



EAB

# Virtual Employer Engagement Playbook

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Student Affairs Forum

# Student Affairs Forum

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# Executive Summary

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1

## **Virtual employer engagement is the new reality**

EAB's survey of 100+ career services leaders in May 2020 indicated that 80% of respondents planned to create or revamp virtual employer engagement offerings. Due to physical-distancing protocols and restrictions on in-person gatherings, career services offices will not be able to offer fairs and information sessions even when students are back on campus. Meanwhile, employer travel suspensions have only accelerated the pre-pandemic trend toward increased virtual engagement.

2

## **Employer engagement looks different in a virtual world**

The quick pivot to virtual employer engagement offerings in Spring 2020 highlighted the need to structure and plan virtual events differently. Career services leaders must rethink considerations such as partnerships, fee structures, and sponsorship opportunities for virtual offerings.

3

## **Offer non-recruiting employer engagement opportunities to allow employers to connect with students through multiple channels**

Offering a robust set of non-recruiting virtual engagement opportunities allows employers to brand themselves and build relationships with students, even when they are not actively hiring. Career services offices should consider offering non-recruiting opportunities such as virtual career treks, employer office hours, and employer-led presentations on professional development and technical topics.

4

## **Incorporate accessibility and equity considerations into virtual employer programming to address new and existing barriers**

The virtual environment poses new accessibility challenges for students without access to technology or broadband. Institutions must demonstrate a commitment to incorporating accessibility and equity considerations into virtual offerings to ensure all students can participate in and benefit from virtual career services activities.

5

## **Over-prepare employers and students to set them up for successful virtual engagement**

Guidance from career services helps employers get to know students ahead of time, familiarizes them with the technology, and facilitates opportunities for follow-up with students. Similarly, preparation helps students prepare their environment for virtual interactions, understand participation expectations, and effectively use technology.



# Virtual Employer Engagement Offerings

Creating a Curated Set of Non-Recruiting and Recruiting-Oriented Engagement Opportunities

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SECTION

- Virtual Career Fairs
- Non-Recruiting Virtual Engagement and Relationship-Building Opportunities
- Ensuring Accessible and Equitable Engagement

# 1

# I. Virtual Career Fairs

## Use the Shift to a Virtual Environment as an Opportunity to Rethink Your Career Fair Offerings

This Fall, many colleges and universities will host virtual career fairs for the first time. While many schools use tried-and-true playbooks for in-person career fairs, virtual career fairs require different considerations to ensure success. Make sure to address the following components while planning for your virtual career fair:

### Virtual Career Fair Considerations



#### Timing and Length

Consider extending the hours of the career fair to enable more students to attend. Students with different schedules due to academic, work, or personal commitments can drop in and out of the fair as their schedule allow. Additionally, consider students who may live in different time zones when determining the schedule for of the career fair.



#### Size and Organization

Rethink the size and organization of career fairs. Career services staff can more easily manage a smaller number of employers in a virtual environment, and students may feel less overwhelmed by interacting with a smaller numbers of employers in a virtual environment. When selecting industries or themes to organize a career fair around, consider the current economic climate and hiring status of companies in the chosen industry.



#### Partnerships

Consider partnering with other career services units within or outside of your institution for career fairs. Partnering with other career services centers allows centers to pool their staffing and other resources, bring a greater number of employers to students, and encourage employers to participate as a result of the greater number of students that will likely attend. To identify potential external partners, consider reaching out to institutions in the same geographic region, institutions that are part of regional career services associations, and regional economic development organizations.



#### Fees

Consider reducing your career fair fee to meet employer expectations of reduced fees for virtual career fairs. Reduce fees by a certain percentage (e.g., 50%) or a flat rate (e.g., \$100). Additionally, consider repackaging career fair fees, such as allowing multiple employer representatives to attend for flat fee. While reduced fees may lead to less revenue, the virtual environment enables institutions to invite new employers that may have been unable to attend in the past due to geographic constraints. Increasing the number of participating employers can help offset lost revenue from decreased fees.



#### Sponsorship Opportunities

Think creatively about how employers can sponsor virtual career services events. For example, can employers sponsor an event by providing personal protective equipment (PPE) or personal wellness kits for students? Sponsorship opportunities can address a student and institutional need while allowing an employer to brand themselves, often with supplies they already have on hand.

Source: EAB interviews and analysis.

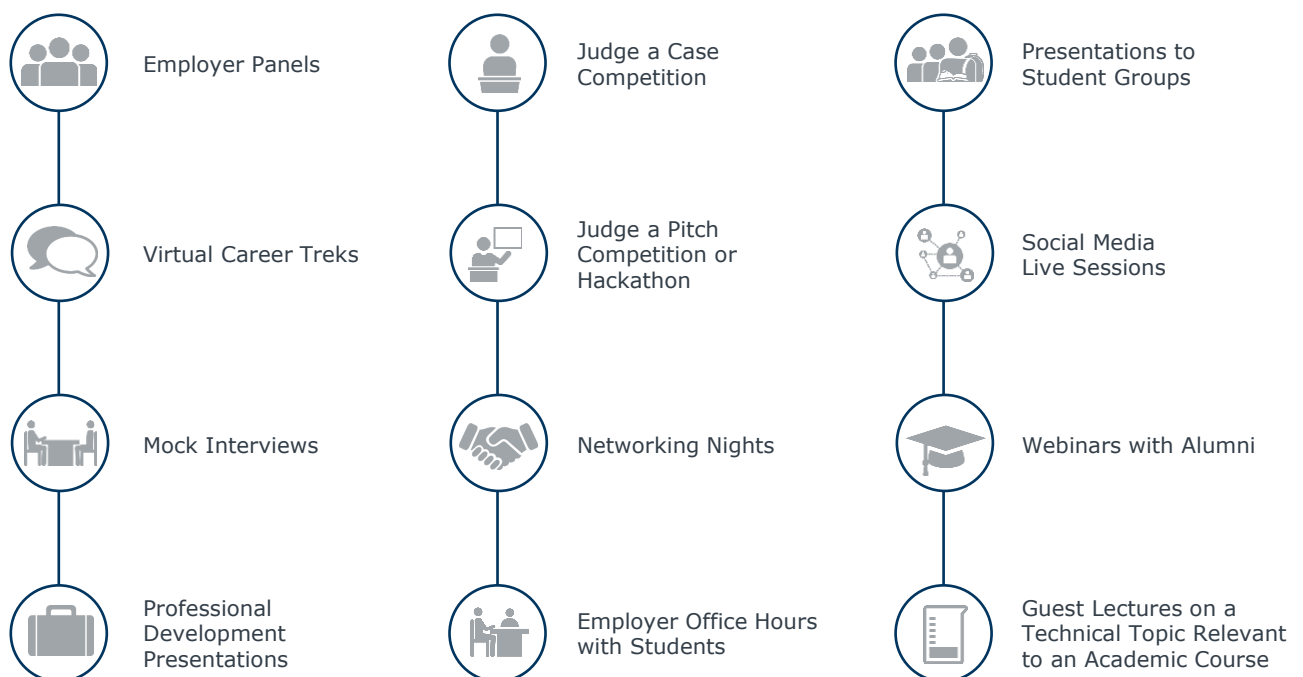
## II. Non-Recruiting Virtual Engagement Opportunities

### Present Employer Partners with a Curated Set of Non-Recruiting Engagement and Relationship-Building Opportunities

Even before the shift to a virtual environment, employers sought to connect with students beyond traditional recruiting events. Whether employers are currently hiring or not, they are looking for ways to build their brand and establish relationships with students as recruiting represents just one aspect of the student-employer relationship lifecycle. Employers recognize that they must engage with students more than they did during the Great Recession, as even brief periods of disengagement can impact brand awareness and the student talent pipeline for years to come.

Similarly, students seek opportunities to engage with employers in a meaningful and intimate environment. Consequently, career services leaders and employers increasingly realize non-recruiting engagement opportunities are critical in order to meet student demand for more engaging and authentic opportunities to connect with employers. Career services leaders can meet this demand from employers and students by offering virtual employer engagement opportunities such as those listed below:

#### Non-Recruiting Opportunities to Engage Employers



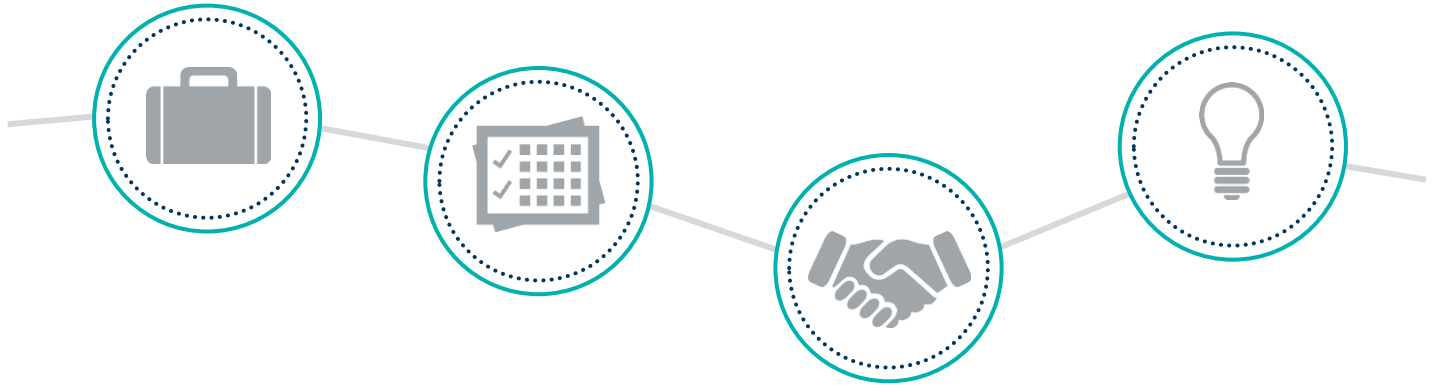
#### Wilfrid Laurier University “In the House” Employer Office Hours



Wilfrid Laurier University hosts employer office hours, known as “In the House,” where students can sign up to meet with employers for 15-minute time slots. During this time, students ask questions about the company, solicit career advice, and build their professional network. Employers also benefit from the office hours and use them as an opportunity to pre-screen student talent and build relationships with students. Typically, 10 employers participate in “In the House” in the Winter and Spring terms. While this event is traditionally held on campus, Wilfrid Laurier plans to host this event virtually over Zoom this coming academic year.

# Non-Recruiting Virtual Engagement Opportunities (cont.)

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## Sample Employer-Led Virtual Presentation Topics

### 1

#### Job Searching

- Best practices for applying online
- Interview success in a virtual world
- How to present yourself professionally in a virtual environment
- Developing your network virtually
- Navigating and leveraging LinkedIn
- Job searching during a recession
- How to communicate with employers during a job search
- Thinking outside the box during your job search
- How to communicate “soft skills” to employers
- Job searching as an international student

### 3

#### Diversity, Equity, and Inclusion

- Navigating the workplace as a person of color
- What an employee resource group is and how to use it
- Navigating cultural and social dynamics in the workplace
- How to be an ally in the workplace
- Harassment in the workplace
- Confronting microaggressions in the workplace

### 2

#### Skills-Based Topics

- Entrepreneurship
- Design thinking
- Project management
- Start-up thinking
- Storytelling
- Conflict management
- Emotional intelligence
- Change management
- Personal finance

### 4

#### Success in the Workplace

- Personal branding
- Onboarding in a virtual world
- Navigating workplace politics
- How to stand out in the workplace
- How to find a mentor
- How to be a successful remote employee
- Building relationships in the workplace



# III. Ensuring Accessible and Equitable Engagement

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## Ensure All Students Can Participate in and Benefit from Virtual Career Services Events

To successfully engage with employers in a virtual environment, students must have access to technology, strong broadband, and a quiet environment. However, these technology and environmental factors present major barriers for many students hoping to take advantage of virtual employer engagement events. While the virtual environment poses many challenges, it also represents an opportunity for career services offices to review their employer engagement offerings and ensure they're created and deployed in an equitable and accessible manner. It also represents an opportunity for career services to engage students and employers who may not have otherwise participated during in-person events due to geographic, travel, and time constraints.

### Accessibility and Equity Checklist




#### Event Accessibility

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-  Employer engagement opportunities are held in the evenings to accommodate students who work or have other commitments during the day.
-  Employer engagement events are accessible to students with disabilities through accommodations such as closed-captioning or live interpreters.
-  Loaner computers and Internet access are available for students who may not have access to those resources so they can participate in virtual career services events and other school activities.
-  Recordings of employer engagement events are available to students who live in different time zones or are otherwise unavailable during traditional business hours due to work and personal commitments.
-  Our career services office provides students with access to no-cost or discounted professional clothing for those who may not be able to afford professional clothing on their own. Students can access professional clothing resources for interviews and other employer engagement activities no matter where they are located (for example, via discounts with national retailers or donated clothing shipments).

#### Ensuring Fair Practices with Employer and Vendor Partners

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-  Our career services office educates our employer partners on how to counteract bias against hiring students from underrepresented racial and ethnic groups.
-  Our employer partners sign disclaimers to commit to fair hiring, to interview diverse students, and to participate in events and workshops for students from underrepresented racial and ethnic groups.
-  Our office works with our vendors to ensure their products do not introduce bias during employer interactions with students. For example, students are not required to upload pictures to virtual profiles as this may introduce bias into the recruiting process. Instead, students may choose an anonymous profile picture option, such as a picture of the school's mascot.

Source: EAB interviews and analysis.

# Accessibility and Equity Considerations (cont.)

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## Accessibility and Equity Checklist



### Events to Promote Diversity, Equity, and Inclusion

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-  Our office partners with employers to offer sessions on topics of diversity, equity, and inclusion.
-  Our office holds employer engagement opportunities that are created specifically for students from underrepresented racial and ethnic groups.
-  Our office actively seeks out and invites businesses owned by individuals from underrepresented racial and ethnic groups to engage with our students.
-  Our career services office actively seeks out employers with different backgrounds and identities to participate in career services events (e.g., race, ethnicity, gender, sexual orientation, industry, geographic location).
-  Our office examines student and alumni data to understand our students from underrepresented racial and ethnic groups and students from first-generation, low-income, and other underserved backgrounds. The data helps us understand where these students come from (e.g., major, department, college) and where they are going (e.g., alumni employment, geographic locations). Using this data, our office engages with employers and creates employer engagement opportunities that attract and meet the needs of our students who are traditionally underserved.

### Student Engagement

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-  Our office partners with other units on campus and student groups that serve first-generation, low-socioeconomic, and underrepresented racial and ethnic groups, as well as other underserved student populations to solicit their feedback on employer engagement opportunities and topics of interest.
-  Our career services office proactively assesses any employer engagement skills gaps that may exist for students who face disadvantages (e.g., international students with cultural barriers, students with disabilities). Our office holds virtual advising sessions and targeted workshops to address these skills gaps.

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For more recommendations on creating accessible virtual programming, see EAB's [Accessibility Checklist for Virtual Student Programming](#).

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# Employer and Student Preparation

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SECTION

2

# I. Employer Preparation

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## Set Employers Up for Success in a Virtual Environment

The success of your virtual employer engagement hinges on how ready both employers and students are to engage in a virtual environment. Over-preparing employers and students ahead of the engagement ensures both parties know how to interact in a meaningful and professional way virtually and effectively use the technology. Address the following considerations to equip employers for your next virtual event.

### Enable Employers to Get to Know Students Ahead of Time

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#### Resume Book

Send a virtual resume book of pre-registered students ahead of time to employers for virtual career fairs. Consider tailoring the resume book to the specific needs and interests of the employer or allow them to do so themselves, if your career services management platform allows this functionality. Include student contact information so employers can contact specific students ahead of time to encourage them to engage at the fair.



#### Student Information

Provide employers with a snapshot of what types of students will be participating in smaller events so employers can tailor their messaging (e.g., majors, departments/schools, class years, student organization membership).



#### Institution Information

Include information about your institution's values, what makes your students unique, and if available, a link to a virtual tour so employers can experience the physical campus.

### Provide Guidance on How to Effectively Engage Students

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#### Interaction Format

Let employers know in advance how they will be able to interact with students, such as through chat, video, open house, breakout rooms, and/or one-on-one interactions. Note how many students employers will be able to interact with at once.



#### Student Engagement Strategies

Provide employers with tips about how to engage with students in the virtual environment. For example, encourage employers to ask open-ended questions to elicit more substantive responses, and keep interactions brief to ensure more interactions.



#### Content Engagement Strategies

Give employers examples of content they could include to make the session engaging. Examples include a virtual tour of a facility, a day in the life of an employee, greetings from a senior leader at the organization, or a panel discussion with employees who are alumni of the institution. For longer sessions, encourage employers to change or rotate the content every 15-20 minutes to guard against fatigue and disengagement on virtual platforms.

# Employer Preparation (cont.)

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## Send Technology Guidance in Advance

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### Technology Platform Guidance

Send a guide and, if available, videos on how to use the platform. Include links to the platform and any passwords or other login information, if applicable.



### Practice Sessions

Offer to do a practice session on the platform, especially for platforms employers may be unfamiliar or inexperienced with. A practice session also offers an opportunity for employers to confirm their equipment works with the platform.



### Troubleshooting Support

Provide contact information for staff members who can help with technology concerns before or during the engagement. If possible, have a staff member participate in the event so technology assistance is available in real time.



### Event Recording

Confirm with employers if they are okay with career services recording the session so students (including those who did not participate) can access the information afterward.



### Accommodation Requests

Include information about how to request disability accommodations, such as captioning, if it will not automatically be available.

## Facilitate Opportunities for Employers to Follow Up with Students

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### Follow Up Opportunities

Let employers know how they will be able to follow up with students with whom they interacted during the virtual activity, whether by email or via the career services management system.



### Resume Access

Provide employers with access to resumes of students who participated in the event. During a virtual event, students cannot hand over a physical resume, and it is often impractical to share a virtual resume in real time. Sharing resumes post-event also provides employers with information for students who may not have registered or may have registered at the last minute.



### Student Contact Information

If available, provide employers with contact lists of students with whom they interacted based on registration or sign-in data.



### Sample Employer Communications

See the Appendix for email communications Southern Connecticut State University sent employers participating in their Spring 2020 virtual career fair.

## II. Student Preparation

### Equip Students to Engage with Employers in a Virtual Environment

Prepare students for employer engagement ahead of time by offering workshops and guides that educate students – especially first- and second-year students who may not have experienced in-person employer activity – on how to interact with employers virtually.

#### Student Education Topics



##### Preparing Your Environment

Identify a quiet place in which to participate, especially if living or working in a communal space such as a residence hall room, apartment, or a family home.



##### Appearance

Prepare students to make a great first impressions, including dressing professionally and being aware of how patterns and colors render on video (e.g., lighter colors over darker colors, solids over patterns) and the importance of proper lighting (e.g., in front rather than behind).



##### Resume Preparation

Ask students to submit their resumes ahead of time so career services staff can review them and so they can be available to employers in virtual books, especially for career fairs.



##### Participation Expectations

Be clear about how long students should plan to participate, including if it is acceptable to not participate for the duration of the engagement. If students “no show,” will there be any repercussions?



##### Virtual Interaction Practices

Provide guidance on how to be conversational, yet professional, in a virtual environment with employers.



##### Employer Research

Help students research employers and identify thoughtful questions to ask, even when technology is immediately available during the interaction.

#### Technology

##### Accommodation Requests

Send instructions on how to request disability accommodations, such as captioning, if it will not automatically be available.

##### How-To-Guide

Send a guide and, if available, videos on how to use the platform.

##### Practice Session

Include a practice session on the platform as part of student workshops so students can confirm their equipment works with the platform.

##### Troubleshooting Support

Provide contact information for staff members who can help with technology concerns before or during the engagement.



#### Sample Student Preparation Document

See the Appendix for a “What to Know” document the University of Toronto Scarborough sent to students ahead of their Spring 2020 virtual career conference.



# Appendix

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APPENDIX

# 3

- Virtual Event Preparation Checklist
- Sample Virtual Employer Engagement Marketing
- Sample Employer Communication
- Sample Student Preparation Document
- Sample Run of Show
- Contributors to Our Work

# Virtual Event Preparation Checklist

## Set Your Virtual Event Up for Success

To be successful, virtual events require just as much, if not more, preparation than in-person events. While many of the planning details remain the same as an in-person event, technology impacts almost all traditional planning considerations and adds new aspects that career services staff must consider to create a successful virtual event.

### Virtual Event Checklist

Event Detail	Considerations	Notes
<b>Event Details</b>		
<i>Time of year</i>	What else will be going on that may preclude students from participating in the event? Will any other major academic or social events be taking place?	
<i>Time of day</i>	Do students prefer a certain time of day to participate in employer engagement activities? Will the selected time be inclusive of students with jobs or other commitments? How will the time work with expanded class schedules in the virtual environment? Do we have students who live in different time zones, which may impact their ability to attend at the chosen time?	
<i>Length of event</i>	How should we factor in student availability and virtual interaction fatigue to determine the event length?	
<i>Technology platform</i>	What platform will we use? Are employers and students familiar with this platform? Will there be opportunities for training for those who are unfamiliar with it?	
<b>Event Design</b>		
<i>Event format</i>	How interactive will the event be? How can the format help guard against fatigue and disengagement on virtual platforms?	
<i>Selecting employer participants</i>	Are invited employers representative of the industries or fields our students go into? Are the employers geographically representative of where our students go on to live and work?	
<i>Outcomes</i>	What are the desired learning outcomes for this event? How will we determine if we've achieved those outcomes?	
<i>Partnerships</i>	Is there an opportunity to partner with other offices within our institution? Is there an opportunity to partner with other institutions or organizations?	
<i>Attendance</i>	What is the minimum number of students who must participate for the event to be a success? Should the registration be capped at a certain number to maintain an intimate atmosphere?	



### Winston-Salem State University Partners with Student Units to Increase Attendance for Virtual Employer Engagement Events



**WINSTON-SALEM**  
STATE UNIVERSITY

Career services leaders partnered with units that oversee student leadership organizations (e.g., residential assistants, orientation leaders) to require student leaders to attend two of five virtual employer panel sessions held over the summer. The partnership guaranteed a certain number of students would attend, provided the student organizations with programming, and demonstrated to participating employers the quality of students attending the sessions (i.e., students in selective leadership positions).



# Virtual Event Preparation Checklist (cont.)

## Virtual Event Checklist

Event Detail	Considerations	Notes
<b>Registration and Marketing</b>		
<i>Registration</i>	Should students sign up ahead of time? If so, how will they register? What type of information do students need to provide when they register?	
<i>Marketing</i>	How will we market this event? Will we advertise the event on social media and the career services website? Will we work with student organizations, other institutional departments, or local and regional economic development organizations to market the event? How far in advance do we need to market the event for it to be a success?	
<b>Budget Considerations</b>		
<i>Fees</i>	Will we charge employers to participate in the event? If so, will the fees be the same as the fees for previously held in-person events? <i>For example, many institutions are decreasing their fees for employers to participate in virtual career fairs this Fall.</i>	
<i>Budget</i>	Are there any special considerations we need to budget for, such as closed-captioning, to make the event accessible to students or employers with accommodations needs? Do we need to buy more licenses to include all who wish to participate?	
<i>Sponsorship opportunities</i>	Is there an opportunity for participating employers to sponsor this event? Can they still sponsor the event virtually?	
<b>Success During the Event</b>		
<i>Accessibility considerations</i>	Will any attendees need accessibility accommodations (e.g., closed-captioning)? How will we know if attendees need accessibility accommodations? Can attendees easily request accommodations (e.g., on the registration page)?	
<i>Staffing support</i>	How many staff members do we need to support the event? Do we need a host and/or moderator for the event?	
<i>Technology support</i>	How many staff members will we need to support the technology needs of our event? Are supporting staff familiar enough with the platform to provide support? How can students or employers get technology support during the event? Are staff available to do trainings before the event?	
<i>Technology functionality</i>	Do we need to pre-set any technology functions before the event (e.g., automatically mute all attendees, create a virtual poll)? What type of technology functions will we use during the event (e.g., chat, Q&A, polls), and do staff members know how to use these functions while running the event?	
<i>Audience engagement</i>	How will presenters keep the audience engaged throughout the presentation? Will presenters use a virtual chat function, distribute virtual polls, take live questions, or use another method of virtual engagement? How frequently will presenters change their engagement method?	

Source: EAB interviews and analysis.

# Virtual Event Preparation Checklist (cont.)

## Virtual Event Checklist

Event Detail	Considerations	Notes
<b>Post-Event</b>		
<i>Attendee follow-up</i>	Are we marking or tracking attendees in our career services management system so we have an attendee list for follow-up? Are we going to email attendees the event recording and slide deck as a follow-up, whether they attended or not?	
<i>Employer follow-up</i>	Will employers receive a list of students who attended the event? Will employers receive any information about the students who attended, such as their resume and contact information, to support follow-up?	
<i>Event assessment</i>	Will students and/or employers be invited to participate in a survey to rate their experience? What specifically do we want to assess in follow-up? Are we prepared to use the findings to enhance future events?	

# Sample Virtual Employer Engagement Marketing

University of Delaware

## Fall 2020 Virtual Employer Engagement Digital Advertisement



Presents employer engagement opportunities in a visually appealing manner.

Notes how employers can register for the events.

Advertises employer engagement opportunities outside of career fairs.

Promotes targeted career fairs for different industries.

Highlights when event registration opens.

**CAREER CENTER'S VIRTUAL EVENTS FOR FALL 2020**  
**MARK YOUR CALENDARS!**

SEP. 10	SEP. 16 & SEP. 17 2 FAIRS, 2 DAYS, UNLIMITED TALENT!	SEP. 29
<b>MEET THE FIRMS</b>	<b>FALL CAREER &amp; INTERNSHIP FAIRS</b> ALL CAREER COMMUNITIES   ENGINEERING, SCIENCE & TECHNOLOGY	<b>CIVIL, ENVIRONMENTAL &amp; CONSTRUCTION ENGINEERING CAREER FAIR</b>

**NOW OPEN FOR REGISTRATION ON HANDSHAKE! UDEL.JOINHANDSHAKE.COM**

OCT 8	OCT 14	OCT 15	OCT 20 & OCT 21
<b>CAREERS IN WELLNESS, MENTAL &amp; BEHAVIORAL HEALTH MEETUP</b>	<b>WEALTH MANAGEMENT NETWORKING NIGHT</b>	<b>DELAWARE GRADUATE &amp; LAW SCHOOL FAIR</b>	<b>SPEED NETWORKING &amp; FIRST YEAR BUSINESS STUDENTS</b>

OCT 26	OCT 27	DEC. 1
<b>CAREERS IN PROFESSIONAL SELLING NETWORKING NIGHT</b>	<b>EDUCATION MEETUP</b>	<b>RESERVE YOUR DATE NOW FOR THE VIRTUAL INTERVIEW PROGRAM</b>

**REGISTRATION OPENS JULY 1, 2020**

UDEL.EDU/CAREERFAIRS | f @ /UDCAREERS

# Sample Employer Communication

## Southern Connecticut State University

### Spring 2020 Virtual Career & Internship Fair

#### Employer Pre-Event Guide



Thank you for registering to participate in SCSU's Spring 2020 Virtual Career Fair. This experience takes place on **Friday, May 1, from 11:00am-3:00pm** and is our inaugural experience of conducting a virtual fair. This guide contains the final information that will allow you to have a positive experience during the session. Please read this email in its entirety. General Instructions for operating the platformed are included in a separate document.

#### Important Items to Prepare for the Virtual Experience

- Employers will find a video that demonstrates the employer's view and student's view [HERE](#) or by placing the following link into your web browser: {insert link here}. We encourage you to watch from 00:25 to 06:30, as much of the information in this email will be demonstrated here.
- Employers can log in to the virtual portal via the following link: *insert link here*.
- Please ensure you test logging in before the day of the event. If you've never logged in to our system, follow the prompts to reset the password. Please contact our office if you experience any issues.
- Employers can log in before the event and create canned responses for conversation. Sample canned responses may include a standard greeting, link to job portal information, standard contact information, etc. Our office recommends you complete these prior to engaging the virtual career fair.
- If your organization intends to have more than one representative, develop a formalized schedule of when individuals will be available to chat with Southern students.

#### Important Items During the Virtual Experience

- Employers can control when you are online for chat experiences versus when you are off-line. You are not required to be online for the entire 4-hour time block.
- Employers will have to approve students to initiate conversation within the portal. It is recommended you decide how you will manage your queue of communication before the event.
- Employers can hold more than one chat at a time. You will be able to allow as many chat boxes to coincide as you desire.
- Employers should be aware that students have virtual classes intersecting with the overall time frame of the career fair. Student engagement may vary significantly over the time period.
- Employers can request students directly email their employment documents or connect students with your individual recruitment procedures.

#### Important Items for After the Virtual Experience

- When you complete the virtual career fair, ensure each organization member logs out of the system and does not simply close the tab or browser. If you do not log out of the system, your "Live Now" feature to students can still be displayed to students.
- Employers will receive a feedback survey to assess your experience next week. The office will greatly appreciate your willingness to share your responses.
- Please connect with OCPD staff to communicate any immediate issues or problems.

Enables employers to view what employers and students will see on the platform during the fair.

Encourages employers to come prepared with standard information and responses to facilitate interactions.

Lists technical information about interacting with students over the technology platform during the event.

Provides guidance on how to prepare for before, during, and after the career fair.

# Sample Student Preparation Document

University of Toronto Scarborough

## What to Expect

Get Hired Virtual Conference | April 28-30, 2020

Academic Advising & Career Centre

University of Toronto Scarborough



## ACCESSING THE CONFERENCE SESSIONS

Get Hired will be delivered through the Zoom video conferencing platform. You will need a laptop or desktop computer to join. A high-speed Internet connection will allow for an optimal experience. A web browser OR the Zoom desktop software is required.

We recommend that you join through the Zoom desktop application as the web browser experience is limited. You can download Zoom here: [zoom.us/download](https://zoom.us/download). For web browsers, please use the latest versions of Google Chrome or Firefox.

Provides best practices for using the technology platform effectively.

Here are the steps on how to access the conference sessions:

1. Please refer to the Agenda for the conference links and passwords. There is one link for each day plus separate links for the concurrent sessions at the ends of Day 1 and 2. There is also a separate Zoom link for the optional post-conference session on Day 3.
2. Click the link to join. You will be prompted to open the Zoom application – click “Open Zoom” to join the session with the desktop app OR click “Cancel” and click “Join from your browser.” Enter the webinar password, also provided in the Agenda.
3. Please enter your mail.utoronto.ca email address and your full name to join.
4. Click “Join Audio By Computer.” Please note that you will be muted upon entry.

Provides detailed instructions about how to join the conference and log in to the technology platform.

Note: The AA&CC recommends that you join 5-10 minutes prior to the session start time.

## BEFORE THE CONFERENCE

You will need to refer to several documents during sessions. Please make sure to review the documents prior to the conference and be ready to open up these files when presenters refer to them during their sessions. Please refer to the Conference Agenda for details.

# Sample Student Preparation Document (cont.)

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## BEFORE THE CONFERENCE (cont.)

Note that handouts are listed/linked below for every session. You can also find presentation slides and handouts in the following folders as needed:

- [Conference Presentations](#)
- [Conference Handouts](#)

Hyperlinks to materials students may need to reference during the virtual event.

Note: Keynote speakers have not given us their PowerPoints in advance; however, we will share them afterward if they give us permission to do so.

Reminder: Please complete the following interest profiler before the conference to make the most of the Get to Know Yourself session on Day 1: <https://www.mynextmove.org/explore/ip>.

## WHAT TO EXPECT DURING GET HIRED

### Will I need to turn on my camera and microphone?

No. You will not be asked to turn on your video, and you will be muted in the sessions. Speakers may ask for audience participation, and if you would like to participate, you can click "Raise Hand" and you will be asked to unmute yourself to give your response.

Sets expectations ahead of time so students can factor in decisions such as what to wear (if on camera) and background noise (if not muted).

### What level of interaction is expected?

Speakers will be asking the audience questions throughout the conference, and we encourage you to type your responses into the Chat. Make sure that you send your message to "All panelists and attendees" so that other participants can see it in the Chat.

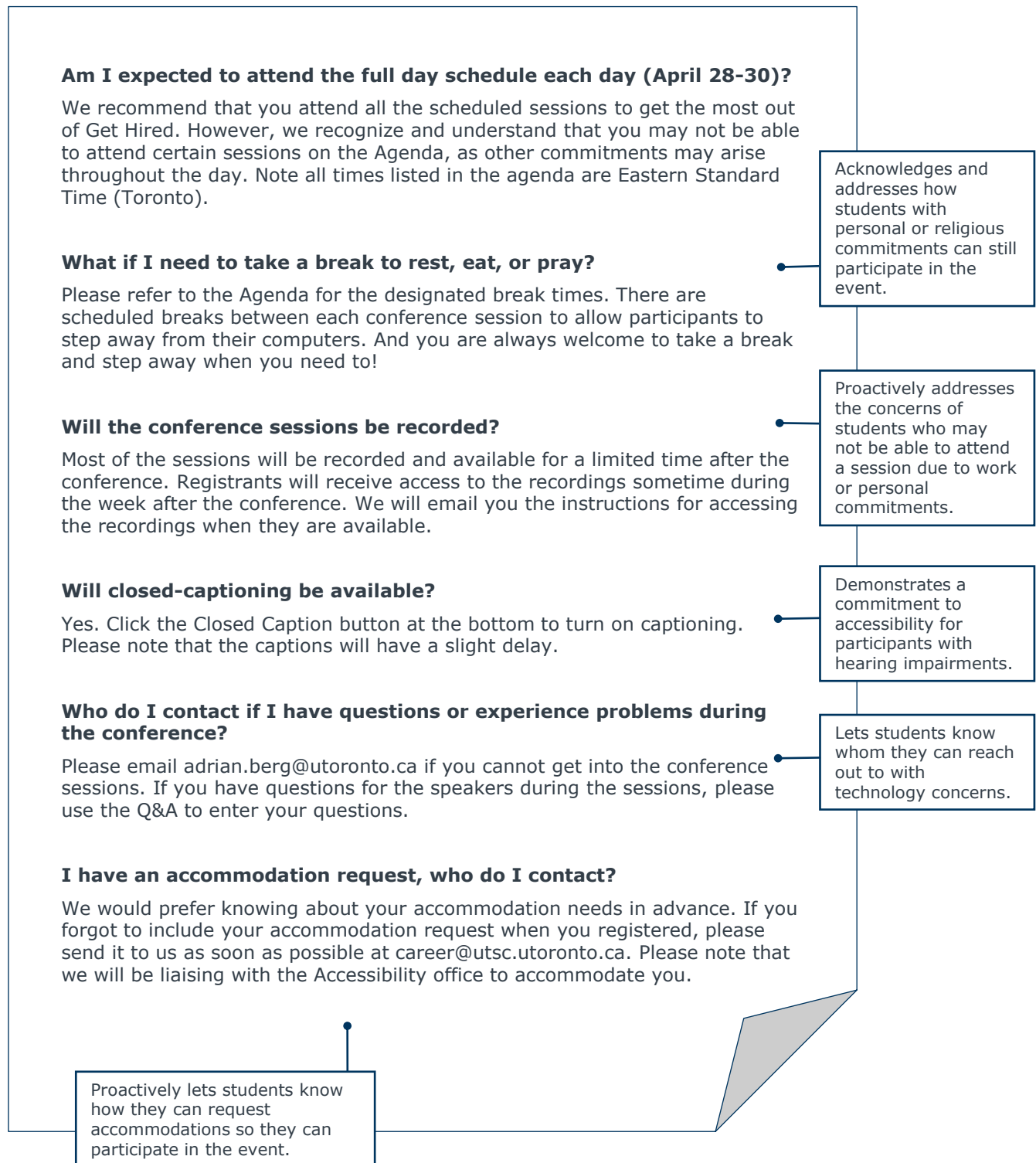
If you have questions for our speakers and panelists regarding their presentations, please use the Q&A function and type in your questions. Session leaders will provide instructions on how to interact and ask your questions.

Sets expectations about participation and lets students know how they can ask questions during the event.

Speakers may launch poll questions to survey the audience. Please select your answers when the polls are opened. Note: Attendees using the desktop app will be able to participate in polling, but those using a web browser are unable to view or participate in polls.

# Sample Student Preparation Document (cont.)

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Source: University of Toronto Scarborough, Toronto, Canada; EAB interviews and analysis.



# Sample Run of Show Document

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### Get Hired 2020 Daily Rundown Day 1

#### ALL DAY:

Remember to **mute yourself** when not speaking!  
 Monitor the Chat for any inappropriate comments. Disable Chat if needed.  
 Moderators please call out to presenter verbally if you see problem with their screen.  
 Presenters turn off computer notification sounds and phone on silent.  
 Keep MS Teams open for backchannel communications.  
 Zoom link: *insert link here* | Password: *insert password here*



Time	Task	
9:30	Francis starts Day 1 Zoom Webinar and checks the settings. Send email to Neil with CC token/link for captioning. Assign Career staff as Co-Host when they log in. Julie puts up welcome slide.	Assigns specific roles to staff members to manage the technology on the back end.
10:20	Shruti and Jamal on standby. Francis to assign as Panelists. Julie to introduce herself in the Chat and remind everyone to be respectful.	
	<b>Welcome &amp; Opening Remarks – Julie, Shruti</b> <b>Keynote: Emotional Intelligence (EI) – Jamal</b>	
10:30	Francis starts recording. Julie begins Day 1 opening remarks; Shruti gives welcome.	Staff member monitors and engages students over the Chat function.
10:40	Julie introduces Jamal. Francis spotlights video for Jamal. Diane monitors the Chat & reminds students to submit questions in Q&A.	
11:30	If time remains, Diane reads out Q&A for Jamal to answer.	
11:40	Julie thanks Jamal and announces break time, puts up transition slide. Florence stops recording and disables Chat.	Provides breaks for students and allows staff to seamlessly transition between sessions.
	<b>Break 11:40 – 12:00</b> <b>Get to Know Yourself – Monica, Jackie</b>	
11:50	Monica and Jackie on standby and have PowerPoint ready.	
12:00	Francis starts recording & turns chat back on. Monica starts presentation. Jackie to monitor Chat and Q&A.	Prompt to record the session so students who are unable to attend the session can still watch it.
1:30	Monica announces break and reminder to return at 2pm for next session. Francis stops recording. Julie puts up transition slide.	
	<b>Break 1:30 – 2:00</b> <b>Job Search Essentials – Eric, Diane</b>	
1:50	Eric and Diane on standby and have PowerPoint ready.	
2:00	Francis starts recording. Eric starts his video/presentation. Diane to monitor Chat and Q&A throughout session.	
3:30	Eric announces break and reminder to return at 3:30pm for next session. Francis stops recording. Julie to put up transition slide.	



# Contributors to Our Work

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