything else to prove them. Photos, videos and these kinds of materials are useful in any case.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

Common possible problems may are:

- Beneficiary's awareness

- The 'aesthetic' issues combined with our beneficiaries reality
- Lack of information that we can put on
- Beneficiary's patience (sometimes it's hard for people with mental health issues to stay calm for filming)
- Lack of tools/ ICT knowledge by counsellors
- No updated video machines and cam recorder in units

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

To proceed also the possible employer, and to explain them the VIDEO CV procedure

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

- employer's counselling
- blended demonstration (CV and Video CV)
- choose the appropriate job places

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

A mixture of patience, empathy and individualization for every beneficiary

Your experiences

Please describe the experiences on whose basis you answered to the above questions

We were silent partners to previous VIDEO project, so we have experience in this tool. We also were involved in another project about E – portfolio, which was also a good experience for us and for our beneficiaries.

NOSTOS

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

NGO "Nostos" was established in 1995 by the Federation of Pontian Associations of Southern Greece and local pontian associations as the means to tackle, in an organized and efficient manner the serious social and economic issues that repatriates from the former U.S.S.R. faced during their mass return to Greece after the collapse of the Soviet Regime. Throughout the years, the experience and the know-how acquired, was utilized to expand Nostos's activities to other socially vulnerable groups always aiming at alleviating social exclusion and unemployment.

"Nostos" operates in the field of social and employment inclusion of those facing difficulties in their attempt to incorporate to the social web and the labor market. To achieve this we provide services and activities of social and educational character.

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

STRENGTHS	WEAKNESSES
Innovation	Need of PC to read it
Clever idea for low level skilled persons	Need of Camera
Can work as a repository of your experience	Need good level of language
Time saving	Appearance of beneficiary (special for excluded groups)
You can post it in Face book or personal pages	

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

For Immigrants it is a little bit dangerous to understand the format and keep the "borders" of filming procedure. They use to lost useful info, and – on the other hand – focus on things which are not that interesting in a CV.

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

We think that Video Cv can easily addressed to high educated people with the same more or less structure

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

Also for this TG is suitable as it is

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

It is a tool that can be a training module for our TG. So, good preparation from counsellor is the answer.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

We have point out some possible problems in question No 2. Also immigrants needs special support to implement a Video CV

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

All parts has to be well – informed about the procedure / Beneficiary’s contract

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

Specialized counselling in the field of Video CV implementation – also for counsellors

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

Individual counselling

Your experiences

Please describe the experiences on whose basis you answered to the above questions

We use a lot of tools in order to facilitate our beneficiaries in the job market, and we know about Video CV

JUVENILE

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

I work as a probation officer under the Juvenile Court of Athens, and we work with minors who have committed an offence, who are totally distracted in their personal and educational life. So our role is to support them, empower to redefine his/her objectives, counselling them of how to make their future business plan, networking them with the necessary service that will give solution to his/her problem. Our policy for the youth is mainly been mapping out from the ministry of labor, and implementing by his services for unemployment. Our networks are: local authorities, local social services, the employment agencies, NGO, schools and offices of primary and secondary education.

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

- *Main features: 1. A vital full presentation of yourself, 2. an opportunity to the employer to see more of you apart from your diplomas and educational skills.*
- *Main strength: 1. You can show your skills, 2. is innovating ways presenting yourself, 3. it help you point out the main points concerning you in your space, and within the necessary time that you need.*
- *Main weakness: 1. you need a lot of time preparing that, 2. it can be used in people that are comfortable with exposing themselves in front of the camera, 3. a lot of technical's instructions that need much more time.*

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

- *His/her preference for that job*
- *Special skill that has*
- *Previous experience*
- *His knowledge on the education field for that job*

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

- *Explain first his educational status and educational qualifications*
- *Showing his personal- social skills*
- *Empowering his presentation with presenting small tips about his character*
- *Showing his ambitious*

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

- *Presenting their previous experience*
- *Explain their education status*
- *Talking about the things that would like to do, new things that would like to work with.*
- *Talking about their future plan*

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

- *Speak loud and clear to the camera*
- *Make their own script and follow*
- *Be vital and explain their skills, talents, will*
- *Express their feelings through their description*
- *Showing their knowledge about that working field*

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

- *limitation of time of the CV*
- *The difficulty to persuade or prepare someone to feel free with the exposure to the camera*
- *The difficulty to persuade about the use of that innovating way to present yourself, and to make your CV*

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

- *That the labor market is not familiar with that yet*
- *That has to be part of the policy for unemployment as a whole*

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

- *Effective promotion of the Video – CV through the business circle*
- *Making an internet platform that anyone can upload his /her Video-CV and every employer could search*
- *Using social media to promote that*

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

- *Workshops mostly that will explain the technique by performing that*
- *Personal meetings with the counsellor that will help him/her find the talents-skills, and of course write down their own script that will follow*

Your experiences

Please describe the experiences on whose basis you answered to the above questions

- *I implement that in my work with the young offenders*

- *I have attended many educational programs in that field(Couching- Video-CV, mentoring, Entreprenship ,concelling....)*
- *Previous working experience with immigrants, People with the age 45+, adult out-of-work people ect.*

UK

MANCHESTER CITY COUNCIL

SWOT Analysis – Enhancing Competencies through the Video CV Aid, (EVA)

Manchester City Council – 19th Dec 2012

General Questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

Jobcentre Plus, (an agency of the Department of Work and Pensions), is the key agency responsible for informing the match between supply and demand for jobs. Intelligence gathered is used to inform the DWP funded worklessness training providers, colleges and training centres as well as other Government teams, for example, Regeneration teams. This allows providers to develop curricula to match demand and also all sectors to promote and market jobs and training in growth sectors.

Schools hold the statutory duties to provide careers information, advice and guidance to all young people

The new National Careers Service is the web-based and face to face careers advice service for all ages

Currently, to combat the recession the coalition Government are developing new initiatives to promote growth in the economy by creating new jobs. These include aiming to increase apprenticeships and self-employment. There is also a Government guarantee for work experience opportunities for all young people aged 16-17 who require this. Get Britain Working is designed to offer a range of support including Job Clubs and volunteering options to unemployed residents of all ages.

Evaluation of the Starting Model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Strengths

- The process of learning and preparing the video is valuable in itself even without a direct job outcome
- This is a new additional option that could work well for many different groups, including those at Foundation Learning level and those with Learning Difficulties and Disabilities. It is also useful for those who are not verbally fluent or confident at interview
- It recognises what someone can do as opposed to more usual methods of job search which often emphasise the negative.
- Links to Face Book have been the most successful method in terms of using Video CVs to find work with high achieving young people
- Huge interest from a wide range of partners across different sectors who see the potential of this for their clients
- There is evidence of local success in using Video CVs resulting in job outcomes
- Partners who have committed to this model have considerable expertise with their client groups
- The new citywide volunteer centre is willing to receive video applications
- Good fit with changes to Special Educational Needs support. It fits well into the new personalised health, education and care plans for disabled people.
- Can challenge stereotypes of people from vulnerable groups
- Helps remove issues around lack of experience which many young people feel is a barrier to them getting work.

Weaknesses

- Need to acknowledge the amount of work required to get residents in the target groups up to the standards required for filming
- Unlikely to work well for those furthest from the labor market, particularly young people with Emotional, Social and Behavioural Difficulties, who need a long package of development first
- Those who may really benefit may be nervous of being filmed
- Equal opportunities – fears that employers may be prejudiced, for example racial prejudice, which would not be apparent in a paper application.
- Video CV market for graduates is over subscribed and generally not to considered to be successful
- Not an accepted model for applications by many employers, need to do work with employers to develop this and get their support.
- Need to recognise that there are others factors that for some client indicate success not just employment i.e. volunteering and work placements or achieving a college place
- Need to consider the confidentiality of how the material is used, particularly when working with ex-offenders

Opportunities

- Enhances and adds value to existing programmes.

- Opportunity to use Video CVs for applications for volunteering opportunities and training places, not just jobs
- We can offer additionality through linking the projects to two other funding streams and bring in additional income into the work.
- Potential opportunities to sustain the project, following the pilot end date, through commercial developments taking place
- Can be linked to people in custody and the resettlement consortium – seen as helpful to ex-offenders and those leaving prison
- There is interest in linking this to the Jobcentre Plus website and/or piloting with the National Careers Service – both major national initiatives.
- Many possibilities to pilot with different groups, through very different providers to further test the model

Threats

- Financial climate – cuts in services and the loss of key relationships within partner organisations
- Pressures on the ‘day job’ caused by reductions in staffing mean a battle for priorities; can we keep this project on the agenda?
- Raising expectations with clients and agencies that cannot be met. The demand is likely to exceed supply
- Difficulty in engaging employers. Although there are no job targets to meet, there will be an expectation that this is a means to find work and/or other opportunities

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

The scripts provided reflect the commercial models of Video CVs already available in the UK and are fine. As a group, we agreed that we would need to meet further to look at the scripts in detail and work this up to meet the needs of the different client groups. It would be good to also involve clients in this process

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

It was felt that this group of young people is already catered for. Any further work would need to concentrate on the quality of the recordings, which is often poor when young people have prepared it themselves and also ensure that young people were given an appropriate training package prior to recording. We need to understand this group more, and for example, access those who are well qualified but have been out of work for a long time. It may also be that the recorded CVs are quite plain and so some of the ideas listed in point 6 may benefit here.

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

As above, this would need to be developed further

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better show what they can do, or do they only have to describe their main skills and competences? Etc.)

We are proposing individual solutions. We would like to consider a variety of approaches. For example, where appropriate project workers could introduce the resident or offer a testimonial. A mixture of talking to camera and showing before and after pictures with a voice over, different images, certificates or letters of thanks etc could also be used.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

- A lack of skills in supporting residents to improve their personal presentational skills and an embarrassment about raising these as an issue
- ICT competency
- Pressure of other work

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

- To have an excellent package of training for residents to improve their personal presentation skills.
- To engage with employers and other providers to ensure that video submissions are accepted
- To ensure there are staff with the competency to teach the personal presentation skills and manage the filming

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

- We will commission a training package to teach the personal presentation skills.
- The Video CV tool will be offered to groups already supporting residents
- At a strategic level we will work with employers to see if they will agree to use this tool for accepting applications
- Work with national agencies to see if they will add this tool to their existing support, either through a web platform or through the services they commission

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

This should be easily achieved through partner agencies who are already working with the clients we are targeting. There is substantial interest and also their expertise and input into the project is vital

Your experiences

Please describe the experiences on whose basis you answered to the above questions

Those participating include:

Manchester City Council

10-19 team

SEN Pathfinder lead

Business improvements, partnerships and commissioning team

Youth Offending Service

Refugee Action

Manchester University

The Connexions Service

Informal conversations with Housing Providers and Special Schools

Representatives of the National Careers Service and the Manchester Solutions Group would also like to be involved in the development of the project. Unfortunately, it has not been possible to meet them in time for this submission. A meeting is scheduled for the middle of January and I can add their input to the SWOT analysis prior to the first project meeting in Rome.

NORNIR

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

NA

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

The models strength lies in the recognition and identification of the three sections to provide a total overview of the beneficiary and the planned phases to take the beneficiary though to the final Video CV

This is reinforced by the preparation work and planning outlined in the paper. I think you need to emphasize more the development of the process and flexibility in approaches to suit the personal circumstances of each beneficiary. Preparation and practice are very important in the process.

As to technical issues i.e. length lighting etc I would think we can check with actual media organization e.g Chamber TV who will be creating the online TV channel for the project to get correct advice and to purchase the right equipment. For example on another project we have explored purchasing a mini portable studio which we called a “jobpod”

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

I think the information provided in page 6 covers all the main areas. This could be presented as a script template breaking down each element as an easy reference point which can be discussed and refined by the guidance counsellor during the process. Please see below for an example

Section Who I am	Detail
Name	
Nicknames (?)	
Birthplace / date	
Education	
Work roles to date	

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

It must be a joint and equal process where the views and requirements of the beneficiary are taken on board. They need to be treated with respect and build a level of confidence from their individual starting points

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

Ditto - no reason to treat beneficiaries differently

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

I do think you have to keep to a pre determined script which has been negotiated with the beneficiary. You want it to be as natural as possible but between the beneficiaries you need to ensure some commonality in terms of time and content.

I think you need to build in practice sessions so they can see themselves, check timings etc. Perhaps use examples of TV presenters to show good approaches and communications skills in the preparation phase

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

It needs to be tested with employers. We can decide how it should be but is the potential employer who will make the decision. What are they looking for in a Video CV?

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

Creating the volume of employers and employer's bodies that will welcome and embrace this form of recruitment. You need to get HR people on board to advise, support, promote etc

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

To engage with employers and HR departments to get their buy in. Getting them engaged in the development of the training may be an idea. Using the dissemination process in the project to promote to such bodies to get wider recognition and support

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

The relationship with tutor / guidance counsellor is important. It needs to be based on trust and mutual recognition of respective skill sets.

You mention a signed document in page 11 for the beneficiary. However the developer (i.e. project partners) should also sign a document with the beneficiary to set out **where and where not** they will use the material.

Your experiences

Please describe the experiences on whose basis you answered to the above questions

The development and delivery of job search and employment creation programmes in the UK. This using tradition approaches to CVs etc. Interaction with beneficiary and trust issues is important to achieve and this I believe also applies with EVA. It is the medium that is different; you are still working with people

EXCELL SOLUTIONS

OBJECTIVES OF THE SWOT ANALYSIS:

- To analyze and revise the starting Model coming from the V.I.D.E.O. project (E.V.A. starting Model)
- To point out a new Video-CV Model (integrated E.V.A. Model, with indications about: actors, script format, communicational solutions, technological options etc.)

QUESTIONS

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

Ex-Cell Solutions works with offenders to improve their employability and help them gain access to mainstream employment. Specifically we work with serving prisoners, prisoners released on licence and offenders serving Community Sentences in Greater Manchester. In particular we work with women prisoners across the North of England and women in Greater Manchester serving Community Sentences. Our networks comprise Prison, Probation and the National Offender Management Service Co-Financing Organisation European Social Fund North West ACHIEVE Programme as well as specialist Third Sector offender organizations such as Women in Prison.

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Strengths: clear and straight forward structure and script format. This means potentially it is applicable to all categories of job seeker. It is also flexible in that there is wide scope for individual 'tailoring' of each CV to individual needs as self identified by the job seeker and in collaboration with their Counselor. This 'co-production' of the Video CV is one of its great strengths enabling true personalization of the process and end product. A further strength is the flexibility to include both practical demonstration of skills, aptitudes and abilities as well as formal qualifications and accreditations thus producing a more rounded CV than the conventional paper-based format. This allows the full incorporation of both formal and informal learning which allows potential employers to get a much fuller appreciation of the candidate – potentially more so than in conventional CV's and even formal interviews.

Weaknesses: it is unclear what additional training Job Counsellors will require in order to successfully deliver this CV format. There is insufficient reference to Counselor competencies required so potential delivery organizations can gain little insight into what financial and other resources would be required to implement the process and deliver the end product. Furthermore there is only indirect reference to how long each CV takes to prepare and what the lead-in time is to production of the end product. The

implication is that the whole process is heavily resource-intensive when compared to conventional CV preparation and the feasibility or otherwise of large scale production of this CV format does not appear to have been considered.

Opportunities: there are clear opportunities for further development of the applications of this format – potentially to all categories of job seeker. Given the right marketing of the product to Job Counseling Organisations and (more importantly) to all categories of employer, there is a clear opportunity to develop this format into a default CV preparation format ie to supersede the conventional CV.

Threats: there is a danger of loss of quality in the end product if it is scaled up to mass production. Given the unclear resource implications referred to under 'Weaknesses' there are dangers that Job Counseling organizations would begin to 'cut corners' in the process and in so doing reduce the quality of the end product. A further threat is that if the process is adopted on a large scale the criteria for judging the quality of a Job Counseling organisation's services will become more one of which organization is the better film maker and less one of which organization actually provides better Job Counseling.

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

Clearly basic information about name, age, formal education and work experience can be captured in the same way as with a conventional CV . But the Video CV's unique selling point is that it is able to capture filmed data on a practical demonstration of abilities and/or spoken descriptions of skills and abilities and then followed by a further spoken exposition of career ambitions and aspirations. To do this successfully requires considerable 'front of camera skills' and even polished acting skills to a certain degree. These skills will have to be taught to each candidate – a process that will take considerable time in many cases – and it also presupposes that the Job Counsellors will have the ability to impart these skills in any case. This raises again the issue of the level of resources required to produce Video CV's successfully on a large scale and the training required for Job Counsellors to enable them to get the best out of their candidates on screen.

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

The highly educated group will be distinguished by having more formal skills and qualifications than informal learning experiences and the challenge will be to get this information over in the most appropriate format. It is unlikely that simply videoing copies of paper qualifications will achieve this and it is difficult to see how practical demonstrations of skills, abilities and qualifications would work in this context. Perhaps the most appropriate way of doing this would be in the form of a Powerpoint Presentation where each candidate is filmed doing their Presentation. As well as getting the required information across this would also have the added benefit of demonstrating to prospective employers the candidate's Presentation skills - an exercise that is increasingly required in formal job interviews but which with the Video CV can now be demonstrated at the pre-interview stage.

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

The assumption here is that this group is more likely to have a greater degree of informal learning experiences and that their skills and abilities are better demonstrated by a practical demonstration of what they can do rather than a verbal presentation of their skills, abilities, aptitudes and qualifications. Intuitively it is here that the Video CV format would seem to come into its own. Filming someone actually doing what they say they are good at and have experience of doing in previous employment should be a much better means of communicating this information than a mere verbal description as in the conventional CV format. However there are considerable potential logistical problems as well as time and resource implications. How for example do you get to film an unemployed aircraft engineer doing his job? Even filming a car mechanic will require filming 'on location' and will add to the logistical, resource and time constraints. So while this element of the Video CV format is the most attractive superficially and in theory, in practice it might prove impossible to achieve in all but a few instances.

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc..)

With hindsight the distinction between users having to talk freely in front of the camera or following a script format might be too restrictive. In the same way the distinction between users **showing** what they can do and **describing** their main skills and competences might be too much of an artificial distinction. We have also already noted above the logistical, resource and time barriers to successfully achieving these forms of communication. It may well be the case that using the Powerpoint Presentation format with all target groups (and not just the young highly educated group) would be the most effective way of overcoming these communicational problems. In this scenario all candidates would receive training in Powerpoint Presentations – a significant job-related skill in its own right with applications to an ever widening range of job roles. They would then be filmed making their presentation which they would have co-produced with their Job Counselor and this form of Video CV would then be made available to prospective employers.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

As indicated above, the main problems faced by the employment and vocational guidance operators are:-

- Acquiring the right skill sets themselves to be able to teach front of camera and acting skills
- Time and resource constraints on mass production of Video CVs
- Logistical constraints on filming candidates **showing** what they can do rather than just describing to camera their main skills and competences.

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

Apart from overcoming the three constraints described above, the main criticality in exploiting a tool such as the Video CV in order to find a job is to ensure that prospective employers know about its availability and have easy access to it and more importantly to ensure that they are sufficiently impressed with this format to use it as their first 'port of call' when seeking out candidates for their job vacancies.

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

This requires the active input from employers as suggested in the answer to Question 8. This would be best achieved by an active marketing campaign directed through all the Job Counseling and Brokerage organizations, not least Jobcentreplus and the major private sector Employment and Recruitment Agencies.

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

This is best achieved by adopting an explicit co-production model for the preparation and production of Video CVs. In many ways this would build on the strategy adopted to elicit information and co-produce conventional CV's whereby the Job Counselor uses his/her interviewing skills to build a picture with each candidate of their skills, aptitudes and competences.

Your experiences

Please describe the experiences on whose basis you answered to the above questions

Piloting the development process of Video CVs with a small group of women prisoners.

SPAIN

DIPUTACIÓN DE GRANADA. DELEGACIÓN DE EMPLEO Y DESARROLLO PROVINCIAL

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

At national level: The Spanish Public Employment Services is an independent entity of the Central Government, assigned to the Ministry of Labor and Social Security which is in charge for the management, development and monitoring of programs and measures of the employment policies. The Spanish Employment Services is organized as follows: Central services and a network with 759 offices in 52 provinces in Spanish state. From these the unemployment benefits are managed through one to one/ personal assistance. This service is addressed to the following persons: Workers (both unemployed and active), entrepreneurs with a business idea and companies. At regional level: Andalusian Employment Services of the Government of Andalusia. Main objective: Coordination and promotion of active employment policies, job mediation, and the adjustment between the needs of employers and job-seekers. Furthermore, it manages the promotion of employment, its quality and stability, the local development, execution and coordination of actions under the European Employment Strategy in Andalusia, as well as participation in community programmes and initiatives in the framework of its competences.

The guidance network of the Andalusian Employment Services aims to support the Andalusian workforce for its insertion in the labor market. It attends specially, job-seekers who are registered in the Andalusian Employment Service:

- People with disabilities.
- University/college students and recent graduates.
- Women.
- Young people.
- Unemployed people with special difficulties for insertion.

Services:

- Personalize guidance for labor integration
- Information about the labor market
- Guidance and advice about job-seeking skills
- Vocational orientation.
- Guidance on self-awareness and positioning in the labor market
- Personal Guidance in the search of employment
- Self-employment support
- Self-orientation

Reference Guidance Center: It is a Center for employment services which are integrated within the network "Andalusia Orienta", aimed at job-seekers, professionals, vocational training Center services. Its goal is to coordinate the guidance services and to be a reference for the job-seekers support. At local level: Employment support services in the province have high index of elderly people. Training Section for employment of the Provincial Council of Granada: It develops the following programs: Vocational training Center network, tele-learning platform, Mentor Classroom and Granadaempleo II Project.

Granadaempleo II project develops social and works insertion guidance for 375 people and the Provincial Employment Pact. The integrated itineraries of guidance-insertion are designed to increase employability of jobseekers and to improve the integration possibilities throughout specific training professional practice and tutorials. Training activities Granadaempleo II will be implemented throughout 2013-2014. All the training activities are provided with guidance technicians who will support personalized social and labor insertion itineraries. The final goal is the incorporation of the project beneficiaries in particular specialities of the labor market. Others labor market intermediaries Public and private employment agencies.

Employment Agencies are non profit enterprises that collaborate with the National Employment Institute in the employment policies. They have two goals:

- To support workers to find employment
- To support employers to find workers

Temporary Employment Companies

They are private companies whose activity consists to make available to another company (User Company) with temporal character, employers contracted through it.

Recruitment Companies: Recruitment companies are intermediate companies that offer their services to companies in order to find a suitable solution to company problems.

Evaluation of the starting model

Please express your assessment about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Main characteristics:

- It is a guidance and self-empowering tool for the users, supporting users' personal and vocational development through exploration of their interests, skills and personality
- The Video-CV Model demonstrates user's practical skills and abilities even if they can't be accredited
- It can be a useful support for those job seekers who have more difficulties in accessing to the labor market, and it is a resource to improve the job seeking
- It makes possible to transfer the Video-CV to other disadvantaged target groups.

Strength points:

- It opens new communication ways, and provides more information: visual, auditory, giving warmth to the human factor
- It improves the users' employability
- It provides a guidance counsellor to lead the whole process
- The guidance counsellor will be able to recognise the personal and professional profile of the applicant, determining expectations, needs and skills acquired by the candidate (even non-formal learning).
- The guidance counsellor will receive a specific education to get a proper implementation of the Video-CV
- It's a new and creative tool that transmits to the entrepreneurs not only the achievements of the applicants, but what he/she is able to get
- It's a dynamic tool with what much information is transmitted quickly
- It could be a useful tool for entrepreneurs, since the Video-CV is a marketing and publicity tool

Weakness points:

- Sometimes the visual presentation of an applicant may introduce unwanted bases and prejudices
- The inexperience in implementing the Video-CV may lead to not succeed in getting the aims
- The guidance counsellors and tutors should receive some training about basic techniques of video recording
- It shouldn't be an exclusive tool, (traditional CV or Video-CV or digital portfolio), but a complement to traditional CV
- To get the equipment to implement the whole process of creating the Video-CV it's necessary a high budget

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

Who I am

- Name and surname
- Providing information about personality (skills, hobbies, personal history...)
- Education
- Non formal and informal learning
- Previous working experiences

Recommendations:

To prepare a script with all the information which is necessary, but non including dates.

What I can do

- To demonstrate in concrete the skills and practical abilities AND/OR verbal description of abilities.

Recommendations:

- Dynamism, the user should to demonstrate how he/she does the task.
- It can be useful to show some works which have been done by the user: singers, painters, designers, etc.
- Use a hobby to show the user's abilities
- Stage (Appropriate set for recording, order, good taste, hobbies, diplomas, technologies ...)

Me in the future

- Achievement and aspirations, professional trajectory what user would like to develop

- Occupation or occupations that the applicant is looking for

Recommendations:

- Describe what kind of job you'd like to find.
- Originality, oratory, use your own style, pay attention to details.
- In case of people with special difficulties (e.g. disability) provide reasons for contracting, and economic advantages of recruitment.
- Naturalness, transmit professionalism.
- Repeat the recording until the video appear natural.
- It necessary to decide how dynamise the Video-CV.

Who I am

- Name and surname

- Providing information about personality (virtues, hobbies, personal history...)
- Education
- Non formal and informal learning
- Previous working experiences

Recommendations:

Prepare a script with all the information that it's necessary, but non including dates.

What I can do

Demonstrate particular skills and practical abilities AND/OR verbal description of abilities.

Recommendations:

- Dynamism, the user should to demonstrate how he/she does the task.
- It can be useful to show some works which have been done by the user: singers, painters, designers, etc.
- Using a hobby to show the user's abilities.
- Appropriate set for recording...

Me in the future

- Achievement and aspirations, professional trajectory what user would like to develop.
- Occupation or occupations that the applicant is looking for.

Recommendations:

Describe what kind of job you'd like to find.

Thinking in a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

Who I am

- Personal data (name, surname, where you live...)
- Education (university where you studied)
- Other education or training (e.g. masters)
- Experience abroad
- Professional experience with contract and no contract (internships, volunteer ...)
- Provide information about personality (virtues, defects, hobbies...)

Recommendations:

- Emphasise the geographic and hours availability
- Emphasise languages you can speak
- Emphasize academic record and knowledge with experts and master courses

What I can do

Skills and abilities acquired

Recommendations:

- When the working experience is not so long, it would be better to show activities which allow you to transmit the skills and abilities
- Relatives and friends may speak about the user's skills and abilities

- Talk using a normal tone, not too serious and not too cheerful
- Smile, but not too much.

Me in the future

- User's aims and professional pathway you would like to achieve
- Occupation or occupations that the applicant is looking for

Recommendations:

- Express how you see yourself in the next professional future. It would be fine if you don't mention the occupations you would be able to carry out, because it would be interpreted as you can carry out any task
- Having a creative consultant to encourage originality and ingenuity to present information
- End the recording including some ways of contact (e.g. email)

Thinking in a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

Who I am

- Name and surname, where you born.
- Training (if you don't have any formal education)
- Other education or training
- Working experience, describing the different jobs in which you acquired your experience, company, duration, main roles, etc.
- Providing information about personality (virtues, defects, hobbies ...)

Recommendations:

- Emphasize the working experience that you have been acquired in your career path

What I can do

- Detailing the skills and the abilities acquired

Recommendations:

- You should show what you can do

Me in the future

- Professional aspirations and how you would like to develop you career

Recommendations:

- Emphasize the importance of teamwork and role played
- End the recording expecting a personal interview
- If you are shy or you find any difficult recording the Video-CV you could use a power point presentation

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc.)

- Job seekers must have a right self knowledge: How I am, who I am, what are my aspirations, what I expect from a company, what I can provide.
- Reformulation, to transform negative skills in positive ones.
- Personal advice from guidance counsellors who guide the process of self-knowledge (attitudes, interests, experience...) and teach methodologies in Video-CV recording.
- Use neuro-linguistic programming techniques in the formulation of user goals and in the generation of a state of self-confidence and positivity.
- They must transmit their communication skills in the Video-CV, and must show they are a decisive person.
- They need to communicate adequately the professional skills that we all have.
- Take care of the physical appearance. It will be possible employers exclude the job candidate when they hear and see him/her.
- If the job-seeker doesn't want to record a Video-CV, the guidance counsellors would look for some alternative solutions.
- If the video CV is not well done, it may detrimental to the job-candidate.
- Provide information about the Video-CV publishing services.

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

Guidance workers will have to overcome some situations during the Video-CV model implementation.

Among other points:

- The lack of standardized structure of the Video-CV
- Guidance counsellors have a little knowledge in techniques of video recording; therefore they should receive some training in this sense
- The employment guidance operators need a long time to provide a proper personal assistance to the job seekers with the aim of achieve an exhaustive personal and professional profile to create a Video-CV, and sometimes it's not easy to have enough time to dedicate to the beneficiaries.

According to your opinion, what is the main critically in exploiting a tool such as the Video-CV, in order to find a job?

- Job candidates should be stand out from others job-candidates, to submit an attractive, original and creative Video-CV that provides a good image of oneself
- There are job-seekers who don't have access to the new technologies

What kind of solutions would you adopt in order to use currently the Video-CV as a tool for the matching between job demand and supply?

- It is necessary to identify job candidates that the companies need, their qualities, values, attitudes and skills, and reflected them in the Video-CV
- I would propose a workshop on advanced communication skills for job-seekers who will use the Video-CV

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

It would be necessary to have trained guidance counsellors to be reference in the Video-CV recording for give advises to the job-seeker in the following aspects:

- New technologies (Recording Video-CV)
- One to one support, to identify job-seekers interests, skills, competences, abilities, professional experience and hopes for the future
- The job seekers will provide in a clear and compressive way all their personal and professional competences. The guidance counsellor must help them to provide a structured an assertive message

Your experiences

Please describe the experiences on whose basis you answered to the following questions My name is Carmen Lopera, I've been working for more than 15 years as a guidance counsellor in different entities:

- As a guidance counsellor in different programs: SIPE, IOBE Actions, "Andalucía Orienta".
- As a tutor of insertion in the ET/CO/TE program.
- In the last years, in Diputación de Granada, working in the coordination of the guidance in different projects of Training and Employment co-financed by the European Social Fund: ACERCA (2002-2008), Granadaempleo I (2009-2011) and now Granadaempleo II.

CRUZ ROJA GRANADA

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

- We provide guidance to job-seekers, working with them to improve their training and recycling their abilities to find a proper job with regard to their working experience
- We sound/probe new sources of employment
- We intend to put in contact job demanders with job offers
- We are working particularly in the labor insertion of young people, women and people with disabilities

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

Main features:

- Video-CV is a unilateral instrument for communication
- When the Video-CV is saved and sent, it's impossible to change it
- Video-CV could be a magnificent cover letter and an effective tool to sell oneself
- We could make a mistake choosing the images we present in the Video-CV, introducing our lacks in the communicative skills, or our verbal and non verbal communication style may be unsuitable for the company

Strength points:

- New digital format
- Ease shipment and delivery
- It is cheaper than others job search tools, once that the Video-CV has been developed
- Video-CV provides job seekers the opportunity to present all their competences and skills

Weakness points:

- Video-CV is only aimed at groups with good communication skills
- To prepare a Video-CV is necessary a large period of time
- Most of employers don't know the Video-CV tool
- We may introduce unwanted biases and prejudices

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

- Video-CV should be structured in three blocks: Training, professional experience and job expectation
- Applicants have to adapt their Video-CV to the employers' needs: before recording the video they must look for information about the companies for which they are interested in working. This point is

especially important when we speak about a “self-candidacy”, in which the applicants should develop the Video-CV introducing the aspects that we want to introduce

- It is important to avoid a complicated editing of the Video-CV and avoid introducing distracting items.
- Applicants must talk using a normal tone, not too serious and not too cheerful
- It must include a section about the professional profile, “what I can offer to employers”
- Video-CV is very useful for people without, or with low training and professional experience, emphasizing others skills which can help them to find a job

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

- Video-CV must emphasize training, internship, additional training related with the job
- Video-CV must provide information about the positive correlation between the candidates’ training and their professional expectations, emphasizing how important is their training for that job

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

- Video-CV must emphasize the professional experience which is oriented to the job offer
- Job-candidates could to explain the objectives and achievements in their working life.
- Job candidates must report why they changed their job (when appropriate).

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc.)

- Previously prepare the script properly: providing only the essential data, talking about that makes you different and only offers an argument, but powerful, that validates your kind for the job offer
- Rehearse the staging as many times as necessary. Attempt to look natural and calm aspect
- Adapt the verbal message, appearance and the staging to the employers. Previously, we should look for information about the company we address to
- Design the Video-CV according to the appearance that we want to provide
- It is important to avoid complicated editings, questionable taste Video-CV editing that distract the attention
- Use a tone of voice that shows safety and willingness to work
- Have a good self-knowledge to achieve to sell oneself
- Youth: emphasise their strengths skills and abilities
- Trained and education people: emphasise their formative life and its sense
- Adults: emphasise achievements in the different jobs

Assessment of the impact on guidance counsellors and labor market:

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

- Technical difficulties

- Lack of awareness of these technologies
- Unavailability of means to carry it out
- Job seekers don't understand the utility of Video-CV

According to your opinion, what is the main criticality in exploiting a tool such as the video-CV, in order to find a job?

It's possible the Job seekers don't understand the utility of the Video-CV, and developing all the process to create the Video-CV by themselves they could make sense to this tool. The lack of standardized structure makes the people make mistakes when they are recording a Video-CV.

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

Firstly I would ask the employers what they think about the information which should appear in the Video-CV, and if they will really take account a candidate who submits a Video-CV for a job offer.

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

Analyse her or his personal story, basing on her or his self-knowledge to achieve sell oneself.

To know his/her experience and training, expectations, interests, hobbies and daily activities.

Your experiences:

Please, describe the experiences on whose basis you answered to the above question When I have provided the possibility of the Video-CV tool to some job seekers, firstly they have been surprised, but then they have seen a new way to gain access to employment, especially when I have explained that the important thing is not only the experience and training, but also their skills and competences and to be able to sell oneself.

MANCOMUNIDAD DE MUNICIPIOS DE LA COSTA TROPICAL

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

The tasks of the Career Guidance Professionals are to offer unemployed people information, resources and useful tools to know and understand the working environment around them and how they can organize their search job in the most effective way. Any professional who works as a guidance counsellor must use the network properly and must have a deep knowledge of what the network can offer to unemployed people. They must collect specific information to be ready for any change that the labor market could happen. With regard to the labor policies, specially the guidance counsellors, and the matching between job demand and supply, I have to say the guidance counsellors must be in contact with the new employment resources (emergence and development), for example:

- Employment web sites. (generic and specialized)
- Public Employment Services web sites

- Training web sites
- Specialised web sites
- Net forum
- Bulletins
- Expert consultations

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points. Video-CV is a new aspect in the recruitment procedure. The EVA model you propose seems a good tool but it has some strength and weakness points.

Strength points

- It is the perfect way for job candidates to differentiate himself/herself from the others job candidates, when they are applying for a job.
- The traditional CV describes the candidates' skills in a piece of paper whereas the Video-CV shows their merits and professional experience using images.
- Candidates can show some special skills with images, for example, if they are bright, socially skillful, if they fluent in English or if they transmit illusion in everything they do.

Weakness points

- Video-CV is more expensive than other tools. This is not a homemade video, where everything is accepted.
- Video-CV has to be recorded with the suited time for each point of the script, edited correctly, with great quality of sound and staging.
- The staging of video-CV is more demanding than traditional curriculum.
- Video-CV is more difficult to customize than a traditional CV.

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

If we want to create an effective Video-CV it is necessary to prepare a script previously, which must provide the basic information that the candidate and the guidance counsellor have chosen with the aim to emphasize the auto-candidacy. This information has to be related to the candidate's personality, training and experience. The Video-CV has to be personalized regarding the basic information what was chosen. The Video-CV recording must not be standard for everyone with regard to the basic information since certain information may be positive for someone, whereas the same data may be a weak point for another one.

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

It should be the same structure that was described in the model proposed, but with some modifications:

- To avoid unimportant data.
- The Video-CV must not be more than 5 minutes in length and show the experience and skills that make different this candidate from the other ones.

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

It should be the same structure that was described in the model proposed, but in the point “What I can do” we should express personal skills and show them with images, because the candidates’ age may be a negative point. For example, when the candidates are going to show their personal skills and abilities, they have to describe them properly, identify them, provide examples, try to highlight the importance of their person, their attitudes against the job, their aptitudes, their responsibility...

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc.)

It is necessary to follow a script, which doesn’t mean the script has to be a determined and unique one for everyone, but every candidate should create his/her own script. We have to plan every point of the Video-CV, since using well designed structures are going to achieve success in the final result of the Video-CV.

We must not suggest a biased Video-CV. It is important the entrepreneur who could be interested on the candidate can know not only the skills and training of this one in relation with the job, but also the entrepreneur can discover a list of values which would be important in the company and which could make easier the relationship between the workers and improve the productivity in the company. e.g. if an employed is enthusiastic, he/she will transmit the spirit to his/her colleagues. These personal attributes are contagious. Decisive, self-sufficient, persevering, all of them are personal characteristics that are, every time more determining for companies when they have to decide between a candidate or another one.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

There are some important tasks we don’t have to forget when we are going to create a Video-CV: staging, sound, video editing, etc.

As guidance counsellor, I think we have the suited training to create and manage the Video-CV, as we received a specific training to do it. However, we can find a lot of information (visual and theoretical reports) by Internet about how we can create and improve a Video-CV. With regard to the job seekers who are asked about the Video-CV as an auto-candidacy tool, we are finding few numbers of users who want to develop this task. When the job seekers receive a theoretical course about the whole process of creating the Video-CV, and they understand the characteristics of the Video-CV regarding the staging, the importance of the non verbal communication, the self-assurance, etc. and they have to do it using images,

from 3 to 5 minutes in length, the stage panic appears, and as a result of that feeling there are few users who decide to use the Video-CV tool.

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

I think it is a perfect tool for certain sectors, and for highly-qualified candidates, or just qualified candidates. Unemployed people with a low-education, or with lack social or communication skills, will not use the Video-CV as a tool for job searching.

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

To personalize a Video-CV for a concrete job offer is very difficult. We must create a general Video-CV with the aim of using it in different job offers that are suited to the candidate. Another option is to create a different Video-CV for each job offer, adapting its characteristics for each job vacancy.

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

We should work with the beneficiaries transmitting them that there are some concrete points and aspects that if we include them in the Video-CV we will succeed in creating the Video-CV and that this tool is important to have any opportunity in the labor market.

- Sincerity
- Emphasize the importance of being a benefit for the company (grants for disable people, young people, more than 45 years old, etc.)
- Originality en the presentation
- Self-assurance
- Staging
- No verbal communication
- Simplicity using the vocabulary
- Disposition for work
- A brief presentation
- Naturalness, freshness...

Your experiences

Please describe the experiences on whose basis you answered to the above questions

Basing on my experience, and general speaking, job seekers don't usually want to face up to the stage panic that they feel in front of the camera.

I insist, the personal and professional profile of the job seekers is very important, because for higher qualified users the stage panic is lower.

MANCOMUNIDAD DE MUNICIPIOS DE LA COMARCA DE HUÉSCAR

General questions

Could you please describe which are your role, your policies and your networks (in your country), with regard to the matching between job demand and supply?

Our main function is to support and to advice Andalusian working population in their job search process, for their integration in the labor market. This service is aimed to registered job seekers in the Andalusia Employment Service, especially people with disabilities, University/college students and recent graduates, women, young people, unemployed people with special difficulties for insertion. Our Centre attends unemployed persons in general.

We offer the below services:

- Personal guidance path for labor integration.
- Information about the labor market.
- Guidance and advice about job search techniques.
- Vocational guidance.
- Guidance on self-awareness and positioning in the labor market.
- Personal guidance in the job search.
- To transfer interested people in self-employment to the competent services.
- Self guidance counselling.

These services are carried out in groups or individually, depending on the users' profiles, needs and qualities.

Employment policies are decided for National Government and Autonomous Communities and are designed to develop programs and measures to achieve full employment, quality employment, matching between job demand and supply, tackling the high rate of unemployment and the protection of unemployed people. Employment policies will develop under the coordinated employment strategy which comes under the Treaty on European Union.

Employment policy is the programmed action of the National Government in the area of labor market and labor relations. This policy is connected to other public fields as economic system, labor laws and social protection policies.

Employment policies mobilize economic, legal, technical and human resources for achieve results. There are different organization levels:

- Active employment policies
- Encouragement hiring policies
- Employment guidance programs
- Sectorial training plans

Public and private entities (institutions, organizations, enterprises) carry out the provision of services, development of activities or grant aids, for which the citizenship are the last beneficiaries (in common, or as belonging to a social group, sector of activity and a territory).

Functions of the employment policies:

- Employment protection legislation.
- Protection of unemployed people (social benefits)
- Provision of a service of support in job search, employment, guidance and job reinsertion.
- Professional training, services for disadvantaged groups (through measures aimed to improve employment opportunities for disadvantaged groups with difficulties in accessing and remaining to the labor market), encouragement hiring.

- Local development strategies and policies aimed to improve and strength business environment and business network.

The ultimate aim of the active employment policies is to promote the labor integration (and to keep the people's job). Active Employment policies are targeted to:

- Inactive people (with the aim of making them labor force, and rising the activity rates)
- Unemployed people (To achieve their insertion in the job market)
- Employed people (to keep their job).

Active employment policies are classified in three lines of action:

a) **Labor mediation:** The tasks of the mediation entities are to facilitate the interaction between employers and job-seekers, and general guidance actions made by the mediation entities. The main actions for employers are guidance, information and monitoring.

b) **Training for employment:** people must be trained properly for getting a job to satisfy their professional, economics, lifelong promotion and development needs, and also, it is necessary for the young people to have the basic formation to find a job. A properly training is a key point to find and keep a job.

c) **Encouragement hiring:** Its aim is the creation of new employment and self-employment. Categories: Encouragement hiring: Measures designed to promote the creation of jobs through wage subsidies and specific reductions of social security contributions.

- Self-employment support: Guidance counselling programs, financing and facilitating unemployed people the insertion through self-employment.
- Other measures to support employment: measures that encourage job creation (employment and self-employment) facilitating the access to training and professional practices.

Other measures without classification:

- Development prospection labor market studies.
- Employment Observatories: For labor market observation and analysis.

Labor mediation should have the next objectives:

- Reduce the temporality rate work and segmented labor markets.
- Reinforce part-time work and internal flexibility of companies.
- Improve professional skills and match the labor market needs.
- Promote a swift and adequate job reinsertion in labor market.
- Promote gender equality in labor market.
- Increase participation in labor market and reduce unemployment.

Which are the areas of development in active employment policies?

- Professional Guidance.
- Training and retraining.
- Employment and training opportunities.
- Employment opportunities and encouragement hiring.
- The promotion of equal opportunities in the employment.
- Opportunities for disadvantage groups with special difficulties.
- Self-employment and creation of businesses.
- Promotion of local development and territorial economy activity.
- The promotion of mobility.
- Integrated projects.

Evaluation of the starting model

Please express your evaluation about the Video-CV Model described inside the attached report, indicating which are, according to your opinion, its main features, its strength and weakness points.

We think the Video-CV model is an innovative and different tool in the job search process, in which we use fundamental and distinctive personal competences and skills, necessities to show certain social people behaviour in particular cases. The three main sections in the EVA Model Video-CV (“Who I am”, “What I can do” and “Me in the future”), show that the structure prioritizes the personal aspect, skills and goals of the candidate against the traditional CV that prioritizes the training and work experience. This is a critical aspect because employers begin to appreciate the personal competences of the future employees.

Weakness Points in the Video-CV model:

- Job-seekers have difficulties to show their personal competences and skills in the Video-CV
- Rejection to the Video-CV as innovative tool. A lot of unemployed people don't know what the Video-CV is
- It is difficult to show in a minute and a half the whole personal competences and skills
- It is difficult to get involved in the project to a particular population groups as people over 45 and immigrants. In general, this is because they have a low professional training and reject new technologies
- There are sectors and territories where the Video-CV has a limited application

On the basis of the script format provided at page 6 of the attached report, please think about the basic information that users must provide in order to realize an effective Video-CV.

The basic information is dependent on the users’ personal profile and the job vacancy at which they are applying. If we work with the users in an individualized way, we will stand out the positive points combining their basic information (personal data, training and experience) and their skills and personal abilities according to their professional expectations.

Thinking to a target of highly-educated young people, how should the Video-CV be structured with respect to the Model proposed?

In the case of highly-educated young people but with low professional experience, we should insist on aspects as formal and non formal learning, internships, volunteering, language knowledge, computer skills, geographical availability and their aspirations regarding to the labor market. Remarkable skills: innovative capacity, flexibility, adaptive capacity, search and information management... The mentioned skills previously would emphasize the “What I can do” and the “Me in the future” creating positive expectations in front of the entrepreneur. The “Who I am” would be in the background.

Thinking to a target of adult out-of-work people, how should the Video-CV be structured with respect to the Model proposed?

The previous experience has to be prioritized, and also the practical or verbal demonstration of the skills and abilities acquired by the users during their large work careers.

In addition we have to emphasize the skills attached to adult people: self-confidence, responsibility, management of the distributions networks, development of interrelationships...

With regard to the just mentioned targets (young, highly educated people and unemployed adults having lost their job), please indicate a set of possible communicational solutions to realize an effective Video-CV (e.g.: users have to talk freely in front of the camera, or do they have to follow a script format? Users would better *show* what they can do, or do they only have to describe their main skills and competences? Etc.) Before to start the creation of the Video-CV it is necessary to know the sector to which it is addressed, to develop the Video-CV in a formal style or in a non formal and creative way.

Communicational solutions:

- Follow a previously prepared script, although what we want to transmit is a natural appearance.
- Support the speech with images, written texts and sound
- Management of the non verbal language
- Use the proper verbal language: verbal fluency, emotional tone, specific vocabulary
- Demonstrate practical skills: dance, sports ...
- Change the setting and the wardrobe.

Evaluation of the impact on operators and on the labor market

According to your opinion, what is the main difficulty that the employment or vocational guidance operators could face during the whole process of creating and managing the Video-CV tool?

Difficulties that unemployed people could face during the whole process of creating their Video-CV:

- Fear of the new technologies
- Lack of interest of the entrepreneur
- Lack of prepared personal to support during the creation of the Video-CV
- Stage panic
- Sense of the ridiculous
- Lack of technician resources
- Low motivation for the effort of creating the Video-CV
- Do not believe in the good results they can achieve using this tool

Difficulties of the entrepreneurs:

- Lack of technological resources to watch the Video-CV
- Dearth of time to watch the Video-CV
- Lack of awareness of this tool and its utility
- Lack of qualified personal for the candidate recruitment

Difficulties of the vocational guidance operators:

- Lack of technological resources
- Need of specific training
- It is difficult to make the users realise that the Video-CV is a positive thing in the whole process of job search
- The process of creating the Video-CV needs a long time

According to your opinion, what is the main criticality in exploiting a tool such as the Video-CV, in order to find a job?

As we have previously mentioned, the Video-CV is a new tool that needs technical resources as well as qualified human resources to value it, and most of the small and medium-sized enterprises don't have these resources. In addition, it is difficult to use the Video-CV in certain sectors (e.g. agricultural sector, building...) and in rural areas.

What kind of solutions would you adopt in order to currently use the Video-CV as a tool for the matching between job demand and supply?

Motivate all participants in the job search process or improving employment (unemployed people, entrepreneurs, guidance counsellors...) about the utility and improvement of this tool with regard to the traditional CV.

Make them realize that the Video-CV is a different tool in the job search because:

- It has an innovative character
- It makes possible a visual contact with the candidate for the first time
- It utilises the personal and professional skills in the job search process
- It makes possible to show practical skills and abilities
- It emphasizes the importance of the image and the verbal and non verbal communication
- It provides a high level of creativity
- It makes possible that the candidate works his/her personal and professional auto-awareness

According to your opinion, what could be the most appropriate approach to obtain from users the needed information to create their Video-CV?

A diagnosis phase is necessary for the job-seekers who are susceptible to create a Video-CV. In this phase the guidance counsellor information about the user's needs and job expectations regarding to his/her personal and professional situation.

Through the personal interviews we will work the basic points of the auto-awareness (personality and skill) of the user, and the professional aim will be defined. We will work the competence related to a specific job vacancy:

- What I know (knowledge),
- What I can do (skills and abilities. Resources)
- How I am (attitudes and social role)
- What I want to do (motivation)

On the basis of the data obtained we will have enough information to select the most important and appropriated aspects for the creation of the Video-CV, adapting the candidate's CV to the job vacancy.

Your experiences

Please describe the experiences on whose basis you answered to the above questions

We have answered in the basis of our experience as guidance counsellors in the projects IOBE-OPEA (2011-2004) and "Andalucía Orienta". We work in the "Mancomunidad de Municipios de la Comarca de Huéscar", sited in the north area of the province of Granada, where the territory and the attended groups

have distinctive characteristics. Basically, it is a rural area, where the training and labor resources are limited and therefore the guidance counselling has an added difficulty.

Personally, during these years as a guidance counsellor, I have received a specific training in guidance counselling (techniques, resources, new technologies, networking, personal and professional skills for the job search...) and I have attended to users with very different profiles, qualifying us for a broad perspective on the guidance process, on the importance of the individual attention and on the adaption of techniques and resources to the real needs of the users and the demand of the labor market.