V.I.D.E.O.

(Video-Cv To Increase And Develop Employment Opportunities)

KIT OF TRAINING GUIDANCE MATERIAL TO CREATE A VIDEO-CV

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SUMMARY

INTRODUCTION

This paper is directly addressed to the managers and the operators of the Centres for the Employment, of the Vocational Guidance Centres and similar institutions, both public and private, involved in the V.I.D.E.O. Project, and is aimed at providing them with the basic technical instructions to create the first samples of Video-CV.

The operational instructions which this paper is focused on, are based on the results of a deep research activity[1], realised by the V.I.D.E.O. Project Partnership, and consisting of:

- Four desktop research reports, realised in Germany, Greece, Italy and UK;

- Four on–field research reports, realised in Germany, Greece, Italy and UK; in this context, managers and operators of the Centres for the Employment and similar structures have been interviewed in the four countries;

- Transnational report comparing the outcomes of the above mentioned reports (both desktop and on-field researches);

- Description of the prototypical Model of Video-CV coming from the starting Model and the outcomes of the whole research activity carried out within work-package 2 of the Project.

As pointed out by the national reports provided by the Partners of the V.I.D.E.O. Project as well as by the on-field researches realised in Germany, Greece, Italy and UK the Video-CV can be a powerful tool helping the matching between job demand and supply. It can be a very functional tool because, differently from a written CV, a Video-CV can also present the everyday knowledge acquired by people in specific learning contexts, not yet formally recognised.

The steps that you need to follow to create a Video-CV are:

1. Preliminary interview with the user;
2. Creation of a storyboard/script format for the Video-CV;
3. Realisation of a four-phase process.

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[1] All the reports related to these research activities are available on-line on the V.I.D.E.O. Project web site, at the address www.videocurriculumproject.net, section "Products".

Before analysing in detail these steps, we will provide some basic indications, aimed at framing the Video-CV within the context of the guidance path and at outlining advantages, limits, and target groups.

1. The Video-CV tool according to the outcomes of the V.I.D.E.O. Project research activity

Before providing all the needed information which will explain to you how to create the Video-CV samples, a brief introduction about utility, limits, advantages, target groups for this tool is needed.

In the last few years, a new tool, the Video-CV, has started to be developed. The Video-CV has attracted also the attention of the media, both in USA and in Europe, since the year 2007.

In 2007, Vault.com - a Company specialised in the services for Human Resources, involved in the creation of Video-CVs - has released a survey about the Video-CV tool, titled "2007 Video Resume Survey"[2].

The results of the survey give light to the future of the Video-CV, stressing its importance and efficacy of the labour 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, but only 17% of the interviewed people had viewed a Video-CV when the research was done.

Furthermore, as pointed out by some interviews[3] realised by the Partners of the V.I.D.E.O. Project, the Video-CV tool is regarded by all the interviewed guidance counselors of the countries involved in the Project as a tool allowing job seekers to better express their skills and practical abilities.

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 <u>added value respect to a written CV</u>. This means that it should be mainly focused on **showing the practical skills of the job seekers.**

This is the **real innovativeness of the Video-CV tool** identified by the interviewed people. The desk top research carried out by the V.I.D.E.O. Partnership, as well as by the V.I.D.E.O. Project documentary research[4] related to the use and diffusion of the Video-CV tool all around the world, shows that the existing Video-CVs available on the web, are nothing more than a "spoken version" of the written CV.

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.**

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[2] The research is available at the address www.vault.com/video-resume/.

[3] 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".

[4] See the web site www.videocurriculumproject.net.

2. *Targets of the Video-CV tool*

According to the outcomes of the research "*The Video- CV Tool. A Documentary Research On Development And Diffusion Of Video-CV Tool In Europe And Usa*"[5], Video-CV tools as they are generally conceived and realised are, in the majority of the cases, **tailored for young people and high – educated people.**

We believe, based on the results of the V.I.D.E.O. Project research activity, that the Video-CV can be developed as a tool tailored for different categories and not just reflecting the educational level of a person.

Its use as a tool to help people find employment is demonstrated by the fact that it helps people prove what they can do not just educational qualifications. This gives the person an opportunity through a Video-CV - to create an immediate interaction with the entrepreneur who views the video. The Video CV brings to light the real person and can highlight positive aspects of the applicants' personality. This can be of particular relevance is 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 activities).

The Video-CV is more useful when it shows practical abilities; thus, it becomes possibile to exploit the advantages of this tool for numerous jobs and social categories, for example:

✓ Craftsmen (like carpenters, upholsterers, farmers, tanners, and similar);

✓ Older people and people whose abilities are not formally acquired, but acquired within non-formal and informal learning contexts instead;

✓ 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 (more than 45 years old), their sex, their nationality or any physical disability have difficulties in finding a job. Through the Video-CV, in fact, they can demonstrate their skills and competences, and this can free them from any possible bias;

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[5] http://www.videocurriculumproject.net/presentazioni/VIDEO_CV%20Documentary%20research.pdf

✓ Creative and innovative people (web-designers, graphic artists, directors, cartoonists, decorators, photographers, and similar).

3. Advantages of the Video-CV tool

Here you can find a list about some of the most positive advantages of the Video-CV tool:

✓ This tool allow evaluating a practical skill, even if it is not-certified or acquired within non-formal or informal learning contexts;

✓ The Video-CV helps to find out and present the "hidden abilities", which is not easy/possible to express and appreciate through a written CV;

✓ The Video-CV allow creating an immediate impact with the entrepreneur/recruiter;

✓ The Video-CV helps to demonstrate real personality of and applicants;

✓ The Video-CV is a tool allowing people's self empowerment;

✓ The applicants has the possibility to try several times to prepare their performance. This practice enables them to present themselves in the very best way that they can;

✓ The Video-CV represents a new approach to the labour market;

✓ The Video-CV tool can be a time and money saving procedure;

✓ It offers a unique opportunity to show what applicants are, out of the strict limits of a written CV.

4. Limits of the Video-CV tool

There are, nevertheless, some problems/difficulties related to the Video-CV, of which you must be aware:

✓ The Video-CV creation requires well trained operators;

✓ The Video-CV requires a careful preparation (from the guidance interview to the creation of a script, to simulations before recording the video, to the psychological support to the applicant);

✓ The creation of a Video-CV is a more time-consuming tool respect to a written CV;

✓ The Video-CV do not offer any interaction between recruiter and applicant;

✓ The smaller companies have limited access to the Internet, preferring informal channels to recruit human resources;

✓ The Video-CV could produce a prejudiced reaction related to the person's look and his/her ability to perform in front of the camera;

✓ The viewer may have bias or prejudice to a certain ethnic or gender.

5. The Video-CV tool within the guidance path

When deciding which is the best guidance path for a user, you have to be aware both of the potentialities and limits of the Video-CV tool in order to choose the best way to highlight applicants' skills.

The starting point to do this is the preliminary interview. Through the guidance interview to the applicant, you get deep information about the user's competences and his/her professional needs, both to decide which guidance counseling path is more suitable for the user and to design the profile of the user.
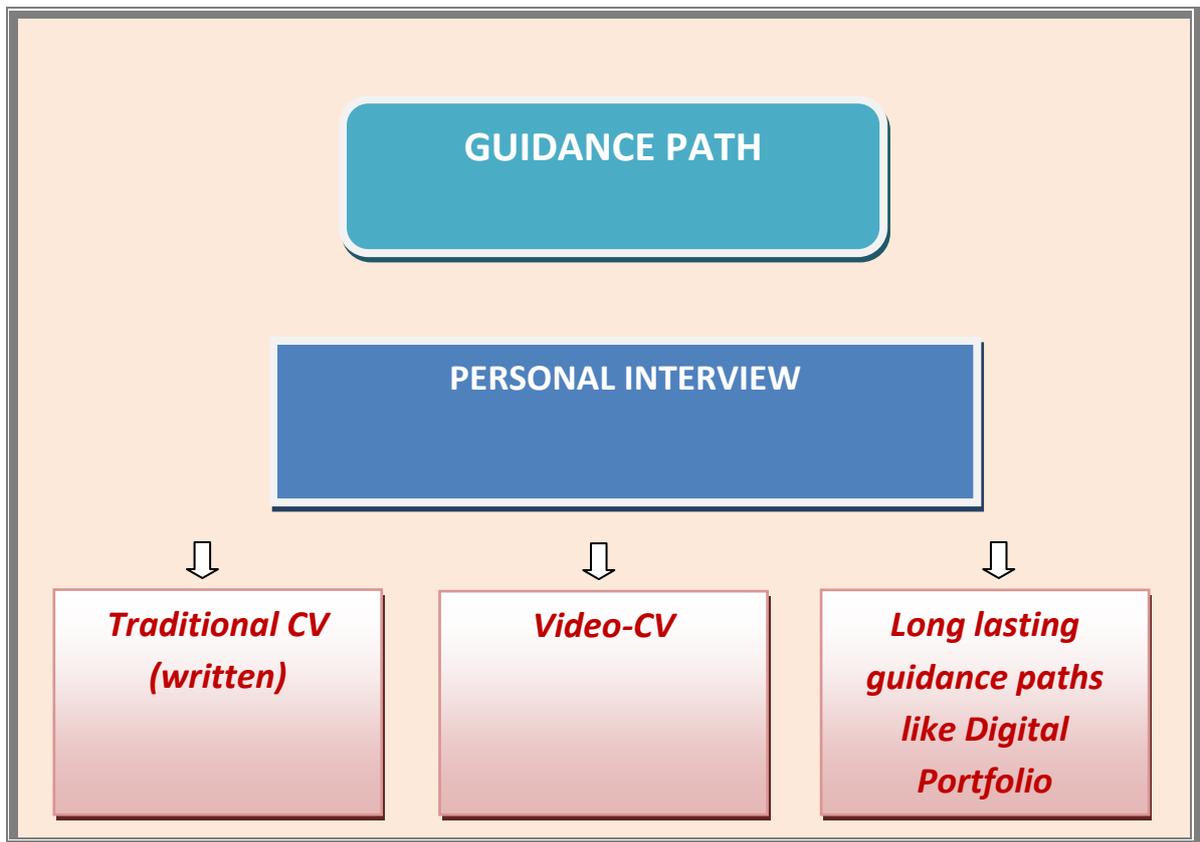
Fig. 1 – Guidance path: deciding among different types of guidance paths

Table n. 1 below can be a useful tool for you to decide whether the Video-CV is the right tool to be proposed to the user.

Tab. 1 - How you can choose among different guidance tools

Type 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.

Remember to properly evaluate which are the formal, non-formal, and informal competences. Table 2 below offer a summary of the different typologies of learning.

Tab. N. 2 Difference between formal, non-formal and informal learning

Type of learning	Context/situations	Certifications	Intentional	Structured
Formal learning	School, training courses etc.	Yes	Yes	Yes
Non-formal learning	Planned activities not explicitly designated as learning, taking place outside institutional educational contexts	No or not official document issued by an awarding body	Yes	Yes
Informal learning	Daily life activities, work, leisure etc.…	No	Sometimes	No

6. How do you create a Video-CV?

Basically, a Video-CV should been devoted to show users' practical skills.

Thus, the most important portion of the product will be devoted **to show what job seekers can "really do".**

A short introduction, in which users present themselves, has to be included. Here, it is also possible to show some picture of the user, or certificates, or again, some items representing the person (for example, in the case of an immigrant, it could be profitable to show an item coming from the country of origin of the person, particularly significant to represent his/her context of provenance).

According to the results of the national reports provided by the V.I.D.E.O. Project Partner Institutions as well as on the basis of the related comparative report detailing a prototype Model of Video-CV[6], the Video-CV tool has to be created according to a structure in order to get the result of:

1. an evocative product (showing personal aspects, biography, who a person is, where a person comes from, what has been applicants' life until today);

2. a proving product (showing what applicants can do, showing the person while interacting with other people, while working, etc.).

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

1. *Who I am* (information about the story, personality, education and training, previous working experiences, etc.; about 30 seconds)

2. *What I can do* (concrete demonstration of skills and practical abilities; 1 minute)

3. *Me in the future* (expectations for the future, description of the occupation that the applicant is looking for, how user sees her/himself in the next professional future; 30 seconds)

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[6] Reports available on the V.I.D.E.O. Project web site, www.videocurriculumproject.net, section "products".

VIDEO-CV: THE STANDARD STRUCTURE

Who I Am

What I can do

Me in the future

Providing information about education, previous working experiences, personal history

Showing in concrete what the person CAN DO

Describing the general objectives of the person, the occupation that s/he is looking for, how s/he sees in the future
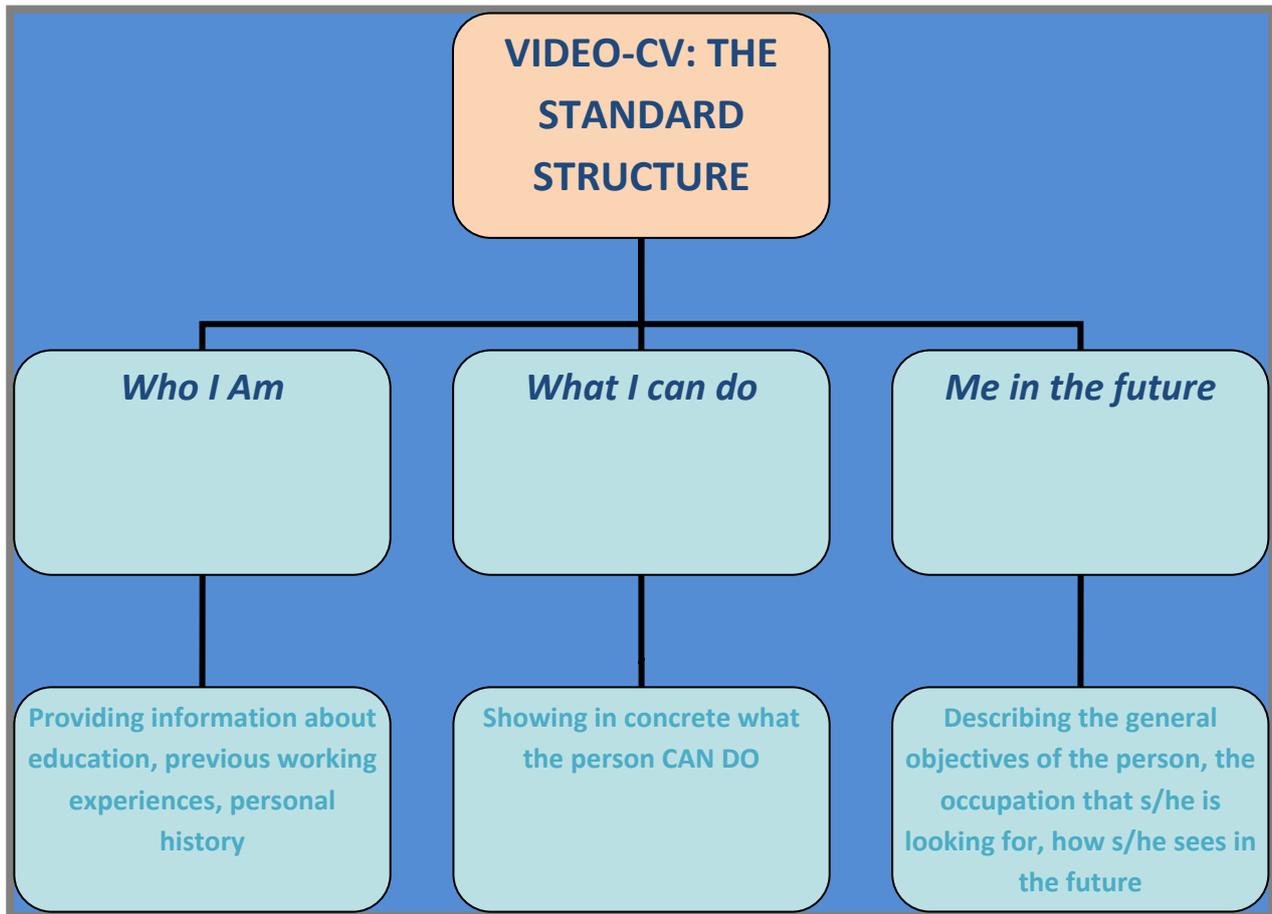
Fig. 2 – Standard structure of the Video-CV prototypical Model

A. Equipment requested – setting for recording

To implement the whole process of making a Video-CV, you need to have:

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

- n. 1 reflector (white/ silver)

✓ a PC with Internet Connection, Cd/DVD reader and recorder, word processor

✓ directional microphone for digital camcorder

✓ a scanner (optional)

✓ a silent room

A.1 Recommended technical characteristics of PC:

For Windows:

✓ 2 GHz or faster processor for DV; 3.4 GHz for HDV; dual 2.8 GHz for HD*

✓ Microsoft® Windows® XP with Service Pack 2 (Service Pack 3 recommended) or Windows Vista® Home Premium, Business, Ultimate, or Enterprise with Service Pack 1 (certified for 32-bit Windows XP and 32-bit and 64-bit Windows Vista)

✓ 2 GB of RAM

✓ 10 GB of available hard-disk space for installation; additional free space required during installation (cannot install on flash-based storage devices)

✓ 1,280 x 900 display with OpenGL 2.0-compatible graphics card

✓ Dedicated 7200 RPM hard drive for DV and HDV editing; striped disk array storage (RAID 0) for HD; SCSI disk subsystem preferred

✓ Card for capture and export to tape

✓ OHCI-compatible IEEE 1394 port for DV and HDV capture, export to tape, and transmit to DV device

✓ DVD ROM drive (DVD+-R burner required for DVD creation)

✓ Blu-ray burner required for Blu-ray disc creation

✓ Microsoft Windows Driver Model- or ASIO-compatible sound card

✓ QuickTime 7.4.5 software required to use QuickTime features

✓ Broadband Internet connection required for online services

✓ *SSE2-enabled processor required for AMD systems

For Macintosh

- ✓ Multicore Intel® processor
- ✓ Mac OS X v10.4.11-10.5.4
- ✓ 2 GB of RAM
- ✓ 10 GB of available hard-disk space for installation; additional hard-disk space required during installation (cannot install on a volume that uses a case-sensitive file system or on flash-based storage devices)
- ✓ 1,280 x 900 display with OpenGL 2.0-compatible graphics card
- ✓ © 2008 Adobe Systems Incorporated Course overview and setup 9
- ✓ Dedicated 7200 RPM hard drive for DV and HDV editing; striped disk array storage (RAID 0) for HD; SCSI disk subsystem preferred
- ✓ DVD-ROM drive (SuperDrive required for DVD creation)
- ✓ Blu-ray burner required for Blu-ray disc creation
- ✓ Core Audio-compatible sound card
- ✓ QuickTime 7.4.5 software required to use QuickTime features
- ✓ Software required to play back DVD projects exported as SWF files
- ✓ Broadband Internet connection required for online services

B. Structure of the Video-CV: indications for tutors and technical operators

B.1 - Duration: About 2 minutes (5 minutes as a maximum). Remember that 2 minutes is the average time that recruiters generally dedicate to the viewing of a Video-CV as well as to any other document sent by job seekers. Suggested size: max 50MB

B.2 - Video editing

- For Pc, it can be used a software like *Movie Maker*

- For Mac, a software like *iMovie*

It could be profitable to create an evocative context: for example, the user can bring with him/her a picture depicting him/her with friend, at home, while doing sport, etc.

7. Recommendations for users and tutors

A. ..How should users act

Users are asked to show their capabilities while shooting the Video, and to look directly into the camera; to speak slowly and clearly; do not smile too much, but only when requested by the script of the Video.

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

The clothing must be suitable both to the message recipient and the context to which applicants are referring, taking into consideration their personality.

Users should dress with **light colors**, and **wear sober dresses**. It is better to wear the jacket only if the applicant usually wears it. The paradigm "it is impossible not to communicate" is always valid, mainly in the cases in which images are used: therefore, it is important to **control the body language** and not to put on strange postures. The hands are useful to underline the important points of a conversation, but they must not to communicate nervousness through involuntary movements.

B. ...Your tasks

In the process of Video-CV creation, the tutor is a key factor in the Video-CV creation.

They will have to 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 user's story, they might immediately recognise hidden (or unstated) competences of the user. Also they might be able to bring to light applicant's competences both certified and not documented because it is possible to show the latter both through a Video-CV and a digital portfolio through video-recording by creating more than one performance of the client. This is the reason why it is very important for them to be aware of the characteristics of the non-formal and informal learning (see above, table 2).

Before proposing to the applicant the Video-CV tool, you must be 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, race, ethnic background, nationality, religion or belief, age.

Furthermore, a consent for the on-line publication of the Video-CV is needed. Thus, you have to ask applicants their express, written consent at the on-line publication of the Video-CV.

Whatever is the guidance methodology chosen, you have to be able to support the user in a process aimed at *self-empowerment*.

Once decided if the Video-CV is appropriate, you can go ahead with the concrete Video-CV creation.

8. The steps

To create the Video-CV, you will need to implement a 4 phases-process, described in the following pages.

PHASE 1

✓ **Activities and objectives:**

The **guidance path** is the starting point of the Video-CV creation process. The personal interview is the core of this first stage. You need to get detailed information about the user's competences and his/her professional needs, both to decide which guidance counseling path is more suitable for the user and to design the personal and professional profile of the user.

Remember that this step is crucial in order to decide the best way for the job seeker to present his/herself, that means choosing a specific tool among traditional written CV, Video-CV and other guidance counseling paths involving longer periods of time for example the digital portfolio.

Through listening the user's personal and professional story, you might immediately recognise the competences of the user; moreover you might be able to bring to light applicant's competences both certified and not documented. This is the reason why you have to be aware of the characteristics of the so called non-formal and informal learning, to be able to decide at the end of the interview - the most appropriate guidance path and tool among written CV, digital portfolio, Video-CV.

Once decided if the Video-CV is appropriate, you can go ahead with the phase devoted to the concrete Video-CV creation.

✓ **How to proceed:**

Analysing attitudes, motivation and abilities of the user, you and the user have to evaluate together the opportunity/interest in creating a Video-CV, what material can be produced and included in the Video (e.g. certificates, pictures, others). One possibility is to show to the user some examples of Video-CVs (taken from the Internet).

It is also necessary to explain and illustrate to the user the whole process of Video-CV creation, from the design to the shooting, the editing and the final exploitation of the product. This is aimed, in particular, at motivating the candidate to a take ownership of the whole process which will provide better long term results.

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

PHASE 2

✓ **Activities and objectives:**
- Designing the storyboard, creating the structure of the Video-CV
- Deciding what kind of Video-CV to create (e.g. with shoots in external or internal environments)
- Planning and deciding what items, written documents, pictures, or other objects have to be included within the Video-CV sequences
- Structuring the ideal set of the Video-CV

✓ **How to proceed:**

You and the user have to plan the next steps and defining the details.

In this phase, it is important that you assist the user and that you decide together which will be the structure of the Video, explaining to the user how s/he will have to dress and to move in front of the camera; it can be beneficial to view in the Internet some examples of Video-CV available on the net.

✓ **Tools:**

- Pc with internet connection
- Paper and pens both for tutor and user

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PHASE 3

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✓ **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 important for you 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** to prepare the user

3) **Dressing for Success**

4) **Preparing 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.

Special attention during this process should be made to allow the client to prepare themselves and become familiar with the whole process of the Video CV creation (point 2, *Doing practice*).

A preparatory session is recommended (1 day preparatory session). In it, applicant will simulate, under your 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.*

B. Video-CV must follow this structure:

1. Who I am (providing information about the story, personality, education and training, previous working experiences, etc.; about 30 seconds)

2. What I can do (showing in concrete skills and practical abilities; 1 minute)

3. Me in the future (expressing expectations for the future, how user sees her/himself in the next years; 30 seconds)

1. Who I am

Hello. My name is _____

I come from (if immigrant, or relevant). My life until now has been _____ My education was_____ Until now, I have been working as -for / or I am currently working as - for

2. What I can do

Some practical examples. It is important to speak and explain while doing the activity. In this way the applicant gives to the potential employer watching the Video-CV, information and a level of awareness about what s/he is doing and therefore about his/her skills.

It is also important to motivate and explain to the client why it has been decided to produce the Video CV in this particular format. The applicant could possibly 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. 3 – Content of the Video-CV: ideal scheme and contents of the standard structure's fields

While recording the Video, take care of the following points:

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

o Background: Use light colors

o Windows: Avoid sitting in front of, if possible

o Avoid background noises: Coughing, doors opening/closing; talking; etc.

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

o To illuminate the subject and make him/her seat or stand at the centre of the following, recommended light scheme[7]:

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[7] The picture is taken from the on-line Tutorial of Media College.com, http://www.mediacollege.com/lighting/three-point
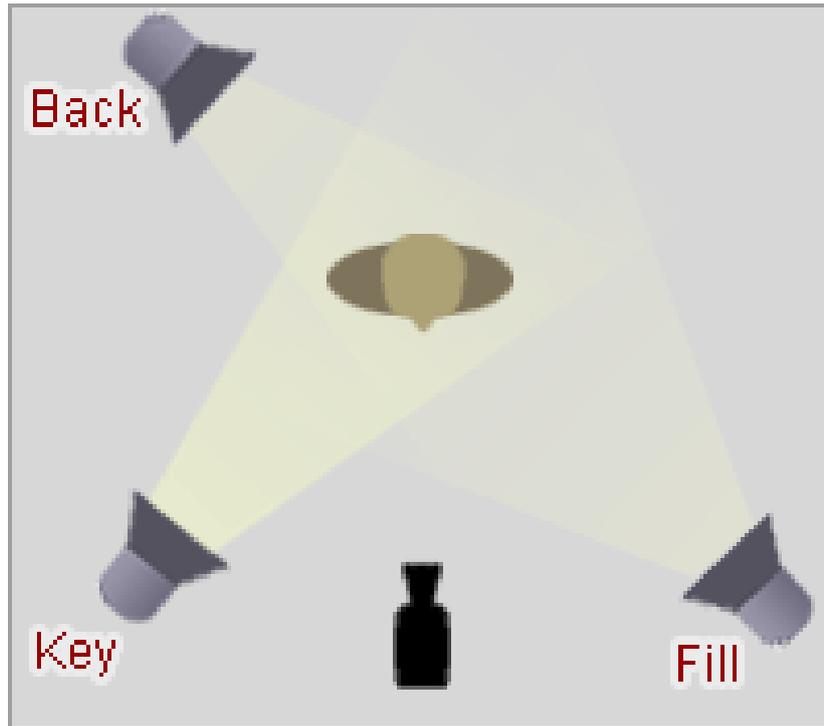
Fig. 4 – Lightning scheme with 3 lights

✓ **Tools:**

- Digital camera with USB connection

- Tripod (to realise good quality shots)

- Kit of lights made of:

  o n. 3 lights (minimum 800 W each)

  o n. 3 Four Leaf Barn Door

  o n. 3 Professional Tripods/Light Stands

  o n. 1 reflector (white/ silver)

  o n. 1 Backdrop (white colour suggested) 2,70mt x 11mt

  o n. 1 Background Support stand for standard backdrops 2,70mt x 11mt

  o Directional microphone for camcorders

- Video capturing and editing software (*Windows movie maker*, for example)

- Audio recording software

- 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 a specific section within the portal of the www.videocurriculumproject.net web site

✓ **How to proceed:**

- Upload on-line, on the web platform, the Video-CV

- Check all the information uploaded

- Transfer on a DVD/CD the Video-CV created

- Plan with the applicant the future steps (promoting and advertising the Video-CV – this is up to you)

✓ **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.