

VALORIZE  
HIGH  
SKILLED  
MIGRANTS **M**

2014-1-IT02-KA204-003515

# **MOSP**

## **THE MODEL OF PROMOTION AND SELF-PROMOTION**

The promotion of soft skills of medium-high skilled migrants



Erasmus+

**Valorize high skilled migrants** - Project Ref. N: 2014-1-IT02-KA204-003515.

© VHSM CONSORTIUM

Coordinators: FRIEDRICH-ALEXANDER-UNIVERSITÄT-ERLANGEN-NÜRNBERG  
GRETA DU VELAY

Reproduction is authorized provided the source is acknowledged.



**Authors and credits:**

- **Aristidis Protopsaltis** (Institut Für Lern-Innovation (ILI)  
Friedrich-Alexander-Universität-Erlangen-Nürnberg)
- **Pierre L. Carrolaggi** (Laboratoire pédagogique du Greta du Velay)

## Summary

### 1. PRESENTATION OF THE MOSP INTELLECTUAL OUTPUT:

|  |    |
|--|----|
| <b>A model of promotion and self-promotion</b>               | 5  |
| 1.1 Brief description of MOSP                                | 5  |
| 1.2 Aims and final outputs                                   | 5  |
| 1.3 The structure of the MOSP toolkit                        | 6  |
| 1.4 Input data for elaborating the model                     | 6  |
| 1.4.1 Target   | 6  |
| 1.4.2 VHSM set of priority soft skills                       | 6  |
| 1.4.3 Fighting stereotypes                                   | 6  |
| 1.4.4 Immigrants as an added-value                           | 8  |
| 1.5 The pedagogical model                                    | 10 |
| 1.5.1 A portfolio of skills for promotion and self-promotion | 10 |
| 1.5.2 Use of the portfolio of skills                         | 11 |

### 2. MANAGEMENT HANDBOOK:

|   |    |
|---|----|
| <b>Guidelines for managing the activities and processes</b> | 13 |
| 2.1 The MOSP steps and activities                           | 13 |
| 2.2 Preparing yourself                                      | 14 |
| 2.2.1 Soft skills   | 14 |
| 2.2.2 Process   | 14 |
| 2.2.3 Activities  | 15 |
| 2.3 General instruction for the involved professionals      | 16 |

### 3. OPERATIVE TOOLS

|   |    |
|---|----|
| 3.1 Method and tools to implement a portfolio of skills | 19 |
| 3.1.1 Generic approach                                  | 19 |
| 3.1.2 Implementing an E-portfolio                       | 19 |
| 3.1.3 Content management tools                          | 20 |
| 3.1.4 Specialised E-portfolio tools                     | 21 |
| 3.1.5 Social networks                                   | 21 |
| 3.1.6 What should be included in the portfolio?         | 22 |
| 3.1.7 Focusing on key VHSM skills in your portfolio?    | 23 |
| 3.2 When and how to use a portfolio                     | 27 |

|   |        |
|---|--------|
| 3.3 Video CV .....  | 30     |
| 3.3.1 What is a video CV.....   | 30     |
| 3.3.2 How to make a video CV.....                                     | 30     |
| 3.3.3 What are the common mistakes to avoid? .....                    | 31     |
| 3.3.4 Tips to create an attractive video CV .....                     | 31     |
| 3.3.5 Equipment needed for a video CV .....                           | 33     |
| 3.3.6 Shooting the Video CV .....                                     | 33     |
| 3.4 Developing links with the local environment (the community) ..... | 34     |
| 3.5 Developing direct contacts with employers.....                    | 34     |
| 3.6 Using social media/tools to promote one's self .....              | 34     |
| 3.7 Valorisation of prior learning .....                              | 35     |
| 3.7.1 The ENIC-NARIC network .....                                    | 35     |
| 3.8 Anti-discrimination laws.....                                     | 38     |
| <br><b>ANNEXES</b> .....  | <br>39 |
| Annex 1: How to create E-portfolio with google .....                  | 39     |
| Annex 2: How to edit a video CV using Windows Live Movie Maker .....  | 49     |
| Annex 3: Cards to play the skills market activity .....               | 59     |

# 1. PRESENTATION OF THE MOSP INTELLECTUAL OUTPUT: A model of promotion and self-promotion

Section one of the MOSP document is intended to be used by the trainers and professionals implementing the MOSP pathway.

## 1.1 Brief description of MOSP

The VHSM Model of Promotion and Self-Promotion (MOSP) provide a detailed description of the intervention in all its phases and activities (envisaged as a 20 hours standard pathway). It comes to complement what is done with the MOSSA and MOSSE. The first two Intellectual Outputs, MOSSA and MOSSE, focus on the identification, evaluation and training of the migrants soft skills while MOSP assists migrants in promoting those skills and creating a plan for promotion. It provides partners and migrants with the instruments they need to use for presenting and taking advantage of their soft skills

in more effective way. These instruments are a portfolio/E-portfolio, a video CV, professional social media, and promotional strategy. The tools are described in more details in section 3. The MOSP pathway it is suggested to be implemented in **20 working hours**, with **minimum 15 front-office working hours** with migrants, both individually and collectively and **5 hours of back-office service** for the professionals. The output of the MOSP path is a portfolio/E-portfolio, a video CV, the professional social media profile and the promotional strategy.

## 1.2 Aims and final outputs

MOSP is the third and last phase of the process defined in VHSM the project. The focus of MOSP is the promotion and self-promotion of the soft skills identified, evaluated and trained by the medium-high skilled migrants following the VHSM model.

The **aims** of MOSP are:

- Showing how the migratory background can be used as an advantage;
- Make the migrants aware of the use and the usefulness of a portfolio/E-portfolio;
- Create a portfolio or E-portfolio that can be used to showcase the soft skills of the migrants and to complement his/her effort to obtain an adequate job;
- Make the migrants aware of the use and the advantages of a video CV;

- Create a video CV that complements the traditional CV and showcases his soft skills;
- Making the migrants aware of the power of professional social media and its use;
- Create a professional social media profile;
- Creating a promotional strategy;

The **outputs** of MOSP are:

- A portfolio or an E-Portfolio that showcases the migrants soft skills;
- A video CV;
- A professional social media profile;
- Promotional Strategy.

At the end of the MOSP path, all the outputs, together with those from MOSSA and MOSSE collected in the INDIVIDUAL FOLDER<sup>1</sup>. The MOSP outputs can be placed as links in the IF.

<sup>1</sup> The individual folder is a collection of documents and tools that follow the beneficiary throughout the activities planned in MOSSA, MOSSE and MOSP. The promotional activities realized during MOSP (Portfolio, E-Portfolio etc.) can be placed as links into the IF, while the Promotional Strategy will be a paper based document.

## 1.3 The structure of the MOSP toolkit

This manual is intended for professionals who wish to design and manage the proposed evaluation path.

The MOSP manual provides the guidelines and the tools need to promote the migrants soft skills. The MOSP manual follows the other two previewed and worked out path phases (MOS-SA and MOSSE) in the VHSM project.

Before proceeding to the operational phase, it is recommended to study thoroughly all manuals (MOSSA, MOSSE and MOSP) in order to fully understand the design and methodological context and identify where action is needed.

The manual dedicated to MOSP has 3 different sections. The first section, **Presentation of the MOSp Intellectual Output**, of which this section is an integral part, introduces and presents the MOSP approach, its background, its

aims, processes and the proposed path.

The second section, **Guidelines for the management of activities**, describes the carrying out of pathway, the steps and for each step the activities and the tools to use. At the end there are some recommendation and suggestions for the professionals in order to highlight some suggestions and tips for the delivery of the activities.

The third section, **Operational Tools**, is describing all the tools necessary to complete the pathway. The tools are directed to the migrants and the trainers alike.

At the end of the manual you can find the section Annex, where there are some resources useful to deepen the topics, and also some suggested manuals in operating the tools.

## 1.4 Input data for elaborating the model

### 1.4.1 Target

- Adult immigrants with medium-high professional competences (certificates and/or evidence of skills that are between the IV and VI level of EQF).
- Operators of organizations that work with adult education ( with a focus on education and training for migrant profiles with medium-high skills) and employment services.
- Companies that are interested in the development of multicultural working teams in order to a national market more and more ethnically diversified.

### 1.4.2 VHSM set of priority soft skills

Based on a qualitative survey among the partners country and on literature survey at European level, VHSM has selected twelve soft skills considered as more important for the labour integration of migrants with an education/training EQF level IV, V and VI. They are grouped in three clusters.

#### Cluster A: Navigate the world of work

1. Motivation
2. Time Management
3. Managing Responsibility  
(strictly linked to “Identifying Work Goals”)
4. Adaptability & Flexibility

**Cluster B: Social skills**

1. Team Working
2. Service Skills
3. Communication Skills
4. Conflict management

**Cluster C: Achieving Results**

1. Problem Solving
2. Creativity & Innovation (strictly linked to problem solving for the assessment and training phase)
3. Critical & Structured Thinking (strictly linked to problem solving for the assessment and training phase)
4. Decision Making

**1.4.3 Fighting stereotypes****Objective**

In order to encourage the introduction of medium/high skilled immigrants in workplaces activities and pathways, negative stereotypes will be contrasted while the positive stereotypes will be valorised and promoted. A specific effort will be achieved to promote positive stereotypes in order to contrast the negative ones.

The following research results will be used to contrast to the negative stereotypes.

**Theoretical basis:****a) The hypothesis of Contact**

This hypothesis suggests that the contact increases our knowledge and understanding of other persons. This would help us to adopt less negative attitudes towards members of other groups. Nevertheless, surveys show that contact between two groups is not sufficient <sup>2</sup>. Some conditions need to be filled to have a decrease of prejudices and hostility <sup>3</sup>:

- The contact has to take place during a situation of interdependence. The subjects need to cooperate together towards a common objective (participants have to help themselves to reach the objective).
- The attributes of the group members must be opposite from the stereotype (otherwise there is a consolidation of the stereotype).
- The situation must give participants the opportunity to get to know each other's. We

need to have enough information on the person in order to consider it as an individual and not as a member of a group with stereotyped characteristics. This de-categorisation process may not be easy. In that case, it is better to organise the activities by attributing distinct but complementary roles to the groups. It make the groups interdependent and each one having his area of expertise, each one will be able to respect and value the contribution of the other.

- The contact between groups has to be endorsed by an external official body (e.g. a policy of discrimination must be in place).
- In the group, the persons in contact must have the same status and equal power. If not, there is the risk to consolidate the existing negative attitudes.

<sup>2</sup> Sherif, M. (1966). Group conflict and co-operation: Their social psychology. London: Routledge & Kegan Paul.

<sup>3</sup> G.W. Allport. The Nature of Prejudice. 1954

## b) The role of emotions

Putting yourself in the shoes of others, or trying to feel what someone feels in a given situation <sup>4/5/6</sup> are techniques that can help reduce prejudices. Empathy seems to have a positive effect by:

- generalising positive feelings for a person to the whole group;

- stimulating interest for the well-being of people;
- developing a sense of injustice;
- altering the cognitive representations about some groups and inhibit the prejudices.

## Building a strategy

### a) Preparing job interviews

It is important to prepare well the job interview, to know well the characteristics of the company in which we are looking for a job in

order to detect any details that can be used to fight prejudices or to valorise specific experience or knowledge.

### b) Individual vs group

How to behave, how to act when we face prejudices?

It is not easy to give tips in that area. The person can try to evidence the opposite of the stereotype taking as example her history and experience. It is also possible to explain that the features concerned by prejudices are at the level of the individual, and not at the level of the group.

But by definition, prejudices are very difficult to change and to eradicate. Indeed, they are the main barrier to employment that immigrants face in EU countries.

For more elaborate instructions on how to build a strategy, migrants should refer to the Building a Self-Promotional strategy document prepared by the VHSM consortium.

## 1.4.4 Immigrants as an added-value Research data

Immigrants are not the cause of unemployment. Empirical research has demonstrated repeatedly that there is no correlation between immigration and unemployment. In fact, immigrants - including the unauthorized - create

jobs through their purchasing power and their entrepreneurship, buying goods and services from businesses and creating their own businesses, both of which sustain jobs. The presence of new immigrant workers and consumers

---

<sup>4</sup> C. D. Batson, E Harmon-Jones, M P Polycarpou, H J Imhoff, E C Mitchener. *Empathy and attitudes: can feeling for a member of a stigmatized group improve feelings toward the group?* J. Pers. Soc. Psychol 1997 Vol 72 (105-118)<sup>3</sup>  
G.W. Allport. *The Nature of Prejudice*. 1954

<sup>5</sup> Batson C. D., Chang J., Orr R., Rowland J. (2002). *Empathy, attitudes and action: can feeling for a member of a stigmatized group motivate one to help the group*. Pers. Soc. Psychol. Bull. 28, 1656-1666

<sup>6</sup> Vescio, T. K., Sechrist, G. B., & Paolucci, M. P. (2003). *Perspective taking and prejudice reduction: the mediational role of empathy arousal and situational attributions*. European Journal of Social Psychology, 33, 455-472



in an area also spurs the expansion of businesses, which creates new jobs. In addition, immigrants and native - born workers are usually not competing in the same job markets because they tend to have different levels of education, work in different occupations, specialize in different tasks, and live in different places. Because they complement each other in the labour market rather than compete, immigrants increase the productivity - and the wages - of native - born workers.<sup>7</sup>

Immigrants actually create jobs as consumers and entrepreneurs. Immigrant workers spend their wages in EU businesses - buying food, clothes, appliances, cars, etc. - which sustains the jobs of the workers employed by those businesses. Moreover, businesses respond to the presence of new workers and consumers by investing in new restaurants, stores, and production facilities. The end result is more jobs for more workers.

Highly skilled immigrants with advanced degrees, actually create jobs for native-born workers, according to a December 2011 study from the American Enterprise Institute and the Partnership for a New American Economy. The study, which analysed state-level employment data from 2000 to 2007, found that every 100 foreign-born workers who worked in science, technology, engineering, and mathematics, and who had advanced degrees, were associated with an additional 262 jobs for native-born workers. Furthermore, immigrants are more likely than natives to start their own businesses. According to a report from the Kauffman Foundation, “immigrants were more than twice more likely to start businesses each month than were the native-born in 2010.”

Immigrants fuel technological and scientific innovation. According to a report from the Brookings Institution, “among people with advanced degrees, immigrants are three times more likely to file patents than U.S.- born citizens. Such investments in new businesses and in research may provide spill over benefits to U.S.- born workers by enhancing job creation and by increasing innovation among their U.S.-born peers.”

Another report concerning the UK has found that migrant workers are more likely to be in work (63.3%) than UK-born citizens (56.2%), as well as more economically active (at 69.8%) than UK-born citizens (63%) and they have contributed 60 billion GBP in the UK’s GDP.<sup>8</sup>

Finally, the EU is eager to attract high-skilled immigrants in order to fill its looming demographic crisis and related skills shortage. Statistical analysis of the period 2000-2005, however, illustrates that in the EU-15 employment rates of natives grew by 1.4% to reach 65%; during the same period the immigrants’ share in total employment increased by over 40%. The employment rates of natives showed the highest increases in countries with primarily economic immigration and less regulated labour markets: from 56.0% to 62.5% in Spain, from 56.4% to 59.8% in Greece and from 64.7% to 67.0% in Ireland. There are several mechanisms through which immigrants contribute to job creation ranging from entrepreneurship, increasing domestic demand for goods and services, to improving the efficiency of labour markets. Empirical evidence from several EU countries shows that in most cases immigrants are complements to the natives in the labour market and thus, have no negative effects on the natives’ job prospects and wages.<sup>9</sup>

<sup>7</sup> <http://www.immigrationpolicy.org/just-facts/value-added-immigrants-create-jobs-and-businesses-boost-wages-native-born-workers>

<sup>8</sup> [http://www.huffingtonpost.co.uk/2013/09/09/eu-immigration-uk\\_n\\_3893889.html](http://www.huffingtonpost.co.uk/2013/09/09/eu-immigration-uk_n_3893889.html)

<sup>9</sup> <http://www.oecd.org/dev/38295272.pdf>

## Building a strategy

From exchanges with migrants, it appears that there are many features that can be emphasised when searching for a job or when someone has the project to create a company. They are:

- the knowledge of various languages, some of them being sometimes not very usual and looked for by companies;
- the knowledge of other cultures;
- the knowledge of other countries can be useful for sales and marketing purposes: opening of new markets, knowledge of potential customers needs or preferences, use of foreign networks, adaptation of marketing;
- the knowledge of different working techniques that can pass from one country to another as an example was given by one of the participants in the construction sector (some construction techniques can help to reduce the cost).

The experience of migration and the migration path is the proof that the person is able to adapt and that she is able to cope with various situations (risky and difficult situations in some cases). These soft skills are useful in most of the companies: ability to work in team, ability to adapt to a changing environment, flexibility in the working conditions.

Other attitudes and soft skills such as motivation (immigration is a process that shows the determination of a person to reach a better life, to improve the living conditions) or the capacity to work hard (this being one of the most wanted characteristics by companies according to a survey conducted by Greta among local companies in Velay in 2012). By learning a new language (the one of the welcome country) and new cultural codes, the migrant shows her/his ability to learn and to manage lifelong learning processes. Being able to learn permanently at all ages is key for any worker. For more details on how to build a strategy to promote yourself and your soft skills please refer to Building a Soft Skill Self-Promotion strategy document produced by the VHSM consortium.

### Innovation

Seeing things from a different perspective, another culture, another history, others values, may facilitate the development/introduction of innovation within a company. A little bias is often needed to introduce changes in a process.

## 1.5 The pedagogical model

### 1.5.1 A portfolio of skills for promotion and self-promotion

Learners are able to build their learning within a personal learning system allowing them to develop reflexive practice and include other formal and informal learning episodes. The

portfolio approach is consistent with a social constructivist pedagogical foundation. Anderson & Dron<sup>10</sup> provide a useful summary of social constructivism: “Although there are many

---

<sup>10</sup> Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Online and Distance Learning (IRRODL)*, 12(3), 80-97. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/890>

types of social constructivism <sup>11</sup>, all the models have more or less common themes, including the importance of

2. context in shaping learners' knowledge development,
3. learning as an active rather than passive process,
4. language and other social tools in constructing knowledge,
5. metacognition and evaluation as a means to develop learners' capacity to assess their own learning,
6. learning environment as learner-centred and stressing the importance of multiple perspectives,
7. knowledge needing to be subject to social discussion, validation, and application in real world contexts" <sup>12</sup>

Constructivism - particularly in its "social" forms - suggests that the learner is much more actively involved in a joint enterprise with the teacher or instructor to develop new meaning and new skills. Using the portfolio approach re-

quires making "learning" the central theme of any class or training session, instructors can persuade students come to appreciate and understand their own learning processes and experiences more completely. In essence E-portfolios make learning visible to the learner and to others.

However, portfolios help to facilitate, support and enhance learning only when the instructor adopts a pedagogy that puts emphasis on some, or preferably all, of the following:

However, portfolios help to facilitate, support and enhance learning only when the instructor adopts a pedagogy that puts emphasis on some, or preferably all, of the following:

- a) formative assessment
- b) reflection
- c) evidence-based learning
- d) collaboration
- e) learning management
- f) seeing connections in learning.

### 1.5.2 Use of the portfolio of skills.

#### Use to manage employability and vocational development

Learners can develop their employability and their vocational development in the process of developing an E-portfolio by reviewing and reflecting on their achievements, in VHSM case their soft skills and how they relate to what an employer requires. They can then commu-

nicate their attributes, skills and experience to employers in a format and a language that employers will understand and respond to. E-portfolios are a way of demonstrating evidence of 'softer skills' to employers, such as teamwork and communication skills <sup>13</sup>.

<sup>11</sup> Kanuka, H., & Anderson, T. (1999). Using constructivism in technology-mediated learning: constructing order out of chaos in the literature. *Radical Pedagogy*1(2). Retrieved from [http://auspace.athabasca.ca/bitstream/2149/728/1/Using%20Constructivism%20in%20TechnologyMediated%20Learning\\_%20\\_br\\_Constructing%20Order.pdf](http://auspace.athabasca.ca/bitstream/2149/728/1/Using%20Constructivism%20in%20TechnologyMediated%20Learning_%20_br_Constructing%20Order.pdf)<sup>9</sup>  
<http://www.oecd.org/dev/38295272.pdf>

<sup>12</sup> Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Online and Distance Learning (IRRODL)*, 12(3), 80-97. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/890>

<sup>13</sup> Stefani et al 2007. *The educational potentials of E-portfolios: Supporting personal development and reflective learning*. Routledge Publications, London & NY

Networking can be done through the following steps:

- Identifying the supporting bodies (Employment agencies, information centres, municipalities...);
- Participating to employment fairs;
- Getting involve in associations of unemployed;
- Asking information to companies through direct contact with employers.

Don't only think about companies and professional bodies. It is important to develop your network outside of your comfort zone made by your family, neighbourhood and community. You need to participate to activities with the inhabitants in various areas in order to develop a social capital. Get involved in volunteering

and other activities such as sport, citizenship and political participation, supporting school activities. It will also participate to the reduction of prejudices. Research has shown that the contact and the interdependence between

Employability was seen as one of the most important roles of an E-portfolio and a very strong incentive for learners to engage with the E-portfolio (e.g. ISLE project). The use of E-portfolios for presentation for employment has been found to be useful when looking for a job. Some learners felt that that having an Eportfolio gave them an edge when it came to applying for jobs, especially jobs abroad, and that developing CVs using their E-portfolio was a useful process <sup>14</sup>.

## Use by employers

In addition to a resume or college transcript, more than 4 on 5 employers say an electronic portfolio would be useful to them in ensuring

that job applicants have the knowledge and skills they need to succeed in their company or organization.

## Use for career development

The link between personal development plan and employability is the acquisition, articulation and collection of evidence of key skills and attributes. Employers expect students to be able to define and explain the skills and attributes that they have, and to be able

to communicate and provide evidence of the development of them. Engaging in personal development enables learners to identify the development of their skills and attributes, and to collect and present evidence of that development.

---

<sup>14</sup> JISC-funded my WORLD project

## 2. MANAGEMENT HANDBOOK: Guidelines for managing the activities and processes

This handbook is to be used by the job/career guidance counsellors and professionals that will apply the MOSP path. It contains information for the intermediary and tools that can be directly implemented by the final beneficiary.

This section contains the following detailed information:

1. Description of the MOSP steps and activities, with details of steps and the activities to use to complete the MOSP IO;
2. Introduction to portfolio/E-portfolio;
3. Description of the process and activities for the soft skills promotion;
4. Description of the final output of the MOSP;
5. Recommendations for the professionals in order to give suggestions for the best management and administration of the path.

### 2.1 The MOSP steps and activities

#### MOSP STEPS

The MOSP phase foresees 4 steps and its duration estimated around 15 **front office working hours** and 5 **back-office hours**.

The MOSP pathway 4 steps are:

#### Step 1 - Creation of a portfolio/E-portfolio.

Migrants will have to create a portfolio/E-portfolio to showcase their soft skills. Before they start with the development of the tools, trainers should use the activities described below to make the connection between soft skills and portfolios and review existing portfolios and video CVs. Time estimated about 8 hours front office and 2 hours back office.

#### Step 2 - Creation of video CV.

Migrants will create a video CV to complement their skills and their job applications. Time estimated 3 front office hours and 1 hour back office.

#### Step 3 - Creation of professional social profile.

Migrants will create a professional social media profile to promote their skills, knowledge experience and abilities. Time estimated 2 front office hours and 2 hour back office.

#### Step 4 - Creation of promotional plan.

Migrants will create a plan to promote their skills using the VHSM tools. For this step a document called “Building a Soft Skills Self-Promotion Strategy” has been developed for the migrants, by the consortium. Time estimated 2 front office hours.

The final output of the MOSP phase will be the E-portfolio/portfolio that demonstrates the migrant’s soft skills and its relation to the job market together with the video CV, the professional social media profile and the promotional strategy.

## 2.2 Introducing the portfolio

### 2.2.1 Soft skills

All VHSM soft skills mentioned in section 1.1.2 can be included in the portfolio. Participants will be able to create a section that

includes all the skills and upload documents and other artefacts as evidence to support the achievement of these skills.

### Why a portfolio?

There are several benefits from creating a portfolio. The benefits can be summarised as follows:

- They will have a record of personal learning with documents that prove formal and informal learning.
- They will be able to demonstrate professional growth and show a commitment to continued learning.
- They will have an organized collection of evidence that can be used as a job search tool if needed.
- They will have a tool to showcase skills and knowledge to their employers when seeking a new position or a promotion.
- They will be able to identify strengths and/or weaknesses to help with future professional development decisions.
- They will be able to assess strengths and make more informed decisions on career options.
- Potential employees will have the opportunity to explore more fully who they are and what they know and can do.
- Human Resource specialists will have an effective tool to match employees to job position. They will be able to identify strengths and/or weaknesses to help the staff with future professional development decisions.

If there is a national framework for skills, the migrant has to know it. Together with the tutor or counsellor they will look for the place given to the soft skills and to their correspondence with the soft skills enlightened by the VHSM model. The portfolio will be used to prove that they are able to master them (or part of them).

### 2.2.2 Process

If the migrants are not familiar with the concept of competences and portfolio of competences, several activities can be implemented, preferably in a group, in order to make them aware of skills and competences. It is important to go beyond the traditional approach that in many countries is centred on subjects (such as mathematics, English, biology...) and grades. The portfolio will allow illustrating the experiences of the migrant. The portfolio will

need to be thought and organised differently, for example, it will be able to focus on “What I am able to do”, “In which context”, “With whom”.

Below are some suggestions of activities. Depending on the time available, one or several activities can be proposed. They can be adapted or others according to the preferences and confidence of the tutor.

## 2.2.3 Activities

The activities presented here are to demonstrate the importance and use of soft skills, how these skills can be included in a CV and how they can be promoted. The activities can be used as an introductory tool to showcase the connection of the soft skills to the portfolio and CV. Trainers should use these activities

### Activity 1: Organising a skill market

Objective: understanding the meaning and importance of skills

Duration: 1 hour

This activity will take the concept of competence and skill in a broad meaning. It includes a classification and exchange of skills.

To implement:

Prepare a set of skills on cards (one skill per card). The list will contain the 12 VSHM priority skills plus other skills. A list is available in Annex 3.

Option 1

- Distribute to each a package of all skills and ask to make a classification into three piles (acquired, being acquired, not acquired).
- Ask to order them from the most important to least important.
- Exchange in small groups of two or three immigrants about the proposed classifications, ask about skills before conducting a full group discussion.

Option 2

- Mix all skills; distribute 3-5 per person.
- Launch a skills' barter. The objective being for each participant to constitute the winning set, consisting of three to five skills that seem most important to him/her.
- Leave the market atmosphere settle until everyone gets his set of desired skills.
- Discuss the results in small groups of two or three and then with the whole group.

together with the migrants to review existing portfolios, get ideas and discuss the best ways of demonstrating their soft skills. However, trainers and professional are free to use any other activities might have to reach the same result.

### Activity 2: Compare CVs, portfolios and Skills

Duration: 1 hour

Choose a CV from your database, or pick one from the Internet (Make it anonymous if needed).

Analyse a CV and extract the suggested skills.

Compare various CV.

Highlight the limitations of the information provided by the CV.

Analyse a portfolio of skills (e.g. <https://sites.google.com/site/helenbarrettportfolio/home> or taken from Viadeo, Xing or LinkedIn)

How are the skills presented and developed, in what forms?

Discuss about the complementarities of CV and portfolio (to elaborate a CV for a specific job, it is usually necessary to keep up to date our portfolio of skills).

### Activity 3: How can we show and illustrate a skill, how can we promote it?

Duration: 1 hour

Work in groups of 4.

What forms can it take? How can I communicate on my skills?

The VSHM 12 skills can be used as a basis (or the list of skills from activity 1 using the playing cards: immigrants can be asked to give illustrations of the skills on the white side of the card).

Each participant explains to the small group:

- a skills that s/he has
- an illustration of it
- How it has been acquired?
- In which context it has been acquired
- How it can be used in other contexts?



**Activity 4: Activity about learning**

Duration: 1 hour

An activity about learning can be linked to the activity 1 “Organising a skills market”. It can include:

- a questionnaire on the modalities of learning, focusing on each individual and followed by a common analysis
- a debate around learning
- a discussion on the concept of skills: What did I learn? What do I learn? What do I want to learn? What do I need to learn? Where? When? (this activity can be integrated in the MOSSE in order to develop the personal learning plan of migrants: how can they continue to develop the soft skills they lack)

**Activity 5: Activity about prejudices**

Duration: 1 hour

Modality: At individual level and then in plenary to share the contributions of everyone.

**Description activity:**

1. List the stereotypes and negative prejudices that you have encounter in your life privately and professionally. Reflect on them and think of if and how you can turn them into strengths.
2. List the positive stereotypes that you have encounter as an immigrant. Think if you can use these positive stereotypes as an advantage and how you can promote them during an interview

## 2.3 General instruction for the involved professionals

MOSP path provides a range of activities and tools that will help the instructors and the migrants to promote soft skills identified, evaluated and trained in the other two (MOSSA and MOSSE) outputs.

The MOSP document provides a thorough justification for the tools chosen from the VHSM consortium for the promotion of the migrants’ soft skills together with detailed guidelines on how to use the tools, provided in the appendixes of the document, and details guidelines on the recommended processes and practical tips for achieving the best result.

The first step at the MOSP phase should be the portfolio/E-portfolio. Implementing an E-portfolio requires time and knowledge of ICT. The MOSP document provides a variety of tools, all of them freely available, for the professionals to introduce to the migrants. Trainers should make sure that they are familiar with the tool that they chose to use and it is

recommended to use an ICT expert if available. If time is not enough for the completion of the task it is recommended to suggest to the migrants to work on their portfolio at their own time and then the trainer can review and provide guidance and assistance.

Regarding the video CV, the MOSP path provides all the necessary information in section 3 such as equipment needed, good practices and practical tips. The creation of the video CV proposed in MOSP does not require special equipment. Again, if time is not enough for the completion of the task it is recommended that the migrants continue working at their own time and then the trainers can review the outcome and provide feedback and guidance.

However, trainers/professionals should be subtle to cultural sensitivities and not force the video CV to those who might not be willing to create one.

The next step in the MOSP path will be to create a professional social media profile. The



trainers should assist the migrants in identifying the most suitable solution for their country and provide guidance in what can be included and what not in their profiles with respect to their cultural and personal sensitivities.

For the last step of the MOSP path, the creation of a promotional strategy, the consortium has created an additional document to assist the trainers and the migrants. The document is called Building a soft skill self-promotion strategy. The trainers can introduce the document and consider together with the migrants all the steps described there. The aim of the docu-

ment is to provide a detailed description of the factors that influence promotion and visibility and to guide the migrant in deciding how he/she can achieve the best result and widening his/her chances in getting the right job.

The final output of MOSP is an E-portfolio that includes the migrant's demonstration of soft skills, a video CV, links/reference to his/hers professional social profile and his/hers promotional strategy. However, if the migrant chooses to create a traditional portfolio then that should be part of the Individual Folder at MOSSA pathway and enriched at MOSSE pathway.



## 3 OPERATIVE TOOLS

The operative tools section is intended for the migrants. The migrants should use the tools and the practical tips to implement the tasks and create the E-portfolio/portfolio, video CV,

professional social media profile and promotional strategy. This section should be used together with the annexes.

### 3.1 Method and tools to implement a portfolio of skills

#### 3.1.1 Generic approach

Before going online, it is important to plan your organisation. It is also advised to keep an analogue version of your portfolio in a card box. In this box you will collect every artefact (or copy of) that is relevant to your path such as diplomas, relevant letters, membership card, achievements, publications, list of contacts, CVs... In the assessment phase, you have started to implement your portfolio by producing evidences and analytical thinking about soft skills. This memory box is the materialisation of your portfolio. It will support the online implementation on the site you will have chosen.

By developing life story activity, you have also started to gather pieces of content that will make part of your portfolio. This can be a

first step to highlight the link between activities you have done, experiences you have lived and skills. It will help to justify the acquisition of these skills in a portfolio.

#### **Activity: from life story to portfolio**

Take a large piece of paper that you separate in three columns. On the right column, you write the list of VHSM soft skills. On the left, you will try to write experiences from your personal and professional life that are important and that possibly can be related to the soft skills. Then you link items from the two columns. Under the link, you mention the “proof” that can be attached to your portfolio to show and demonstrate your mastering of this skill. You can use the following sheet.

#### 3.1.2 Implementing an E-portfolio

An E-portfolio is a collection of digital files that are shared electronically for the purpose of reflection, comment, evaluation and to increase your visibility. It is supported by a website that enables users to collate digital evidences. E-portfolios can contain a wide range of digital files, including but not limited to, text or PDF documents, videos, sound files, images and links to other websites or online resources. Some parts of the portfolio can remain private before being published (or even

can never be published), if you estimate they are not “finished” or not relevant to your current objective.

There are several free options for creating E-portfolios:

- non specialised tools such as content management tools;
- specialised E-portfolio tools;
- social networks such as Facebook, LinkedIn, Xing or Viadeo (depending on the country).

Several specialised tools are oriented towards career assessment or course assessment. We will prefer the tools that are more oriented towards showing and sharing. We will also prefer the tools that give some space and freedom to the user to customize them. Thus they will show that they master IT skills. These are based on blog platforms.

### 3.1.3 Content management tools

According to *Edumic*<sup>15</sup>, five easy to use tools are available together with a large number of tutorials:

**Google Sites:** It proposes several templates and upload files in many formats to showcase example of works. There are several online tutorials available to support the creation of a Google site (eg. Ms. Computer Teacher on how to make a digital portfolio: <http://www.mscomputerteacher.com/google-sites-and-digital-portfolios.html>).

**Evernote:** Evernote is easy to use across devices and offers a lot of functionality within its free version. For more in-depth tips, check out

For employment purposes, the more appropriate tools are probably the professional social networks such as LinkedIn. If they give very little space to creativity and do not reflect any IT skills from the user side, if they do not allow an easy management of public vs private part of your portfolio, they are really powerful for networking, in particular with the “Push” approach that they are implementing.

one Portland teacher’s experience using Evernote for digital portfolios.

**WordPress:** You can install your own or use the Wordpress platform. Tutorials can be found here: <https://learn.wordpress.com/get-started/>

**Weebly:** Weebly is yet another platform that makes it easy for people to create a portfolio or a website using the visual template of their selection.

For the practical sessions of the VHSM project the Google Sites will be used because they are available for free and many people might already be familiar with some of the tools, due to its wide spread use.

### What is Google Sites?

Google Sites is a free web application for creating websites. You can develop the website by yourself or collaborate with others to create the content of the pages. You can decide the level of sharing you would like to permit, who

the owners of the website are, and to whom you’d like to give permission to edit or revise the site. You can also provide permission to visitors for viewing purposes only <sup>16</sup>.

---

<sup>15</sup> 5 Free Tools For Making Digital Portfolios by Kristen Hicks on February 9, 2015 <http://www.edudemic.com/tools-for-digital-portfolios/>

<sup>16</sup> <https://www.montclair.edu/media/montclair.edu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf>

## Why Use Google Sites?

It's free and it's easy to create. You don't need to know any web coding. You can collaborate with other users or create the website solely. It is integrated with other Google Apps and

tools so you can easily share videos, photos, presentations, or calendars. Your site is stored on Google's server. 100 MB of free online storage<sup>17</sup>.

## How Do Highly Skilled Immigrants Use Google Sites?

Can:

- Create an E-portfolio of their professional and academic work.
- Collaborate with other professionals around the world to share ideas, create content and communicate ideas.
- Assemble, present, and share information online for documenting professional and academic growth and experience, career evaluation, and course preparation.
- Maintain and expand individual E-portfolios over time.

### 3.1.4 Specialised E-portfolio tools

On <https://eportfolioreview.wordpress.com/eportfolio-list/> you will find a list of portfolio tools (including content management tools). For the needs of the VHSM project the official

google sites E-portfolio tutorial will be used. The tutorial can be found here: <https://sites.google.com/site/eportfolioapps/online-tutorials-sites/sites-how-to>. Another tutorial is also attached in the annex 1.

### 3.1.5 Social networks

Even if you manage your own blog we advise you create a detailed profile on a professional social network important in your country (e.g. LinkedIn or Viadeo in France, LinkedIn and Xing

in Germany, etc....). Other networks you should consider are: LinkedIn Recruiter, Facebook job application, My Resume Builder and Visual CV.

<sup>17</sup> <https://www.montclair.edu/media/montclair.edu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf>

### 3.1.6 What should be included in the portfolio?

There are no set rules on what to include in your E-portfolio because it is your creative outlet to showcase your abilities and goals. But to help you get started, consider including the following sections recommended by the VHSM consortium:

#### **Welcome**

Summarize who you are and a bit about what visitors will find in your E-portfolio. Give your audience a flavour for what you're all about and let them know what you value.

#### **Career objective/profile**

Write a statement summarizing your objective. To be meaningful, your objective should be specific and clear.

#### **CV**

Summarize your education, achievements, and work experience. Include detailed information on your skills.

#### **Work samples**

This information is as diverse as your background. Upload articles, papers, projects, reports, and publications so your audience can see your work. Consider including graphics, audio and video for further illustration.

#### **Study Abroad/ International Experience**

Explanation of what you learned that will benefit the employer; specifics about projects and photos.

#### **Awards and honours**

Scan certificates of awards and honours that you might have obtained in your professional or academic work.

#### **Additional education**

List conferences, seminars, workshops and any other professional development. Add courses, degrees, certifications, and licenses.

#### **Volunteer and extracurricular activities**

List your activities or illustrate through photos. Such activities can reveal a number of skills, such as organisational skills, social etc. that are not stand out in a CV but are extremely important in a working environment.

#### **References**

List three to five people who have agreed to talk about your strengths, abilities and experience. Be sure to include full contact information.

#### **Letters of recommendation and testimonials**

Include feedback you've received from employers, customers, professors, and colleagues. You can also link to professional sites that allow such feedback such as LinkedIn.

### 3.1.7 Focusing on key VHSM skills in your portfolio?

Below are only some indications. Be creative!

| Training, life experiences, leisure activities   | Justifications, evidences  | Soft skills                      |
|--|--|----------------------------------|
| <p><i>In this column, you write all the things you have done or you have experienced. Write your hobbies, your passions, your preferences... All you are able to do (cooking, repair your car, organise activities for your friends...).</i></p> | <p>Print this page on a A3 format.</p> <p>For each experience from the left column, you will try to describe a practice that illustrates competences from the right column. Draw one or two links from one experience to one or two competence</p> | Motivation                       |
|  |  | Time Management                  |
|  |  | Managing responsibilities        |
|  |  | Adaptability and flexibility     |
|  |  | Team work                        |
|  |  | Service skills                   |
|  |  | Communication                    |
|  |  | Conflict management              |
|  |  | Problem solving                  |
|  |  | Creativity and innovation        |
|  |  | Critical and structured thinking |
|  |  | Decision making                  |
|  |  | Other soft skills:               |
|  |  | Job specific skills:             |
|  |  | ...                              |

| Soft skills                           | Promoting strategy   | Examples  | Links to portfolio   |
|---------------------------------------|--|---|--|
| <b>Motivation</b>                     | If you can't find illustration of motivation in your working experience, you need to valorise your migration.  | Something that you have learned alone<br>Learning the language<br>Participating in the local community<br>Personal History of migration?  | <ul style="list-style-type: none"> <li>• Language course</li> <li>• Course that you have attended</li> <li>• Local clubs that you participate</li> </ul>   |
| <b>Time Management</b>                |  | Organisation of an event<br>Active participation in several activities (now, during studies...)<br>Studying and working at the same time.   | <ul style="list-style-type: none"> <li>• Invitations</li> <li>• List of participants</li> <li>• Schedule</li> <li>• Poster</li> </ul>  |
| <b>Managing Responsibility</b>        |  | Organisation of an event<br>Leading role in a community club<br>Family responsibilities   | <ul style="list-style-type: none"> <li>• Diagram that shows the different roles of people</li> </ul>   |
| <b>Adaptability &amp; Flexibility</b> | Being a migrant show per se that you are able to adapt. You need to be able to value your migration history/path.  | You have been doing various jobs.<br>You have migrated: the fact that you have migrated shows that you can adapt.<br>You may have had to manage in places where you did not speak the language and where you had no contacts. | <ul style="list-style-type: none"> <li>• List different jobs</li> <li>• List different roles in a company</li> <li>• Provide details of changes that you might had to go through successfully</li> </ul> |
| <b>Team Working</b>                   | You can do greater and better things in a team than alone.<br>The difficulty resides in the right balance between your role and the role of the other members of the team. | <ul style="list-style-type: none"> <li>• Group report/group presentation</li> <li>• Team sports (belonging in a team)</li> <li>• Social or community clubs</li> <li>• Charity events</li> </ul>                               | <ul style="list-style-type: none"> <li>• Assign roles</li> <li>• Setting milestones</li> <li>• Organise group meetings to assess progress</li> <li>• Report/ presentation</li> </ul>                     |



| Soft skills                        | Promoting strategy  | Examples   | Links to portfolio  |
|------------------------------------|---|--|---|
| <b>Service Skills</b>              | <p>Show that you take other persons into consideration.</p> <p>You value them, their needs and their opinion.</p> <p>You pay attention to what they feel.</p> | <p>Have you participated (or do you participate) to charity actions? Are you a volunteer? In your family life?</p> <p>Have you undertaken commercial activities (implying a customer relationship)? If it is not the core of your skills and vocational project, it may have been the case during summer jobs (e.g. working as a barman, as a hostess...).</p> | <ul style="list-style-type: none"> <li>• Reference of associations in which you are active.</li> <li>• Examples of activities showing attention to others.</li> </ul> |
| <b>Communication Skills</b>        |   | <p>Communication in public: have you had to speak in front of audiences?</p> <p>Can you use more than one language? This enriches your communication capacities (particularly in international environments or in inter-cultural contexts).</p>  | <p>The portfolio shows your written communication skills. You can include videos or recording for oral communication.</p>   |
| <b>Conflict management</b>         |   | <p>Conflicts that you have had to solve, maybe outside of the working context? In your neighbourhood? In a group? In a team?</p>   | <ul style="list-style-type: none"> <li>• Show evidence if possible by description or listing processes.</li> </ul>  |
| <b>Problem Solving</b>             |   | <p>Problems you have had to solve, maybe during your studies. Focus on mathematics or applied sciences.</p>  | <ul style="list-style-type: none"> <li>• Describe a situation where you have solved a problem.</li> </ul>   |
| <b>Creativity &amp; Innovation</b> |   | <p>In your leisure time you can participate to activities that require some creativity. Do you produce crafts? Do you develop creative products such as paintings, photography, etc.? Are you in the do-it-yourself movement?</p>  | <ul style="list-style-type: none"> <li>• Pictures of works (contextualised and explained)</li> </ul>  |

| Soft skills                               | Promoting strategy | Examples  | Links to portfolio   |
|---|--------------------|---|--|
| <b>Critical &amp; Structured Thinking</b> |                    | Importance in your curriculum of areas such as philosophy.<br>Specific achievement. | <ul style="list-style-type: none"><li>• Demonstrate your ability to think critically by providing examples or describing your thought process.</li></ul> |
| <b>Decision Making</b>                    |                    | Important decisions that you may have taken. Changes in your career.                | <ul style="list-style-type: none"><li>• List your actions if possible or the process you follow to reach a decision.</li></ul>                           |

## 3.2 When and how to use a portfolio

The portfolio is your portfolio, it shows examples of activities you are able to perform, practical experiences that you have acquired. It is your mirror. The self-assessment done with your tutor in the VHSM process will allow you to promote yourself while developing positive attitudes.

### **To check what you have learned**

In one place, at your hand, you have the summary and the trace of your main learning outcomes.

### **To develop self-esteem and self-confidence**

The portfolio is a concrete realisation. It can be materialised by a real object, a cardboard box, and by a virtual environment, a web site. As a result, it is your achievement that demonstrates your pugnacity to produce it and that can mirror your creativity. As a process and through its content it proves your competences. It can be particularly helpful if you have little or no paid work experience.

### **To elaborate CVs**

The portfolio of competences is the basic ground for elaborating a CV. You can select pieces of information that will be useful for the type of job application you are targeting. The CV is a one shot tool: you write a CV each time you apply for a job and each CV is different to be adapted to the expectations of the recruiter. The portfolio is a lifelong tool. It grows with your experiences.

### **To obtain an interview**

If you have an online portfolio, it is useful to show the link in your CV. Not all recruiters will have a look at it but some will do, especially if your CV is short-listed. They will obtain a more

concrete idea of yourself as they will visualise what you are able to do.

### **To assist during job interviews**

You can use your portfolio to prepare the interview, to remember you of previous work experiences and activities that you have realised. But you can also bring your portfolio, or part of it to the interview and show it to illustrate what you are saying.

### **To make the link between different periods of your working life**

Your portfolio will help you to maintain a link between the various steps of your vocational path. By tracing the organisations that may have accompanied you, the companies in which you have done practice periods, the steps you have undertaken, it will make more efficient the support of counsellors/tutors/trainers.

### **To undertake accreditation of prior experiential learning**

Little by little the concept of accreditation of prior experiential learning, introduced in France in 2002 <sup>18</sup>, is spreading around the world. Accreditation of prior experiential learning is in line with lifelong learning. It allows responding more flexibly to the changes at work, in two ways: 1) by giving access to a diploma, it increases the potential for mobility and hence adaptability to change, and 2) by favouring reflection on experience and thinking in terms of transferable skills, it helps individuals get back on their feet in changing jobs. Any acquisition of knowledge or skills is accorded equal legitimacy.

Your portfolio is the basic tool to undertake the accreditation of your prior learning.

<sup>18</sup> Many accreditation systems granted conditional access to courses leading to a qualification, especially for graduate training, but only the French system offered the possibility of acquiring a qualification, full or partial, without prior instruction.

The table below summarizes how the portfolio can be used to promote our skills.

### To manage my employability and vocational development

| Managing employability   | Presenting the vocational self  | Vocational development  |
|--|---|---|
| <p>I manage:</p> <ul style="list-style-type: none"> <li>• my vocation adaptation</li> <li>• my lifelong career orientation</li> <li>• my lifelong learning</li> </ul> <p>I organise my personal lifelong vocational environment browser.</p> | <p>I manage:</p> <ul style="list-style-type: none"> <li>• my presentation of self</li> <li>• my digital identity</li> <li>• my e-reputation</li> </ul> <p>I valorise my contributions and I share my works.</p> | <p>I anticipate a durable vocational integration.</p> <p>I create my business.</p> <p>I manage network activities.</p> <p>I look for jobs.</p> <p>I choose my activities.</p> |

### For social integration

| Social integration   | Development of opportunities  | Sharing and citizenship responsibility   |
|--|---|--|
| <p>I give my peers the opportunity to discover me, to get to know me, so see my contributions in the various areas (vocational, social, citizenship, non-profit activities).</p> | <p>I give my peers the possibilities to recommend me, to give or ask me support and advise, to ask me for contributions, to propose me work, to bring me new opportunities.</p> | <p>I can share my resources and my works (hobbies, arts, non profit activities, resources...). I can share my competences.</p> |

### To facilitate the work of employers

| Recruitment and internal mobility   | Development of skills   | Facilitating vocational transitions  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• propose targeted jobs</li> <li>• improve the recruitment process</li> <li>• manage the integration process</li> <li>• manage mobility</li> </ul> | <ul style="list-style-type: none"> <li>• individualise my vocational path</li> <li>• support accreditation of prior learning</li> <li>• run annual evaluation interviews and other vocational interviews</li> </ul> | <ul style="list-style-type: none"> <li>• anticipate my objectives and needs in term of mobility</li> <li>• secure my lifelong vocational path</li> </ul> |

### User for career development

| Training advise  | Coaching   | Career guidance  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• to organise my training paths</li> <li>• to receive training support</li> <li>• to prepare accreditation of skills</li> </ul> | <ul style="list-style-type: none"> <li>• to support my personal and vocational development</li> <li>• to develop my personal learning environment</li> </ul> | <ul style="list-style-type: none"> <li>• to make skills assessments</li> <li>• to redefine my vocational projects</li> <li>• to benefit from advice regarding employment</li> <li>• to smoothen my vocational transitions</li> </ul> |

### 3.3 Video CV

The following section will explain what a video CV is and will outline the main practical steps in creating one and provide useful tips

for creating a successful video CV.  
(This content is to give to the migrant)

#### 3.3.1 What is a video CV

Video CVs are becoming popular in working environments. However, video CVs do not replace traditional CVs, but rather enhance job applications by providing employers with more insight into what an individual has to offer and shows some of the soft skills that a person possesses, such as communication and presentation skills in realistic ways. Furthermore it can create a lasting first impression of the job applicant. A traditional CV outlines skills, qualifications and experience, whereas a video CV shows light into your personality and shows

skills that cannot be seen in a traditional CV. Moreover, having taken the time to prepare a video CV shows to the employers that you are prepared to go the extra mile to succeed and that you are not afraid to put extra effort into a task.

The video CV will be included in your portfolio. Depending on the employment that you target, in the same way that you will make several CVs adapted to the need of the moment, basing yourself on your portfolio, you can make several video CVs.

#### 3.3.2 How to make a video CV

- Keep it short. It is advised to make short video CV (VCV): no more than 2-3 minutes<sup>19</sup>.
- Content: Develop your VCV like a story, with a structured beginning, middle and end. Script it before you begin, but don't just read staccato from an autocue. Don't forget to introduce yourself properly at the start of the video and explain why you've produced the clip. Leave contact details at the end of the video, too – email address, phone number, and any professional social media sites you have<sup>20</sup>.
- Body language is also important. Maintain eye contact with the camera and have a happy, smiling disposition.
- It is important to dress as though you're attending an interview. Wear a suit if you are seeking a formal position for which you will be expected to dress formally, but to wear casual clothes if the environment you are seeking to join is more relaxed and creative.
- Practicalities: Before you send off your application to an employer, try to get objective, honest feedback from a friend, family member or colleague. Label any CDs or DVDs you send out clearly with your contact details; it's a good idea to enclose a paper CV too, should anyone want your details for quick reference.

---

<sup>19</sup> <http://www.totaljobs.com/careers-advice/cvs-and-applications/how-to-make-a-video-cv>

<sup>20</sup> <http://www.totaljobs.com/careers-advice/cvs-and-applications/how-to-make-a-video-cv>

- Technical considerations: However you decide to produce your video, make sure the video is clear, well-lit and in focus.

While a shaky mobile phone recording might not be the best production method, you don't need to pay through the nose for swish video editing software. Free software can do just the job these days, from Microsoft Movie Maker on Windows, to Apple iMovie on Macs. There's also Wax (<http://www.debugmode.com/wax/>)

and Zwei-Stein (<http://zwei-stein.en.softonic.com/>), which you can download free.

For the needs of the VHSM project the Microsoft Movie Maker will be used for the VCV. The reason for choosing Microsoft Movie Maker is that it is available for free, very often preinstalled in the computer, windows is the most common operating system and people are already familiar with some of its aspects. However, if trainees are familiar with other video making software they will be free to use it.

### 3.3.3 What are the common mistakes to avoid?

- Filming in an untidy environment. The environment should be tidy and professional and the background should be either clear or work related or professional like an office space or a bookshelf or a computer etc.
- Not speaking clearly. You have to communicate clearly your ideas like when talking in a professional environment. Avoid mumbling and use professional language.
- Shuffling paper. Avoid holding paper notes. This gives the impression that you are not able to present out of notes which is important when you try to demonstrate presentation skills.
- Having a script 'off camera' that you refer to while recording your video. It is really obvious if you look away from the camera to read notes and it created a bad impression showing that you cannot speech off notes for a few minutes.
- Try to approach recording your video CV in the same way you would a face-to-face meeting. Don't do anything you wouldn't do in an interview.

### 3.3.4 Tips to create an attractive video CV

#### **Make sure is appropriate<sup>21</sup>**

Don't just create a video resume because you can, create one because it's relevant to the job you want to do. If you're applying for a role in the online, media, social or creative professions, then it's more likely a decent video resume will have the desired effect, i.e., getting you invited for an interview. Don't send a video

resume to a more traditional type of company that won't "get it." You might do your chances more harm than good.

#### **Work From a Script (But Avoid Reading Directly From It)**

Once you've finalized what exactly you want to cover, plan the main points you'd like to convey and jot down clear ways to say them.

<sup>21</sup> <http://mashable.com/2011/01/17/tips-video-resumes/#XcdVx1EtsGq3>

Writing your ideas ahead of time encourages intention and clarity—and helps eliminate run-on sentences and excessive “ums” and “likes.”

**Do not just read your CV**

The whole point of a video presentation is to offer a potential employer greater insight into you than a traditional resume can, so just reading aloud the contents of your CV is a waste of everyone’s time. Use the video to help the employer get a sense of not just what you have achieved, but what you are capable of achieving in the future and show skills that is very difficult to show in a normal CV, such as communication skills. Tell them why you would be the right person to hire and what you can do for them. You can, however, highlight particularly relevant info from your resume. Focus on your experience and skill set (and possible education/training) especially relevant to the position.

**Keep it short**

Keep your video resume short and think of your video resume as your own personal teaser trailer.

**Make Sure Your Video is Clear and Audible**

Employers want to see you and hear what you have to say! Reduce background noise, choose a well-lit setting, and avoid having the camera

pointing up your nose. These things sound obvious, but they can make a difference.

**Shoot Several Takes if Necessary**

The beauty of an application video is that you don’t have to settle on a bad take. If something went wrong or there was noise in the background or you get off track, do it again. Do it as many times as necessary until you get a perfect result.

**Watch Your Own Video**

Have you ever read through a document you’ve just written to discover spelling errors, run-on sentences, or a few overused adjectives? The same applies to a video CV. You should watch your video for the same reason: catching mistakes. Consider having a friend check it out too—a fresh set of eyes can help notice mistakes or idiosyncrasies that you may have overlooked.

**Do not be afraid to be creative**

If you’re opting for a video resume, then go the whole hog and make it spectacular. Be creative, whether that’s with the concept of your pitch, use of humour, clever production values or brilliant editing. However, be creative, but professional. Do not deviate too much from the behaviour you would have in the workplace<sup>22</sup>.

---

<sup>22</sup> <http://mashable.com/2011/01/17/tips-video-resumes/#XcdVx1EtsGq3>



### 3.3.5 Equipment needed for a video CV

#### Camera

In order to create your own video resume, there are a few essential pieces of equipment you will need. The most essential piece of equipment will be your camera.

You don't need to spend a lot of money on a camera; most cameras now can produce a very clean image with enough light. You can use any of DSLR camera or even a smart phone camera since most smartphones now shoot video in a quality high enough for the web and it works great! If you don't have access to one of these devices, ask your family or friends if they know of one you can borrow <sup>23</sup>.

#### Lights

Once you have a camera picked out, the next piece of gear I highly recommend is lights. Natural room lighting can work in some cases, but for the best results you should find a room with no windows so you can have complete control over the lighting setup <sup>24</sup>.

#### Microphone

The final piece of recommend equipment is a quality microphone or external audio recording device. For the most part, built-in audio recorders on cameras are very limited. If you're recording with a smartphone, try a lapel (clip on) mic like the Rode SmartLav. For camcorders or DSLR cameras with a microphone jack, you could use the TechSmith lapel mic or any other good quality mic you might have <sup>25</sup>.

### 3.3.6 Shooting the Video CV

If you are relatively new to cameras, the best and safest option will be to set all of the settings on auto.

When you do this, the camera will be adjusting based on the lighting set up you have. If you have windows in the shot or have them in the room, be aware of the sun or clouds changing positions. The camera will be trying to adjust to this, and it may have an effect on the subject you are lighting. It could also change the quality of your video if you have to make cuts or re-shoot parts later <sup>26</sup>.

In regards to shot composition, position yourself on the camera in what is referred to as a medium close-up shot. This is when you are shooting from the waist up, and allow yourself a few inches of head room at the top of the frame. This is important, since this will help you later when editing. While shooting, try and use as few hand gestures as possible. Avoid swaying side to side or looking off screen. The last thing you want is to look nervous and uneasy in front of the camera. Take your time, do some deep breathing, and just relax! <sup>27</sup>

<sup>23</sup> <http://blogs.techsmith.com/tips-how-tos/create-video-resume/>

<sup>24</sup> <http://blogs.techsmith.com/tips-how-tos/create-video-resume/>

<sup>25</sup> <http://blogs.techsmith.com/tips-how-tos/create-video-resume/>

<sup>26</sup> <http://blogs.techsmith.com/tips-how-tos/create-video-resume/>

<sup>27</sup> <http://blogs.techsmith.com/tips-how-tos/create-video-resume/>

### 3.4 Developing links with the local environment (the community)

It is important to encourage migrants to open their network outside of the comfort zone made by their family, neighbourhood and community. It is important to participate to activities with the inhabitants in various areas in

order to develop a social capital. Volunteering and any other activities are concerned, such as sport, citizenship and political participation, supporting school activities. It will also participate to the reduction of prejudices.

### 3.5 Developing direct contacts with employers

Research in Canada regarding the integration of qualified migrants has shown that most “of the employment programming that is available is focused on how to find a job; that is, labour market information, curriculum vitae preparation, and interviewing skills. However, the initiatives that have demonstrated successful outcomes are those that link individuals directly with employers, through mentoring relationships, internships, or actual placement.”<sup>28</sup>

Use of the local/national programs/incentives to develop work experiences.

Clearly explain:

- framework (legislation, target group, financing)
- which organisation to contact
- how to do in practice to make a work period in a company

(e.g. France: “période de mise en situation en milieu professionnel (PMSMP)

### 3.6 Using social media/tools to promote one's self

Take advantage of the social and communication media. For example, LinkedIn accounts and there they might have a video CV. The more links, indirectly show communication skills. Links from many different cultures show infusion and familiarity with different cultures. Comments and skill assessment from colleagues in LinkedIn can be a powerful tool. You should also link these accounts to your E-portfolio.

Applications to be considered:  
LinkedIn, LinkedIn Recruiter, Facebook job application, My Resume Builder etc.

#### **Presenting and promoting ourselves on “creative” way: examples**

Create a profile on a professional network such as LinkedIn, Viadeo, Xing (depending on the more popular in your country).

A list of (all) social networking websites is available on Wikipedia at [https://en.wikipedia.org/wiki/List\\_of\\_social\\_networking\\_websites](https://en.wikipedia.org/wiki/List_of_social_networking_websites)

Online tools for better visualization and overview of CV: re.vu, virtualize.me, resumup.com. Also chronological, functional and mixed.

---

<sup>28</sup> Integrating immigrants in Canada: addressing skills diversity” in From immigration to integration: local solutions to a global challenge – OECD 2006

## 3.7 Valorisation of prior learning

### 3.7.1 The ENIC-NARIC network

One of the main barriers to employment of migrants is the non-recognition of their previous diplomas or previous learning paths. The ENIC network established by the Council of Europe and UNESCO: ENIC (European Network of National Information Centres on academic recognition and mobility) cooperates closely with the NARIC Network of the European Union (National Academic Recognition Information

Centres). They provide information on the recognition of foreign diplomas, degrees and other qualifications and education systems in both foreign countries and the ENIC's own country. They also aim at improving academic recognition of diplomas and periods of study in the Member States of the European Union (EU) countries, the European Economic Area (EEA) countries and Turkey [<http://www.enic-naric.net>].

### Comparing or recognising diplomas

In practice in each EU country, you can contact the ENIC-NARIC point to ask for a certificate of comparability between your education/

diplomas and the education level/diploma of the host country. There is usually a small fee to cover the work that is required.

### Regulated professions

These centres also give information about the access to regulated professions.

### Accreditation of prior learning

In each country there are legal systems that allow the recognition of prior learning, including in some countries, non-formal and informal learning. Entering this procedure is possible provided some conditions. In some countries, it is possible to obtain a national diploma or a

national certification by proving that you have the required competences, possibly without taking any courses. This accreditation process demands time and some administrative efforts (filling of forms). It is usually possible to benefit from help from specialised organisations.

Table of conditions per country

| Country        | Conditions  |
|----------------|---|
| <b>Italy</b>   | <p>There are two main lines of work about this topic in Italy:</p> <p>a) Evaluation of foreign diplomas</p> <p>There are defined situation where a foreign citizen can ask for the riconoscimento di equipollenza (acknowledgement of equivalence) of educational qualifications acquired abroad, presenting:</p> <ul style="list-style-type: none"> <li>• Request of equivalence</li> <li>• Original document of an educational qualification (with a translation in Italian language, legal identification and declaration of the characteristics of this qualification written by the diplomatic offices of native Country).</li> <li>• Curriculum of studies</li> </ul> <p>At the same time, University adopted a system that connected University Credits (CFU) and ECTS credits in order to facilitate for everybody the transfer, recognition and accumulation of their assessed learning outcomes, to achieve a qualification or to take part in lifelong learning.</p> <p>Another step is the Accordo sulla referenziazione del sistema italiano delle qualificazioni al quadro europeo delle qualifiche – EQF (agreement on the referencing of the Italian system of qualifications to the European Qualifications Framework (EQF) of 20 December 2012, that officially connected all kind of diplomas, degrees and qualifications (acquired in Italy) with the 8 level of EQF. This could also be used in order to compare different kinds of diploma, degree and qualification acquired abroad with the Italian ones.</p> |
| <b>Germany</b> | <p>Recognition of degrees at Zentralstelle für ausländisches Bildungswesen (ZAB) of the Kultusministerkonferenz (KMK)</p> <p>You can also recognise professional qualifications</p>   |
| <b>France</b>  | <p>Having three years of experience (in France or abroad)</p> <p>Free advice is available to know about the process and to choose the more adapted diploma or certification.</p> <p>Free support is available under conditions.</p>   |
| <b>Sweden</b>  | <p>In Sweden validation is “a process of a structured assessment, valuing, documentation and recognition of knowledge and competences that an individual has gained, irrespective of how they have been acquired”. (Government definition DS 2003:23)</p> <p>This means an assessment of an individual’s knowledge and competence, regardless how, where or when they were acquired - in the formal education system or in some other way in Sweden or abroad, just recently or a long time ago.</p>  |

Table of conditions per country

| Country         | Conditions  |
|-----------------|---|
| <b>Bulgaria</b> | <p>There is an established system for recognition of formal competencies certified with diplomas in Bulgaria.</p> <p>The main legislative acts that regulate the recognition of higher education and vocational qualification are as follows:</p> <ul style="list-style-type: none"> <li>(1) The Higher Education Act (last modified in 2011)<br/>Bulgaria has ratified the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Lisbon Convention) and participates in the Bologna Process.</li> <li>(2) The State Education Standards</li> <li>(3) Decree on state requirements recognition of higher education and periods of training in foreign universities (last modified in 2013)</li> <li>(4) The Vocational Education and Training Act – VETA (1999, last modified in 2014) - the basic law, which regulates the vocational education and training system, incl. continuous vocational training in terms of organization, institutions, management and financing.</li> <li>(5) Decree on the recognition of completed stages of school education or degrees of education and professional qualification documents issued by foreign schools (2003)</li> </ul> <p>Soft skills however are not included in this validation process and there is no formal system that evaluates and certifies them. However, the system for recognition of informally and non-formally acquired competencies is still in the process of development.</p> |
| <b>Austria</b>  | <p>The Federal Ministry for Education and Women has invited to participate in the consultation about developing a national strategy for validation of non-formal and informal learning for Austria. The overall objective is to collect non-formally and informally acquired skills and to make them visible. It concerns all those people who have skills acquired outside the formal qualification system, and it will open improved opportunities in education and employment. The consultation document sets out objectives and implementation measures a national validation strategy. Deadline for contributions has been 30th September 2015. Based on all the comments, a national strategy document will be drawn up from October 2015.</p>  |

## List of support bodies for accreditation of prior learning

| Country  | Information points  |
|----------|---|
| Italy    |   |
| Germany  | <a href="http://www.bmwi.de/">http://www.bmwi.de/</a><br><a href="http://www.kmk.org/zab/unsere-aufgaben.html">http://www.kmk.org/zab/unsere-aufgaben.html</a><br><a href="http://www.german-academic-institute.eu/">http://www.german-academic-institute.eu/</a> |
| France   | <a href="http://www.vae.gouv.fr/?page=carte-prc">http://www.vae.gouv.fr/?page=carte-prc</a>   |
| Sweden   | <a href="http://www.valideringsinfo.se">www.valideringsinfo.se</a>  |
| Bulgaria | <a href="http://mail.nacid.bg">http://mail.nacid.bg</a><br><a href="http://refernet.bg">http://refernet.bg</a>  |
| Austria  |   |

### 3.8 Anti-discrimination laws

Each EU country has integrated the EU anti-discrimination laws in its own legislation. If you estimate that you are victim of prejudices

when applying for a job or during a job interview, do not hesitate to contact the supporting body in your country.

| Country | Supporting body  | Level   |
|---------|--|---|
| Germany | The General Act on Equal Treatment (German abbreviation - AGG):<br><a href="http://www.antidiskriminierungsstelle.de/EN/Home/home_node.html">http://www.antidiskriminierungsstelle.de/EN/Home/home_node.html</a> |   |
| France  | COPEC: Commission pour la promotion de l'égalité des chances et de la citoyenneté.   | One contact point per "Département". The prefecture will give the data.   |
| Italy   | UNAR: Ufficio Nazionale Antidiscriminazioni Razziali<br><a href="http://www.unar.it/unar/portal/?lang=it">http://www.unar.it/unar/portal/?lang=it</a>  | One contact point per "Regione":<br><a href="http://www.unar.it/unar/portal/?page_id=1071">http://www.unar.it/unar/portal/?page_id=1071</a> |

## ANNEXES

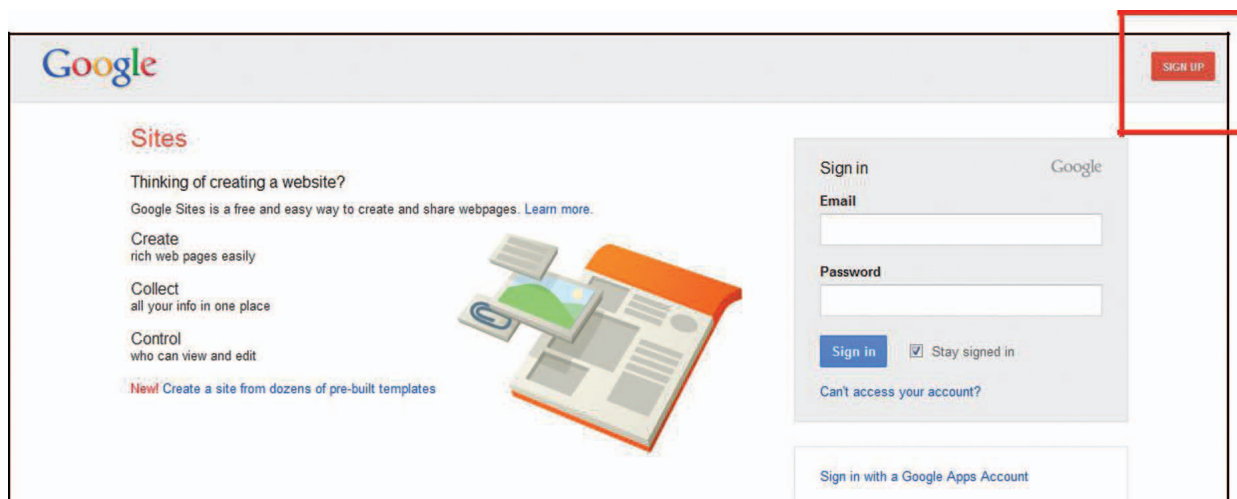
### Annex 1: How to create E-portfolio with google

(Extract from the Google documentation)

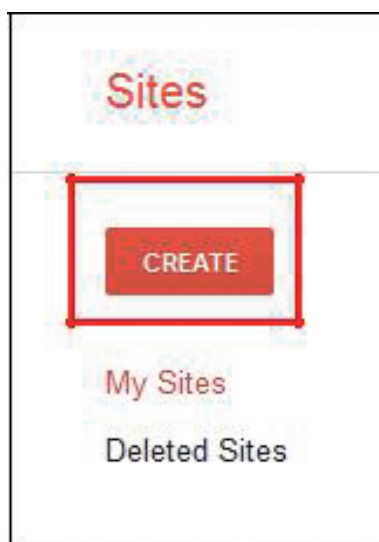
<https://sites.google.com/site/eportfolioapps/online-tutorials-sites/sites-how-to>

#### Step 1: Getting Started-Creating Your Own E-portfolio

- 1) Go to **sites.google.com**
- 2) If you already have a Google Account (gmail, blogger, etc.), use it to log in
- 3) If you do not have a Google Account, click on **Sign Up** to create a new account and follow the setup steps



- 4) Click **Create**



- 5) Follow the steps to create a new page.
  - Click on a **Template**
  - Enter a name for your site under **Name Your Site**. The Site location will automatically populate as the site name removing the spaces and any special characters. Remember that your site URL **MUST** be unique. If you will be sharing your URL with others, shorter is often easier; you can override the default and enter a URL of your choosing.
  - **Select a theme and More options** will be discussed later.
  - Enter the code and click **Create**

Sites

**CREATE** Cancel

Select a template to use:

Blank template Classroom site Soccer team Spring Floral Wedding Instructional

Browse the gallery for more

Name your site:

Site location - URLs can only use the following characters: A-Z,a-z,0-9  
 https://sites.google.com/site/

Select a theme  
 More options

Type the code shown:

upqio

## Step 2: Editing Pages

- 1) Click on the **pencil** icon to edit a page

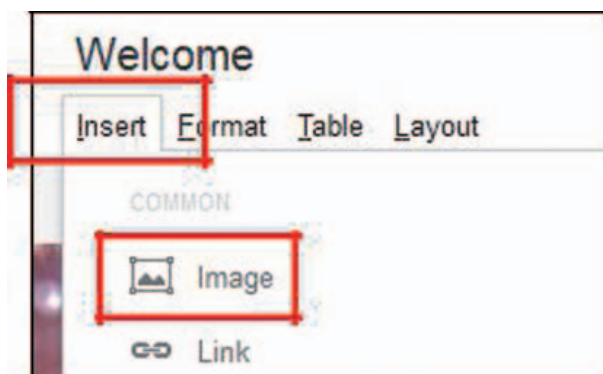


The page editor screen allows you to add content to your page. The interface is similar to a document editor allowing you to change the font, add links, create lists, create bullet lists, etc.



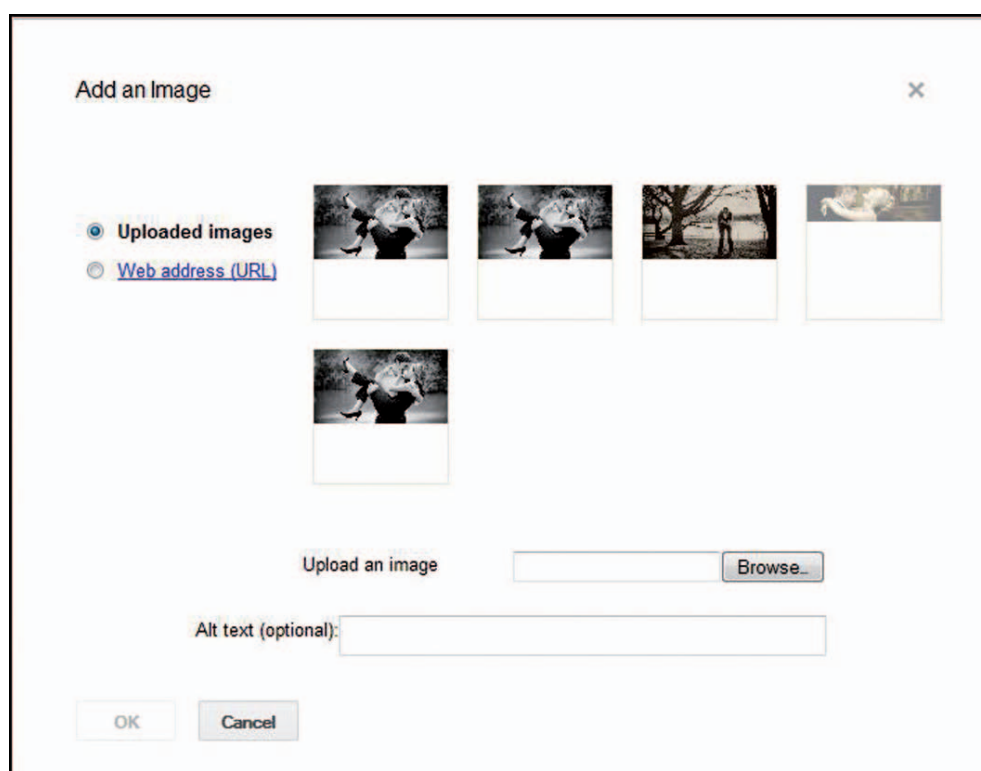
**To Insert an Image:**

- 2) Click on **Insert**
- 3) Select **Image**



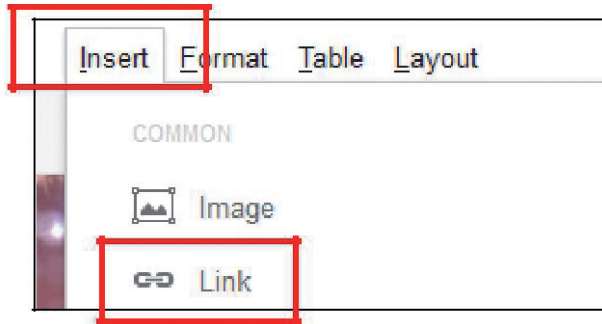
The pop-up box gives you the option to upload an image from your computer

- 4) Select **Uploaded images**
  - 5) Click **Browse** to find the image on your hard drive and click **OK**
- OR
- 5) Select **Web address (URL)**
  - 6) Insert the URL of the web image and click **OK**



**To Insert a Link:**

- 6) Highlight the text you want to become a link
- 7) Click on Insert and select **Link**



- 8) In the **Create Link** pop-up box, determine whether you want to use an existing page in your site (**Sites page**), a **Web Address** or an **Apps Script**
- 9) Click on the appropriate option
- 10) Enter the URL or select the correct page (if using an existing page in your site) and click **OK**

A screenshot of a 'Create Link' dialog box. It has three radio button options on the left: 'Sites page', 'Web address' (which is selected and highlighted with a red box), and 'Apps Script'. To the right, there are two text input fields. The first is labeled 'Text to display:' and is empty. The second is labeled 'Link to this URL:' and is also empty, highlighted with a red box. Below the second field, there is an example URL: 'Example: www.google.com/igoogle'. A close button (X) is in the top right corner.**To Insert a Video:**

- 11) Click on **Insert** and select **Video**
- 12) Choose either **Google Video**, **YouTube** or **Google Docs Video**
- 13) Enter the URL of the Google Video or YouTube clip you want to use and click **Save**

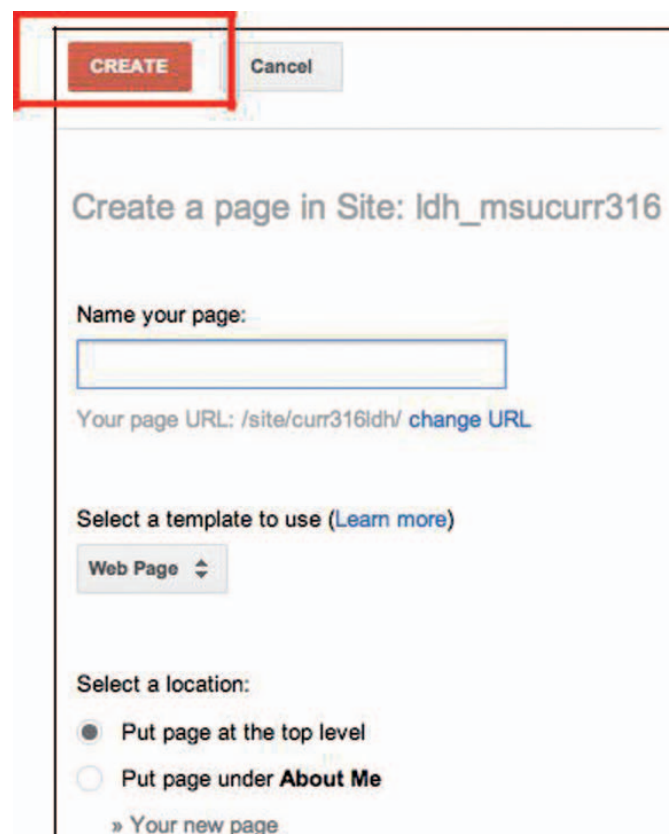
A screenshot of an 'Insert YouTube Video' dialog box. It contains a text input field with the placeholder text 'Paste the URL of your YouTube video.' Below this, there are 'Examples:' of URLs: 'http://www.youtube.com/watch?v=Q5im0Ssyyus' and 'http://youtu.be/Q5im0Ssyyus'. Under the 'Display:' section, there are two checked checkboxes: 'Include border around YouTube video' and 'Include title: YouTube Video'. At the bottom, there are two buttons: 'SAVE' (in red) and 'Cancel'.

### Step 3: Adding Pages

- 1) Click on the **New Page** button to create a new page



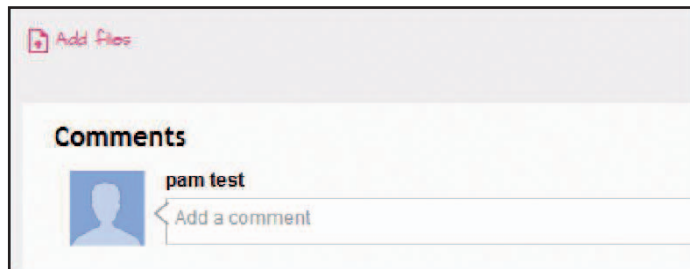
- 2) Enter a name for the page under **Name your page:**
- 3) Click on **Web Page** to select a template
- 4) **Select a location:**
  - Select **Put page at the top level** to make the page at the same level as the Home page
  - Select **Put the page under ...**(one of your page names) to make it a sub-page to one of your pages
  - Click on **Create**

A dialog box titled 'Create a page in Site: Idh\_msucurr316'. At the top left, a red rectangle highlights the 'CREATE' button. Below the title, there is a 'Name your page:' label and an empty text input field. Underneath the input field, it says 'Your page URL: /site/curr316Idh/ change URL'. Then, 'Select a template to use (Learn more)' is followed by a dropdown menu showing 'Web Page'. Below that, 'Select a location:' is followed by two radio button options: 'Put page at the top level' (which is selected) and 'Put page under About Me'. At the bottom, there is a link '» Your new page'.

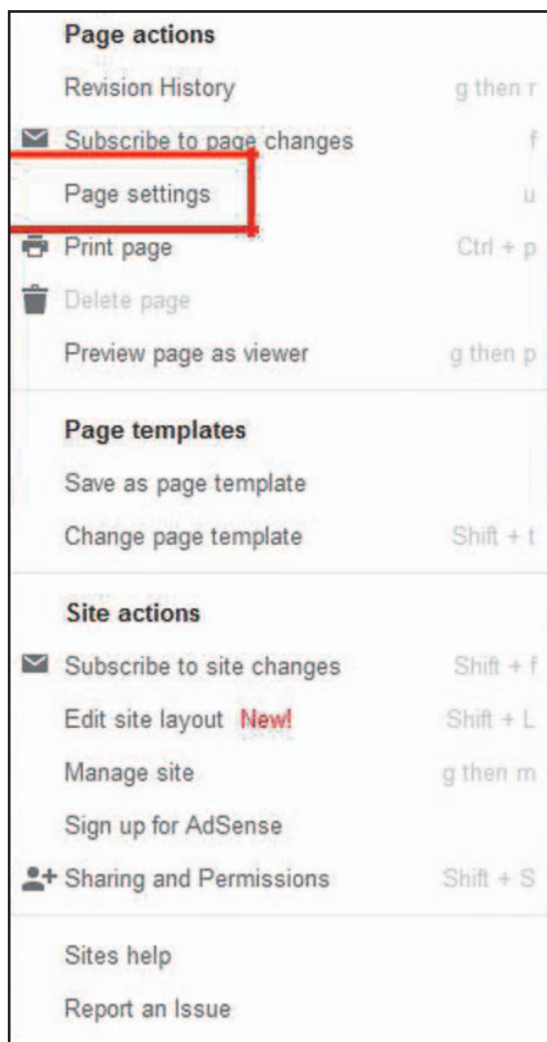
## Step 4: Formatting

### Formatting Defaults:

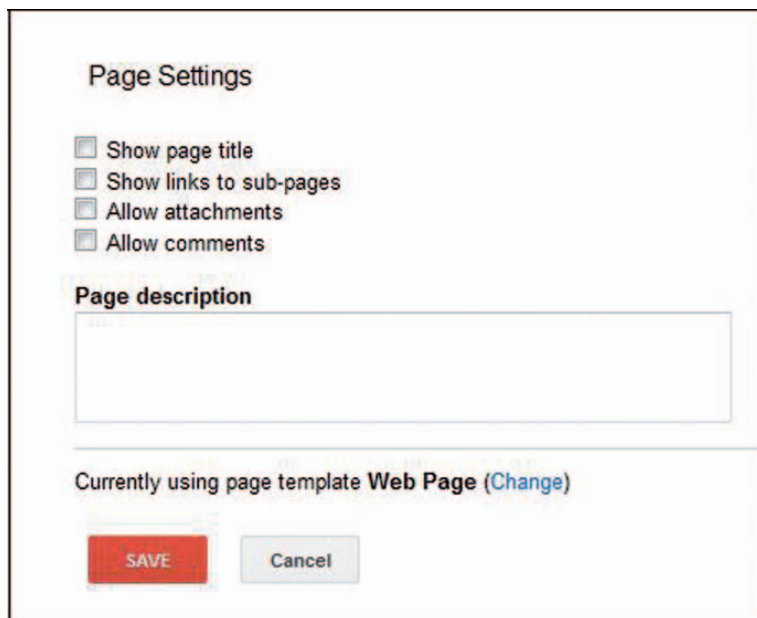
The default setting for pages in Google Sites is to allow others to add **Attachments and/or Comments** which appear as links at the bottom of the page.



- 13) If you don't want these options to appear on your page, click the **More** button in the top right corner and click **Page Settings**



- 14) Uncheck the boxes for **Allow attachments** and Allow comments to remove the links and click **Save**

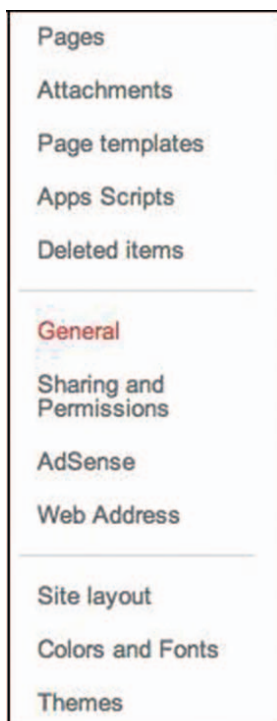


The screenshot shows a 'Page Settings' dialog box. It contains four checkboxes: 'Show page title', 'Show links to sub-pages', 'Allow attachments', and 'Allow comments'. The 'Allow attachments' and 'Allow comments' checkboxes are unchecked. Below the checkboxes is a 'Page description' text area. At the bottom, it says 'Currently using page template Web Page (Change)' with a blue link. There are two buttons: a red 'SAVE' button and a grey 'Cancel' button.

#### Additional Formatting Options:

- 1) Click on the **More** button in the top right corner and select **Manage site** from the drop down list

From this menu, you can opt to change the colours, fonts and theme of your site.

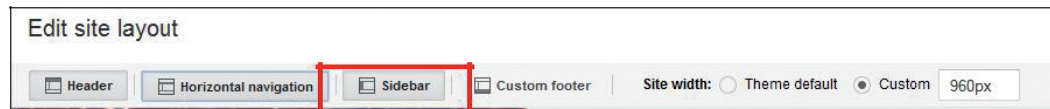


The screenshot shows a vertical menu with the following items: 'Pages', 'Attachments', 'Page templates', 'Apps Scripts', 'Deleted items', 'General' (highlighted in red), 'Sharing and Permissions', 'AdSense', 'Web Address', 'Site layout', 'Colors and Fonts', and 'Themes'.

### Step 5: Editing the Sidebar

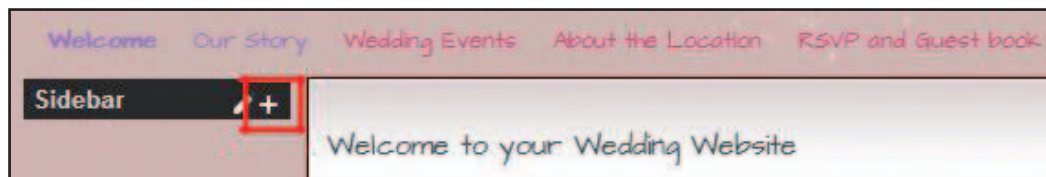
The Sidebar helps site visitors find what they are looking for and stays with the user while navigating the site.

- 1) Click on the **More** button in the top right corner and select **Edit slide layout**
- 2) Click on Sidebar

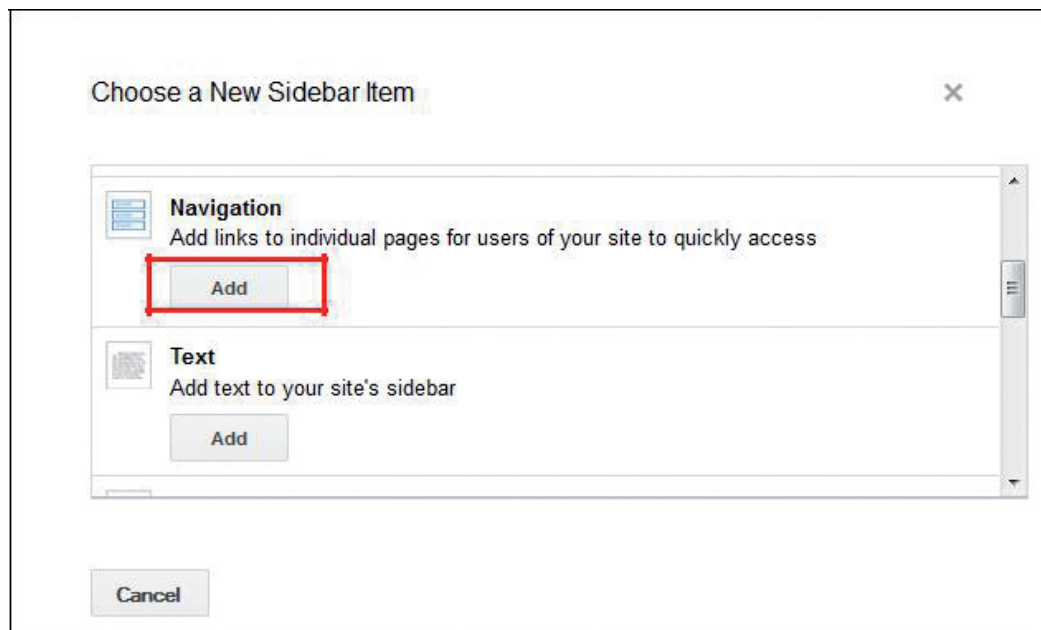


A **Sidebar** button appears to the left

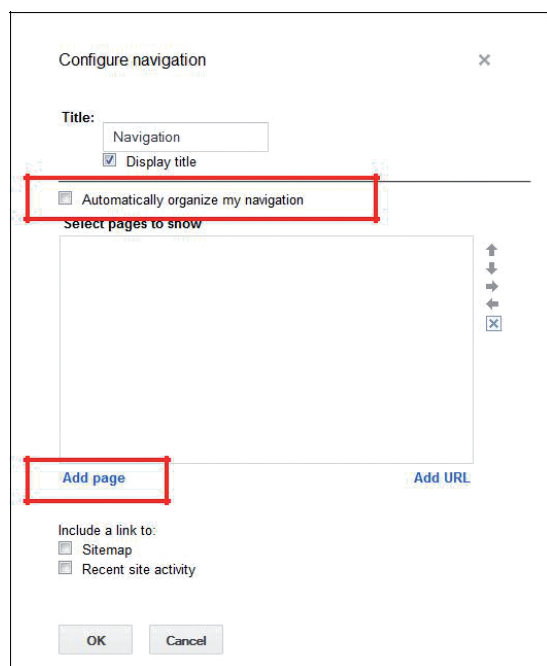
- 3) Click the +



- 4) Scroll down the list and click **Add** under **Navigation**



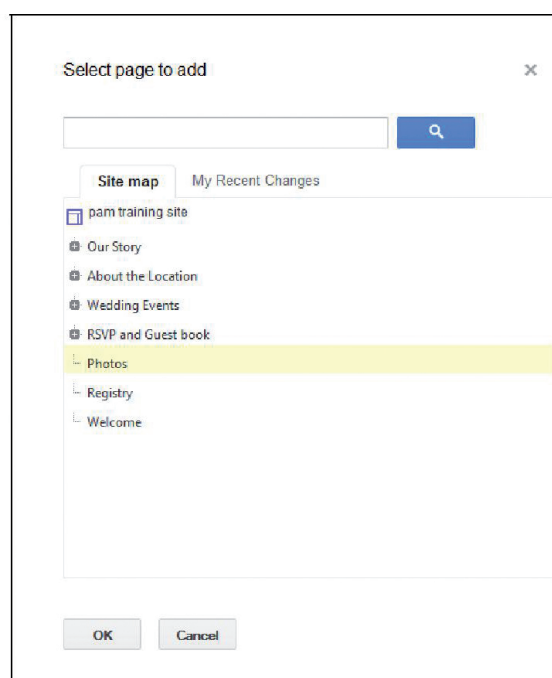
5) Click on **Navigation**



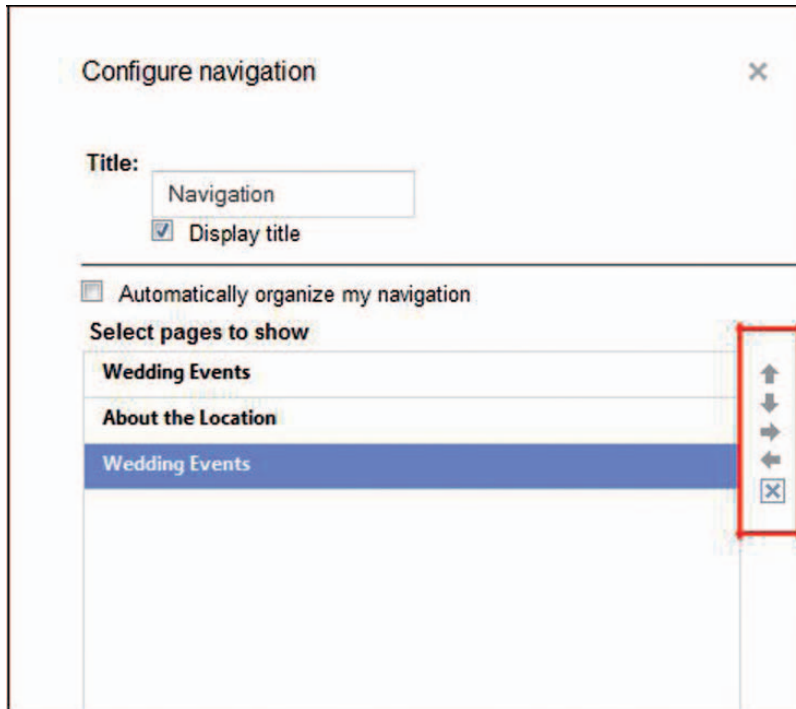
6) In the Configure Navigation window, uncheck the **Automatically organize my navigation** box

7) Click **Add page**

8) You will see a list of your available pages. Select the pages you want to display on the sidebar and click **OK**. You will need to do this step for every page you want displayed on your sidebar.



- 9) You can then arrange the pages in the order of your choosing by using the arrow buttons
- 10) Click **OK** when the order is correct and save your changes





## Annex 2: How to edit a video CV using Windows Live Movie Maker

(Extract from Microsoft documentation)

<http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker>

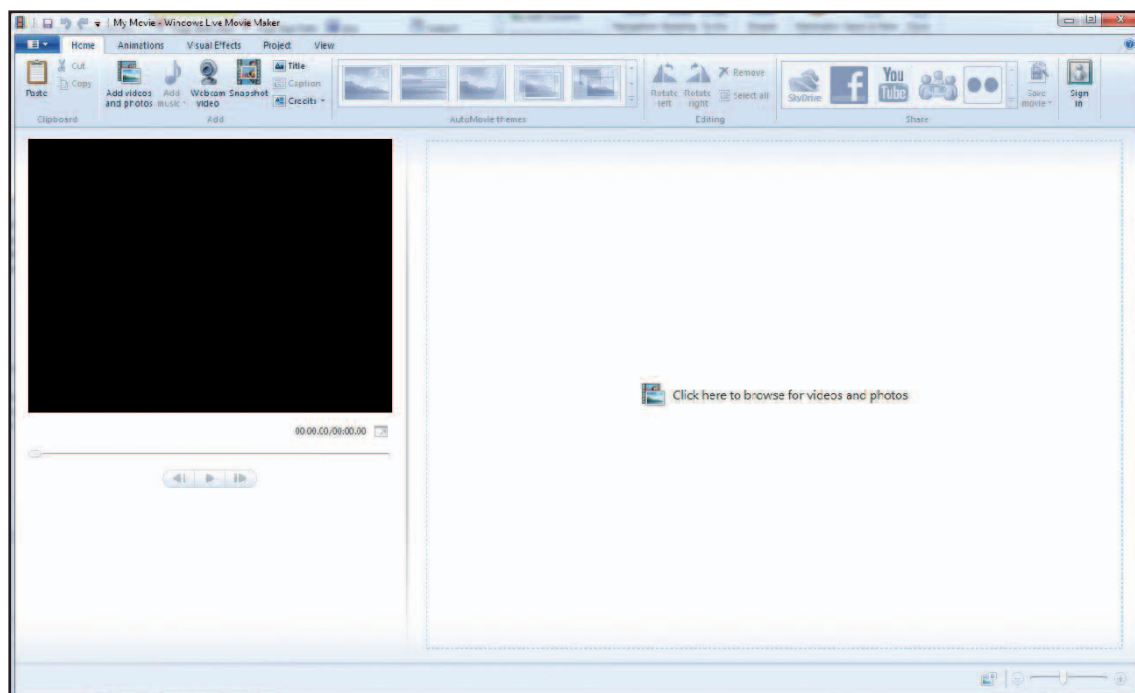
Windows Live Movie Maker is the latest in a long series of Windows Movie Maker video editing programs. This version first became available with Windows Vista and is included at no extra charge by some computer manufacturers as a part of Windows 7. If your computer's maker did not include it, you can download the program. It is available as a free download from the Microsoft Web site at [www.microsoft.com](http://www.microsoft.com). A comprehensive video tutorial can also be found here:

<https://www.youtube.com/watch?v=JNKRCaiox4E>

Windows Live Movie maker allows you to make movies and slide shows that can be saved to your computer, put on a CD, uploaded to a Web service (such as YouTube) or, by using Windows DVD Maker, turned into a DVD that is playable on most DVD machines.

In this handout we will explore many of Windows Live Movie Maker's features.

The Live Movie Maker work area resembles the standard Microsoft Office layout. There is a ribbon across the top with a series of tabs. When the tabs are clicked, as with Office, the ribbon will change.



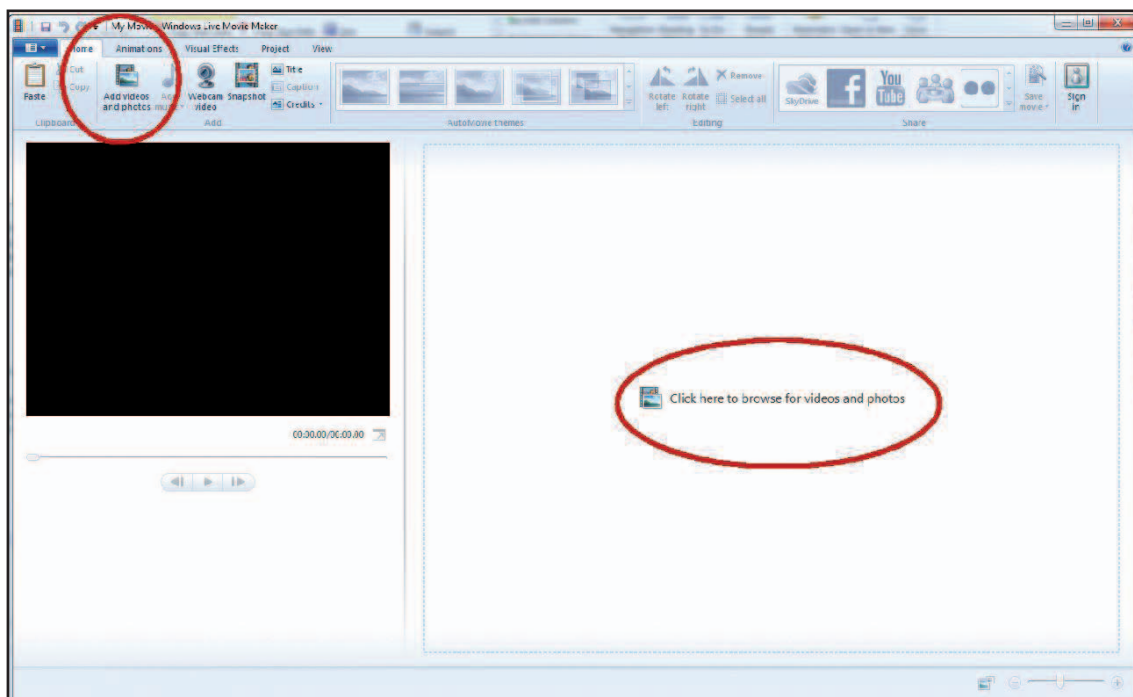
On the left side of the work area is a preview screen. You will be able to watch your video here as you work on it. On the right side of the screen is an area that will become a sort of time line. The first thing that you need to do is to determine the source of your raw video or photographs. You have three basic choices:

- You can open video or photograph files that you have already placed on your computer
- You can import the files from a camera
- You can capture video from a Web cam that is connected to your computer

You have two ways to bring into Live Movie Maker files that are already on your computer.

*NOTE: Moving video or photographic files from a camera or camcorder to your computer may require special software. Consult your camera or camcorder's owner's manual for information. The process may vary depending on the manufacturer, or the availability of a memory card slot on your computer.*

You can click the “Click here to browse for videos and photos” link in the right side of the work area. You can also click Add Videos and Photos on the ribbon. Both options are circled in the illustration below.



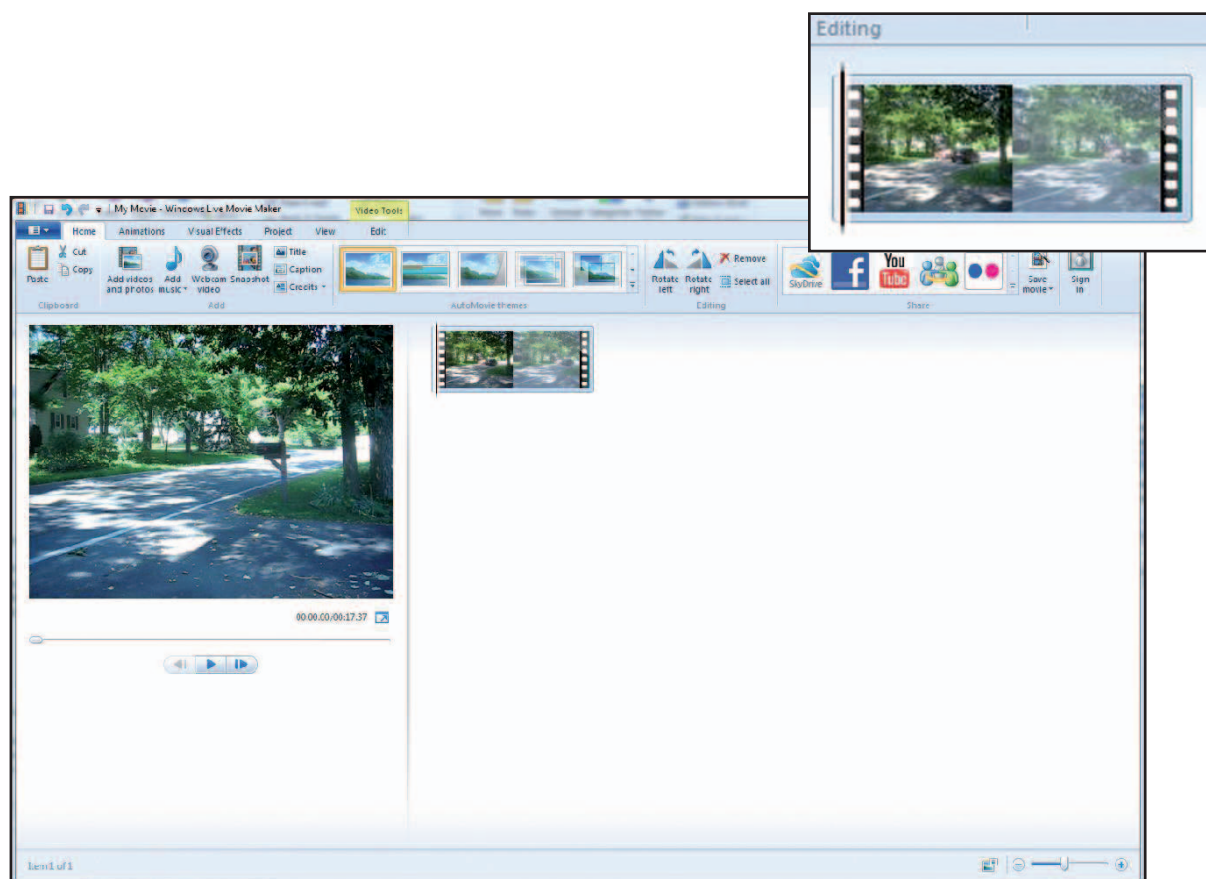
## Starting a Video

Click either of the two “browse” links. The Add Video and Photos panel will open.

Navigate to the video, or videos, you wish to use. Select the video, then click OK. You can add several video clips if you wish.

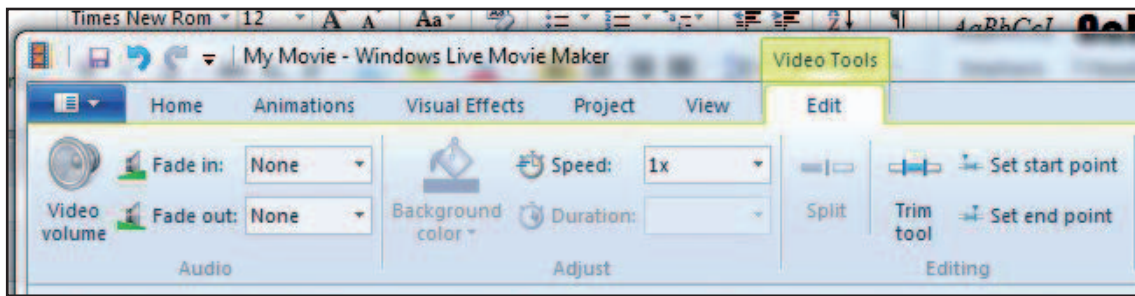
*NOTE: Windows Live Movie Maker is capable of working with many different video file types including WMV, MOD, MOV, MP2, and many more. It will not work with Flash FLV or SWF.*

Your video will now be available for editing. An example is shown below.



You can add effects, sound, and more. However, most people prefer to edit the video first and then add enhancements.

Click the Video Tools tab that now appears above the ribbon. The various video editing tools become available.



The Video volume button allows you to set the overall sound level for the movie.

The Fade in and Fade out let you set speeds at which the video will appear or disappear.

The Speed control has options for speeding up or slowing down your video clip.

The Split tool will split the clip at a point you select.

With the Trim tool you can adjust the portion of the clip you want to use.

The Set start point and Set end point tools are used to trim off the beginning or end of the video.



The preview pane on the left side of the screen allows you to play the video that you are working on. This is very handy when you want to see how your project is coming together.

The timeline on the right side of your screen is where you do your editing work. If you have a long clip, or if you have several video clips or photographs, the timeline will expand and become longer. It may extend down over several rows.

A black vertical bar called the “playhead” extend down over the active area of the time line.

The playhead is marked with an arrow on the right.

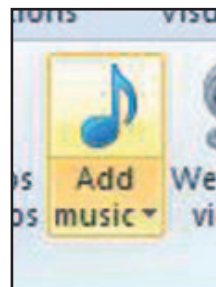
Left click and drag the playhead up and down the timeline. The view in the preview pane will show the video frame that the playhead is on.



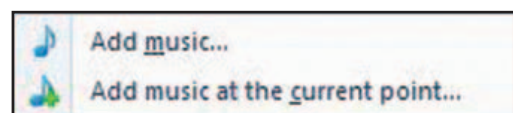
Once you have located a desired frame in the video using the playhead you can use Split, Trim, or Set tools to edit the video clip.

Adding music is often the next logical step.

The Add music button on the ribbon is a two-part button. If you click the top part the Add Music panel will appear



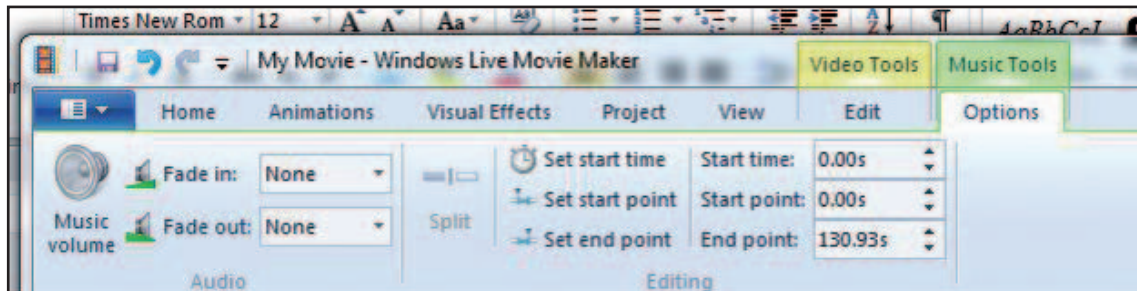
If you click the bottom half you will be given two choices. The Add music option will add music starting at the beginning of the video, the Add music at the current point choice allows you to add music at the playhead’s position.



Click the Add music button, navigate to the music that you want to use, then click OK.

The music will be added as a new track on the time line.

Notice that the music track is colored green and it has been labeled with the name of the track.



Click the Music Tools tab on the ribbon.

The Music Tools are similar to those for video. You can control fades and volume. You can also set start times, set end points, and more.

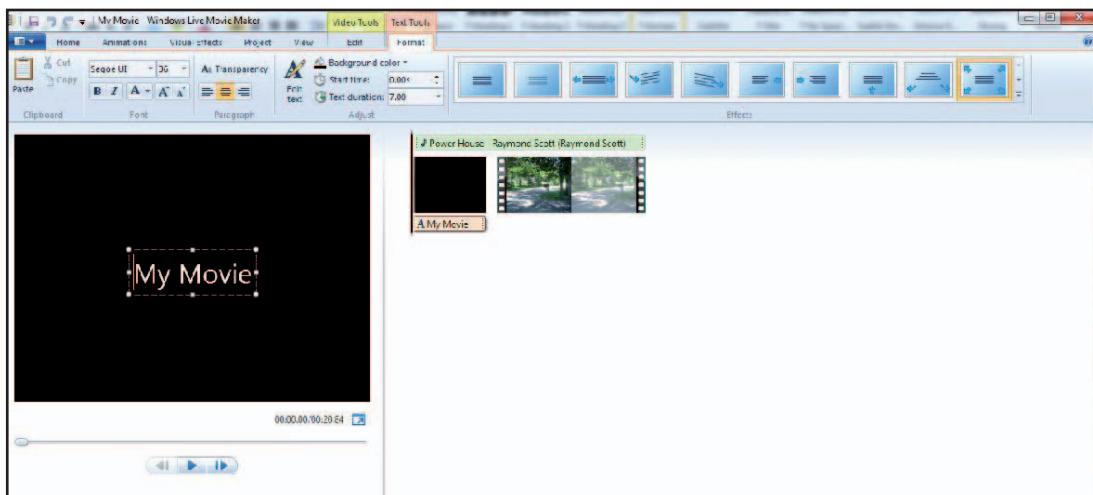
Experiment with the Music Tools to edit the music.

Click the Home tab after you have edited the music.

At this point you can either finish the movie yourself by customizing it, or you can let Live Movie Maker take over.

We will do both, but first we will customize the move.

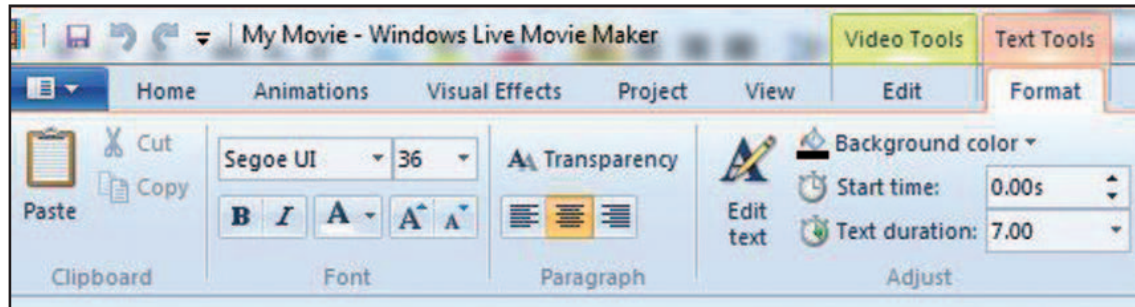
Click the Title button on the ribbon. Live Movie Maker will change and resemble the illustration below.



Type a title in the text box that appears in the preview window.

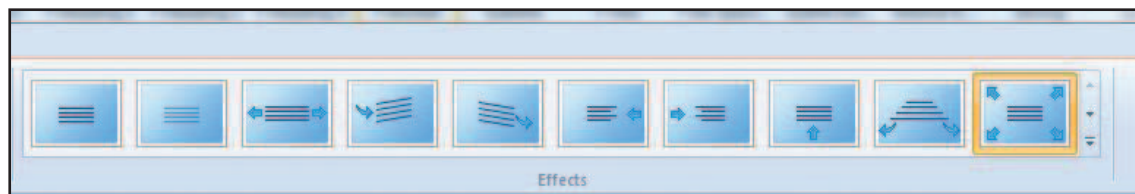


### Customize the title using the text tools.



You will notice that the text tools are very similar to those available in other Microsoft Office programs, such as Word. The primary difference is that you now have the option of setting the starting time and duration of the text. The start time controls how soon the text appears, and the duration specifies how long it remains on the screen.

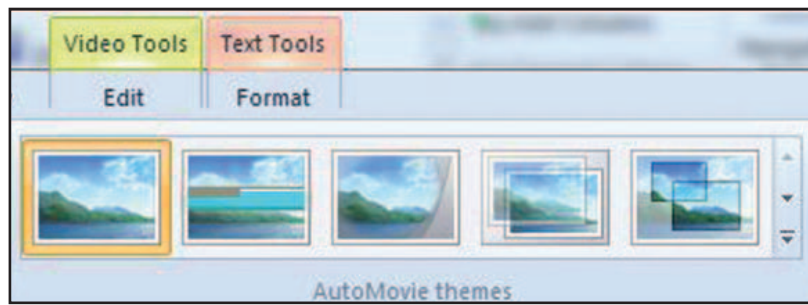
You can also apply any one of several different effects to your title. The illustration below shows some of the effects that are available.



You can see even more effects by clicking the down arrows on the right side of the effects panel.

You do not have to apply and modify effects manually. With Windows Live Movie Maker you can command the format a video for you.

Click the Home tab. In the AutoMovie themes section of the ribbon you will find several themes that you can apply to your movie.

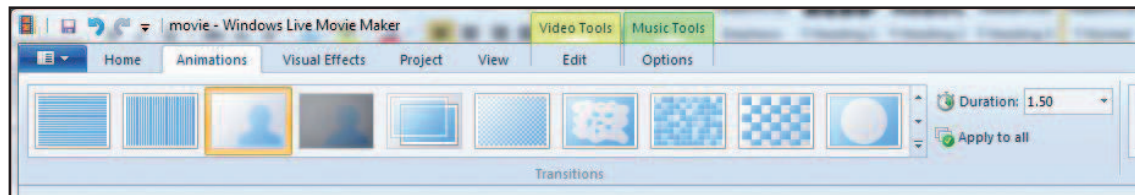


Additional themes can be found by clicking the down arrows on the right side of the AutoMovie themes area.

AutoMovie will apply effects, transitions, and more to your video. If you do not like a theme you can easily change to another one.

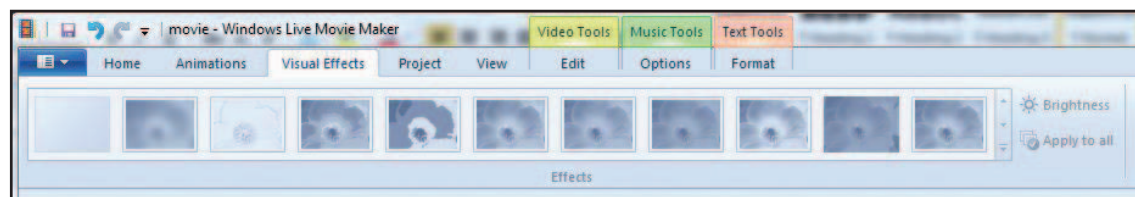
Although AutoMovie is excellent for quickly creating fully formatted movies, you may want to make your video as customized as possible. In addition to the editing option that we have already discussed, you may also work with the following choices.

Click the Animation tab on the ribbon to discover a range of transitions that can be applied to your clips. These transitions are effects that allow you to customize how your video goes from clip to clip. The effects range from simple fades to complicated graphical animations.



Click the Visual Effects tab on the ribbon to gain access to a group of effects that can add interest or correct problems. These effects include choices for making colour effects, such as sepia toning, to posterizing.

A button on the right side of the Effects section allows you to control the brightness.





## Saving Your Project

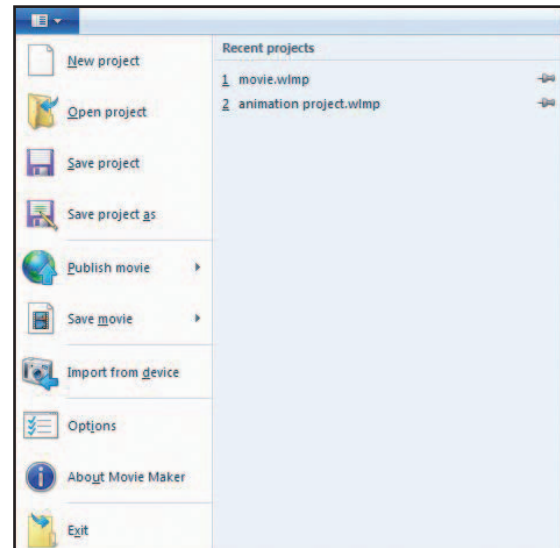
As with most other video editing programs, Windows Live Movie Maker creates a project file. This project file is not a true movie in that it is not playable outside of Live Movie Maker. The file retains all of your components and editing data. You must export the project file to a finished video file format.

The first and most essential step is to save the project file. You can return to it at any time to further edit your video.

Click the down arrow at the left end of the ribbon. It is next to the Home tab.

From the panel that appears select either Save project or Save project as.

Navigate to where you want to keep the project, give it a name, then click save.



## Exporting a Movie

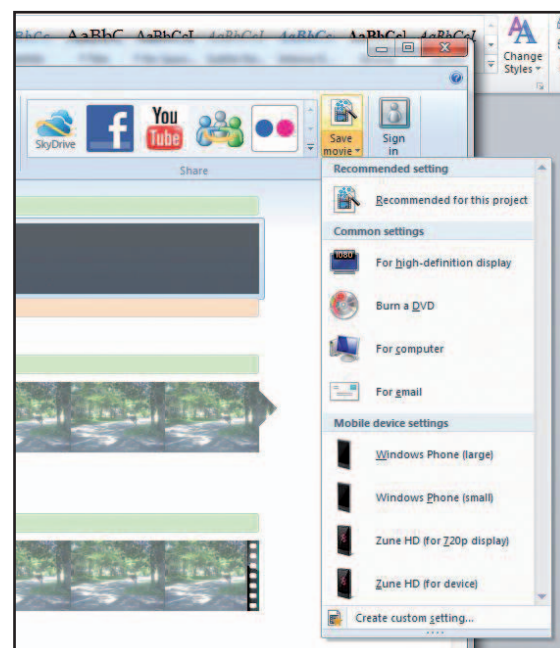
To make a movie that is watchable outside of Windows Live Movie Maker the project must be exported.

Click the Home tab on the ribbon.

On the right side of the ribbon you will find several options for sharing your movie online. You can click the buttons for SkyDrive, Facebook, YouTube, Windows Live Groups, or Fliskr. Follow the steps and you can upload your video.

You can also export and save the video in other ways by clicking the Save movie button.

After clicking the Save movie button you can select from several options on the drop down menu.



The Recommended for this project option automatically selects settings that Live Movie Maker believes is appropriate for your video.

For high-definition display creates a very high quality video that should look as good as possible on an HD screen. The actual end quality of the video will depend on many factors including how well that original video was recorded. Clicking this option does not necessarily guarantee Hollywood-level results.

If you click Burn a DVD Windows Live Movie Maker will open Windows DVD Maker. This is another programs that is used to create DVDs that can be played in a regular DVD machine. You can create custom menus and much more.

The For computer option will create a higher quality movie that is intended for playback on your computer.

A radically reduced and compressed video will be made if you select the For email option. It is important to note that even when the video file has been compressed, it is likely to still be too large for most email recipients' mail boxes if it is larger than a few seconds.

Other options for exporting for mobile devices are available.

At the bottom of the panel is a choice for creating custom settings. This is useful if your finished project must be different than the "standard" setting which are available.

### Annex 3: Cards to play the skills market activity

|  |  |   |
|--|--|---|
| <b>Time management</b>                 | <b>Team working</b>                      | <b>Problem solving</b>                          |
| <b>Motivation</b>                      | <b>Service skills</b>                    | <b>Creativity and innovation</b>                |
| <b>Adaptation and flexibility</b>      | <b>Conflict management</b>               | <b>Critical and structured thinking</b>         |
| <b>Managing responsibilities</b>       | <b>Communication</b>                     | <b>Decision making</b>                          |
| <b>Intercultural communication</b>     | <b>Communication in foreign language</b> | <b>Self-confidence</b>                          |
| <b>Maintaining a positive attitude</b> | <b>Reliable</b>                          | <b>Accuracy and attention to details</b>        |
| <b>Self-esteem</b>                     | <b>Capacity to behave in a group</b>     | <b>Confidence in a non-familiar environment</b> |
| <b>Active listening</b>                | <b>Digital skills</b>                    | <b>Open minded</b>                              |



## VALORIZE HIGH SKILLED MIGRANTS PARTNERSHIP



This publication is supported by **Programme Erasmus+**



The information and views set out in this report are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.