

## Virtual interviewing

### Overview

Even prior to the COVID-19 pandemic, but certainly during, companies made an immediate and dramatic shift to virtual interviewing. Ensuring that students are adequately prepared to present themselves in a virtual setting will not only support them in the recruiting process, but provide them also with experience using virtual technology and demonstrate the interaction skills that increasingly are used in the modern world of work.

The virtual interviewing curriculum materials are designed to help students learn more about the virtual interviewing process and provide them with practical tips to effectively prepare for the most commonly used formats of virtual interviewing. It also provides an opportunity for students to practice virtual interviewing. More specifically, the following learning objectives are covered in this content:

- ▶ Understand how virtual interviews compare to in-person interviews
- ▶ Understand the business case for virtual interviews
- ▶ Know how to prepare for a virtual interview
- ▶ Practice for a virtual interview

The curriculum deliverables are referenced below, along with suggested guidance and considerations for use.



Presentation **Virtual\_interviewing\_slides.pptx**

**Virtual\_interviewing\_slides.pdf**

20 slides

A minimal amount of facilitation guidance is included in the slide notes as the slide content is very self-explanatory. The presentation materials cover all of the stated learning objectives and the wrap-up. Depending on your time constraints and other logistical needs, less coverage might be appropriate. You are welcome to modify the content as desired.

This content can be covered in a group setting or distributed to students for review independently or completed in a hybrid approach.



Handouts **Virtual\_interviewing\_handouts.docx**

**Virtual\_interviewing\_handouts.pdf**

The handout serves as a reference document for students and provides them with a checklist that follows the virtual interviewing tips provided in the presentation, as well as leading practices resources they might want to utilize. You are welcome to modify these resources as desired, and provide any references to other resources available through your institution as well.



## Exercises

### **Virtual\_interviewing\_exercises.docx**

### **Virtual\_interviewing\_exercises.pdf**

These exercises are included in the presentation content. These exercises are written for the students to first record themselves independently, review their own recording and determine opportunities for improvement. From there, students are asked to practice the exercise again and incorporate any improvements.

As a next step, or depending on the way you want to engage the students, a fellow student could review the recording and provide feedback. From that point, a live practice of the exercise could be conducted. This could be done with each student providing feedback about the exercise itself. Or, it could be done in a complete mock interview format with each student needing to role-play as the interviewer and the interviewee and then combining the content of the three exercises. The time allotted could be between 15 and 30 minutes each, depending on the time available.

#### **1. Get camera ready!**

Students are asked to record themselves for one minute, introducing themselves. The goal is to test all of their preparation and make sure they feel comfortable in front of the camera.

#### **2. Express yourself!**

Students are asked to prepare a brief summary of important things they know about the company and the position they are applying for that interest them, as well as prep 10 questions to learn more about the position, company or person they are interviewing with. When completing this exercise, if students do not have a specific position they are preparing for, they can choose a position and company of their choice. You also can suggest using EY and have students explore career options with a professional services firm. Students can visit [https://www.ey.com/en\\_us/careers](https://www.ey.com/en_us/careers) to learn more. Students are asked to record themselves for three to five minutes sharing this summary and asking these questions. The goal is to have the students become even more comfortable in front of the camera and expressing themselves for a longer period of time, especially in front of a screen that doesn't talk back.

If students are struggling to identify questions to ask, provide some examples, such as:

- ▶ What do you like most about working at the company?
- ▶ Can you tell me about your career journey?
- ▶ How would you describe the culture of this company?
- ▶ How does this company support professional development and career growth?

- ▶ How does this company engage with the community or through service?

### 3. Think on your feet!

Students are asked to prepare five questions that they might expect to be asked relative to a position and company they are planning to interview for. Again, if this is not the case for a student, they can choose a position or company of their choice, or you can direct them to use EY. Students are asked to record themselves for 5 to 10 minutes responding to these questions. The goal is to have the students think more on their feet while they are on camera for an even longer period of time.

If students are struggling to identify questions that might be asked of them, provide some of these examples:

- ▶ Can you tell me about your interest in this position and company?
- ▶ Can you tell me about a time you came up with a creative solution to a problem or project?
- ▶ Can you tell me about a time you had to work with a team on a project? What was your role? What did you accomplish and how?
- ▶ Can you tell me about a time you had to work with a challenging situation or person? How did you handle it and what was the outcome?
- ▶ Can you tell me about a time you used technical skills or a new technology to solve a problem or complete a project?