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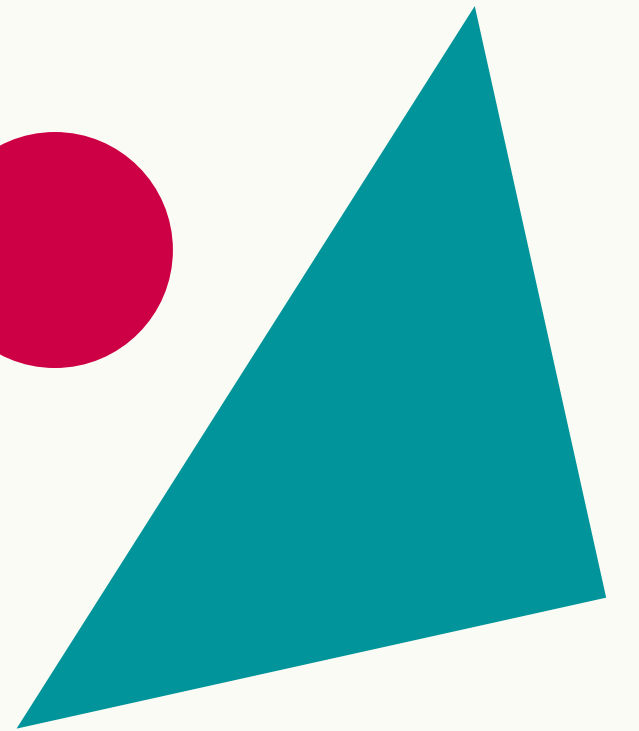
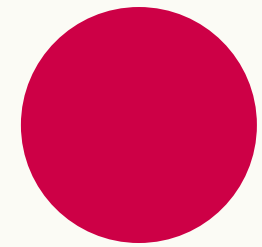
Social Media Savvy - Part 2
Project n. 2020-2-UK01-KA205-079587



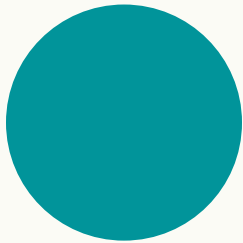

VIDEO CURRICULUM

as an active job search tool

WHAT ARE WE GOING TO DO?

- Videocurriculum: what and why
- Some examples
- Do it yourself video resume: tools, methods
- At work: from the outline to the video
- Pros, cons and comparison





WHAT IS THE VIDEO CURRICULUM? DOES IT WORK? HOW DOES IT WORK?

Let's find out in less than 1 hour!

The background is a grayscale image of a newspaper page, tilted at an angle. It features various columns of text, some with bold headings, and a large photograph of a building. A teal rectangular box is centered over the text, and a teal circle is in the bottom right corner.

Medium is the message

Marshall McLuhan

WHAT DOES IT MEAN?

Videos, by the very fact of being videos, communicate, beyond their content.

This means that the medium (the video) is itself a message.

we communicate to our potential employer

What do we communicate?

NEWS!

And the news captures interest



**THEN NO MORE
WRITTEN CVS!**

...Right?

**LET'S
DISCOVER IT!**



WRITTEN CV

To stand out, it must be:

- concise, but clear
- formal, but appealing
- well done (no spelling mistakes, content divided up nicely)

It hardly communicates emotions and personality. It is made up of words and, if you are good at it, a few images.

VIDEO CV

Standout. But it has to be:

- well done (audio, video)
- concise, clear and comprehensive
- formal, but not stiff

It is multisensory, multimedia, multichannel, one-to-many. It conveys all components of communication.



SO...

WHAT IS VIDEOCV?

A SUPPLEMENTARY CURRICULUM

It does NOT replace the traditional Curriculum. It reinforces its effectiveness, because it is engaging. It anticipates it, because it is more immediate. It gets people to notice it and it gets noticed!





THE VIDEO CV INTEGRATES AND ENHANCES THE TRADITIONAL CURRICULUM

- 1** because it activates emotions
is a story, which if told well can relate employer and candidate, arousing emotional involvement and even empathy.
- 2** because it uses other languages
is multi-, not just the written words, but all the basic elements and channels of communication: words, movements, manners.
- 3** because it innovates
product (it's a video) and process (it's done differently). The result is different (it is a by-product of the CV,)

THE VIDEO CV AS STORYTELLING

Storytelling is
50% data, 50% heart

Natalia Pazzaglia

must hit head
and heart
together

**It is a life story.
Yours.**

***Storytelling is
50% data, 50% heart***

Natalia Pazzaglia

EMOTIONS

RELATED

***personal data,
skills,
titles***

THE VIDEOCV IS A WAY OF DESCRIBING ONESELF*

THAT OVERTURNS THE STRUCTURE OF THE TRADITIONAL CV

emphasizing all those items that are important, but difficult to insert in the CV

- soft skills,
- personality,
- biography

MORE
formal elements
(titles, qualifications,
experience)

Form

* not the only one, not always the best, but certainly in step with the times

Contents

(AUTO)BIOGRAPHY

A (NON-FICTION) STORY
OF WHICH YOU ARE, AT THE SAME TIME
PROTAGONISTS AND NARRATORS.

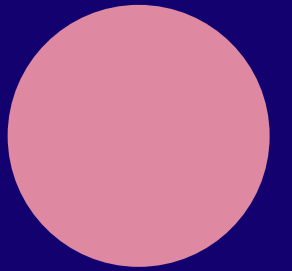
THE GOAL OF THE HERO'S JOURNEY (YOU)
IS TO REACH
THE EMPLOYER

Not just work experience, but who
you are, where you live (and if it
has anything to do with your life
plans), what you're passionate
about, what you want



COMPETENCE

3 elements! Much more than skill!



TO KNOW

Theory

Knowledge learned in formal, nonformal, and informal settings. What I "know."



KNOW-HOW

How/Why do I apply it

Hard skills, i.e., all those things I know how to do because of my knowledge.



TO BE

In what style

The soft skills, the way I apply what I know and what I can do. Style, my attitude.



Content
and form

COMMUNICATE

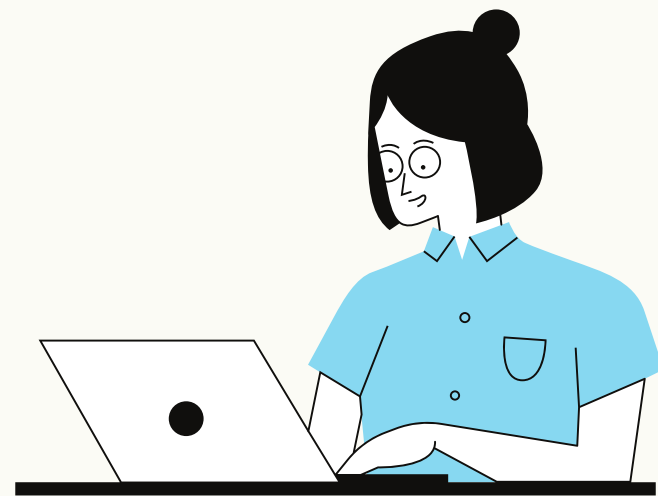
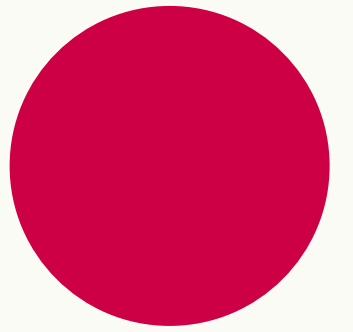
Especially today, especially in this job market (hectic, changing, crowded) you need to be able to communicate **who you are**, not just what you know and what you can do

WRITTEN
WORDS
ARE NOT
ENOUGH
ANYMORE!



Listing the skills is not enough.

We must always specify the learning context, i.e.: where and how we learned and experienced.



FORMAL

Skills acquired in contexts organized to train (school, university, training institutions). Long paths. They issue qualifications, titles, recognized certifications, diplomas.



NOT FORMAL

Skills acquired in training opportunities, but in a variety of contexts (thematic webinars, volunteering, corporate training, etc.). Short courses. Issue certificates.



INFORMAL

learning that occurs away from a structured, formal classroom environment. Informal learning comes in many forms, including viewing videos, self-study, reading articles, participating in forums and chat rooms, performance support, coaching sessions and games

DO NOT UNDERESTIMATE INFORMAL AND NON-FORMAL LEARNING

In a job market full of titles, qualifications, diplomas, what can strike an employer are interests, passions, daily activities.

Increasingly, then, these skills, if well organized, trained and strengthened, can become real jobs!



How many of the great contemporary musicians are born as such?

VIDEO CV AS MULTIMEDIA

You cannot not
communicate

Paul Watzlawick

EVERYTHING ABOUT US COMMUNICATES

**PAUSE,
SILENCES
LOOKING**

**tone of
voice**

**You cannot not
communicate**

Paul Watzlawick

**EXPRESSIONS
FACIAL**

**THE WAY WE
MOVE**

POSTURE



Levels of communication



VERBAL

Words, spoken and written, that we use to communicate something to someone

We are aware of it and can manage it, but it is subject to emotionality



NON VERBAL

How we gesture, facial expressions, space management, posture, the color of our t-shirt

We are not always aware of it and can hardly manage it



PARAVERBAL

The way we say and write something: tone, rhythm, volume of voice, pauses, silences; long periods, short periods, punctuation, etc.

We can learn to be aware of it and manage it

CV VIDEO AS INNOVATION

You never start from zero,
you always start from one,
from yourself

Massimo Lo Pilato

**PRODUCT INNOVATION AND
PROCESS INNOVATION**

how do we
get there

result

**You never start from zero,
you always start from one,
from yourself**

Massimo Lo Pilato

CURRICULUM

**BALANCE OF
COMPETENCES**

YOU START FROM A BASE

MADE BY THE CV AND SKILLS
ASSESSMENT

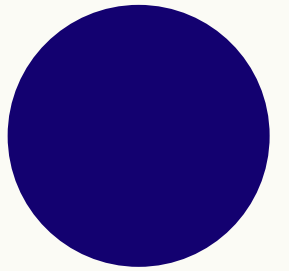
CONTAINING ALL KEY
INFORMATION - ONLY TO BE
RE-SHAPED, TO TELL

IF WELL DONE, WE JUST
NEED TO **SELECT**
THE INFORMATION



TO SUM UP

VIDEOCURRICULUM



- complements and does not replace the CV (it is an innovation)
- it is a different way to tell your story (storytelling of biography and skills)
- it allows you to communicate who you are (3 levels of communication)
- overturns the structure of the traditional CV (more space for smaller parts)
- must be clear and concise: effective communication!

STRUCTURE

- biographical part (name, age, where you live)
- what do you do now? (study, work)
- main educational experience
- main work experience
- soft skills (and where you have learned them)
- passions, vocations, aspirations
- contacts and greetings

THE CREATION PROCESS

4 CONSEQUENTIAL STEPS



Info selection

Starting with the balance of competences and the curriculum, emphasizing what is most interesting to communicate: biography, experiences, passions

Outlining canvas

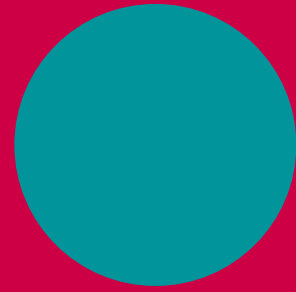
To ensure that content is arranged in a logical and orderly manner

Recording

Reading aloud, reviewing content. Work on pauses, tone, and rhythm

Editing and sharing

Work on raw material (adding subtitles, keywords, etc.), privacy authorization and publication (various platforms)



**BUT TO MAKE A
VIDEOCURRICULUM**

**DOES IT NECESSARILY
REQUIRE A VIDEOMAKER?**

YES AND NO



"HOMEMADE" VIDEOCV

But remember: quality first!

Choose an appropriate setting

A well-lit room with a uniformly colored wall. Sit comfortably, but don't slump in the chair! Make sure there is good light, preferably natural light (sun!).

Breathe, relax

With the 4X martial technique: four consecutive cycles of inhalation, apnea, exhalation, pause. 16 seconds per cycle.

Do some test

You don't read a Video CV. But it doesn't have to look like a play either! Remember: the outline is important, but variations are welcome..



EFFECTIVE COMMUNICATION

FOR EVERYONE

Just follow 4 rules!

H. P. Grice's "conversational maxims"

for effective communication, without ambiguity

AMOUNT

Don't say too much or too little.
Say the necessary!

QUALITY

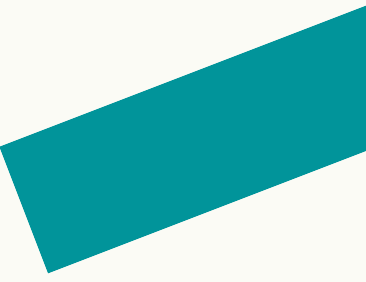
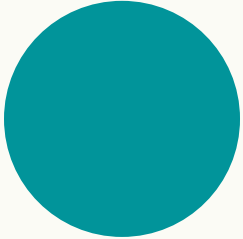
Give reliable and verifiable
information. Truth, always.

RELATION

Relevance! Keep in mind who
you are in front of, do not
deviate from the context of
reference

WAY

Clarity of presentation:
synthesis and logical
arrangement of the
information provided



If people like you, they'll
listen to you. But if they
trust you, then they will
do business with you.

Zig Zigler

The maxims stimulate cooperation between interlocutors, because they help to reduce misunderstandings, generating trust.

THEY REPRESENT AN AGREEMENT



THANK YOU
for attention and patience!