# **Using Project-Based Remote** Work During COVID-19

**Presented by:** 



# PARKER DEWEY & **PURDUE**

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UNIVERSITY





### Understand and provide strategies for how remote work can:

- or otherwise impacted
- supporting current employees

• Complete campus recruiting / job search efforts

• Prepare should summer internship programs be canceled

• Provide meaningful engagement of students while





# Challenges for companies

### Uncertainty about internship programs

- $^{\rm O}$  Ability to host program at all
- $^{\rm O}$  Specific students unable to participate
- Risk to longer-term hiring needs, especially in specific industries
- Current business operations
  - $^{\rm O}$  Employees working remotely and not used to it
  - $^{\rm O}$  Changes in immediate demands on employees
    - Identification of remote tools
    - Policies and best practices
    - General business operations (e.g. financial services and interest rate)
  - Companies may have not completed their intern and full-time hiring







# Challenges for colleges and universities



- Career Services operations conducted virtually
  - How to best reach/assist students
  - How to best engage employers
  - How to connect students with employers
- - Difficult to support with students looking for job/internship
- Ensure students don't get left behind when things normalize • Academic programs moved online
  - Student activities canceled
  - How can students use the time effectively

### • Career fairs and other recruiting events canceled or at risk





## How remote projects address these challenges

### Complete campus recruiting efforts

- Engage students not through on-site events
- Interview on steroids

### • Prepare should summer internship programs be canceled/refined

- Prepare for remote programs
- Insurance to engage those not able to participate (travel)

### Immediate needs of both current employees and students

- $^{\circ}\,$  Projects that arise
- Comfort with remote work







# What is remote, project-based work?



- to a few weeks
- Paid: fixed fee or hourly (typically \$15-20/hour)
- hires

• Short-term: ranging from 20-40 hours in duration, due in a few days

• **Professional:** assignments similar to those given to interns or new

• Comprehensive: used in all industries across all departments (sales, marketing, HR, finance, etc.) and can take place year-round

• Valued: provides busy professionals with additional resources







Sales:	Human Resources:
Lead Generation	<ul> <li>Job Description Review</li> </ul>
<ul> <li>Prospect Research</li> </ul>	<ul> <li>Candidate Sourcing</li> </ul>
CRM Cleansing	<ul> <li>Evaluating Competitive Best Practice</li> </ul>
Operations:	Marketing:
<ul> <li>Demand Forecasting</li> </ul>	Content Creation
<ul> <li>Production Planning</li> </ul>	Social Media Content Calendar
<ul> <li>Inventory Control</li> </ul>	Market Research

	IT:
	• Data Analysis
	• UX Review
es	<ul> <li>Technical Documentation / Guides</li> </ul>
	Finance:
	• Financial Analysis
	Financial Modeling
	• AR Reconciliation





# **Complete campus recruiting efforts**

## **Complete** "top of funnel" process without going on-site:

- **Discover candidates/roles** including those outside of expected focus areas
- Opportunity to mutually assess fit for companies and

students unable to complete the recruiting process



Here are a few companies who have been invited to offer Micro-Internships to show how they #LoveLiberalArts



Automated Payroll Service

PepsiCo

SC Johnson

### For companies:

- Ask hiring managers serving as campus
- leads for tasks that need to get done
- Consider other strategic goals (e.g. DEI,
  - geographic, etc.)
- Evaluate job descriptions for existing roles

### For colleges and universities:

- Engage employer partners scheduled for
- on-campus or other events
- Ensure students are aware of these

opportunities





# **Complete campus recruiting efforts**

### Mutually assess fit through "interviews on steroids"

- See work product / demonstrate capabilities on a value-added project including both hard and soft (core) skills
- Gain a better understanding of fit through authentic engagement on real assignments

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ITRIBUTE	S OF RESPONDENTS
roblem-solving skills	82.9%
Ability to work in a team	82.9%
Communication skills (written)	80.3%
eadership	72.6%
itrong work ethic	68.4%
Analytical/quantitative skills	67.5%
Communication skills (verbal)	67.5%
nitiative	67.5%
Detail-oriented	64.1%
lexibilityradaptability	60.7%
lechnical skills.	59.8%
nterpersonal skills (relates well to others)	54.7%
Computer skills	48.7%
Organizational ability	48.7%
itrategic planning skills	39.3%
Creativity	29.1%
iriendly/outgoing personality	27.4%
actfulness	22.2%
Intrepreneurial skills/risk-taker	19.7%
Ruency in a foreign language	4.3%

- Engagement of students in process
- Leverage online tools throughout and following the project
- Request feedback from hiring managers

### For colleges and universities:

- Make online learning tools available to
  - employers for this form of engagement
- ICommunicate to students that they should be
- offering this to employers

### For companies:





## Prepare for summer internship contingencies

## "Insurance" in the event that specific students or programs are impacted

- •Engage students / companies with geographic proximity should travel be limited
- Build relationships should specific students / programs be unavailable

It would be extremely unfortunate if we had to cancel our intern program because she has basically dedicated 100% of her time during the last 6 months to hiring them

• Offer departments opportunities to accelerate projects that were expected for interns • Re-engage students who either did not accept roles or were "close"

### For colleges and universities:

- Communicate with employers who have offered significant number of internships to your students

### For companies:

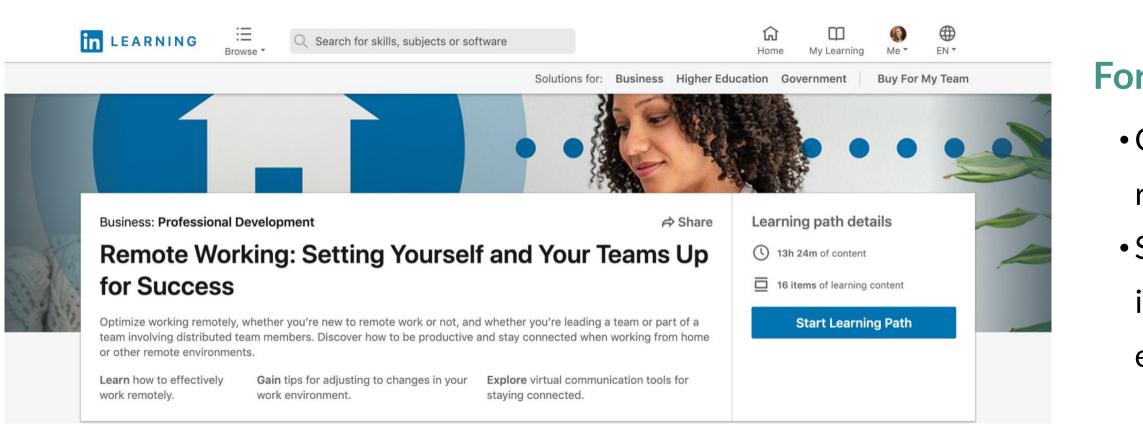




## Prepare for summer internship contingencies

### **Readiness for remote summer internships**

- Identify needs for effective remote work including tools, policies, etc.
- Provide exposure to remote tools and behaviors to ensure managers and / or students have prior experience



• Identify existing employees using remote workers

• Offer opportunity to specific departments (e.g.

### For companies:

- tools and best practices in place
- requesting access, staffing constraints, etc.) to
- identify early adopters

### For colleges and universities:

- Offer programming / content to students on
- remote work
- Suggest that students who have accepted
- internships or full-time roles to offer this to employers



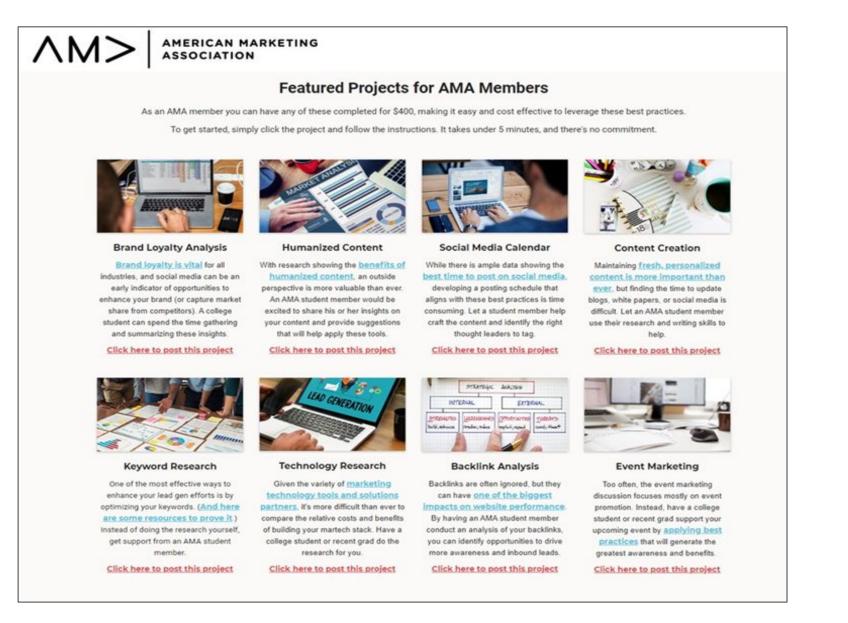


# **Respond to current situation**

### Address immediate needs of employees and students

- Employees or teams impacted by COVID-19
- Students seeking opportunities given on-campus activities

canceled



 Identify departments immediately impacted by COVID-19 (e.g. IT, HR, marketing, etc.) • Suggest employees engage with students at alma mater, clubs, etc. to offer remote work opportunities

### For colleges and universities:

• Identify alumni who can provide remote-work

- Student clubs and associations can engage
- national offices (e.g. AMA) or other
- supporters
- Encourage faculty to leverage their

### For companies:

experiences to current students

professional relationships





# **Respond to current situation**

### **Readiness for additional challenges**

- •Uncertainty about short and long term implications creates need for additional preparation
- Students concerned about opportunities including those who accepted jobs or internships



- Offer opportunities to expected interns and new hires before formal start date • Proactively prepare for other contingencies

## For colleges and universities:

- between students, faculty, alumni, etc.
- Use online tools to allow collaboration • Encourage students to engage expected
- employers to offer immediate support

### For companies:





# **Benefits for all**

Employers are still able to:	Students	
<ul> <li>Develop and nurture candidate pipeline</li> </ul>	• Gain <b>p</b> ı	
<ul> <li>Evaluate the work of students</li> </ul>	•Work r	
• Assess fit	• Conne	
<ul> <li>Respond to immediate needs</li> </ul>	conside	
<ul> <li>Offer a flexible staffing solution that can be</li> </ul>	•Assess	
shortened or expanded as needed	• Genera	



### s can still:

- professional experience
- **remotely** from wherever they are
- ect with employers and be
- dered for a longer-term opportunities
- s fit
- rate income





# Next steps

## **For Universities**

### Share these ideas with your employer partners:

- Tell employers what you are hearing from students: they still want internships!
- Equip them with project ideas
- Educate them about remote projects for students
- If we can help, please let us know

## **For Companies**

### Your college recruiting does not need to stop:

- Students still want to work for you, and remote projects
- can help find, assess, nurture, and hire them
- Will create disruption beyond the level of "ghosting"
- taking place
- Introduce hiring managers across departments to this
- resource, helping them get <u>immediate support on their</u> short-term assignments
- If we can help, please <u>let us know</u>



### ...and neither do your internships!







# Case Studies & Examples





# Build awareness

- Introduce your company to students who may not be considering it
- Build relationships with students attending programs outside of focus schools or majors
- Variety of projects showcases the breadth of opportunities available
- More students engaged, one or more students for each project



### **Case study: Financial services firm**

- Students may not apply because of preconceived
- notions about the industry
- Only engaging with students from specific
- programs/schools

### **Solution: Sales lead generation project**

- Engaged students to provide wealth management
  - team support on lead generation
- Conducted research to identify prospects' key
- contact and other information
- support
- Created a pipeline of candidates who would
- otherwise be outside of the pool

https://mydigitalpublication.com/publication/?m=&l=1&i=625422&p=52



• Wealth management team valued the immediate





# **Build authentic connections**

- Engage real managers by having them interact directly with students completing their projects
- Allow students to experience company culture, through real interactions with company leaders



- Hiring managers were only interested in students with
- specific backgrounds
- industry

### **Solution: Data analysis project**

- Engaged a first-generation student from non-focus school
- to conduct data analysis tied to supply chain
- Manager requested that HR make an "immediate hire"

https://www.parkerdewey.com/blog/reduce-cost-while-improving-diversity

### **Case study: Manufacturing company**

• Students did not recognize opportunities available in the

- Student applied innovative tools from mechanical
- engineering background to exceed expectations





# Assess work quality

- See actual work product for a value-added project that's for your organization
- Identify talent for future roles by assessing hard and soft skills in a professional setting



TALENT TEST-DRIVE: Micro-internships may benefit students and employers alike

https://www.hrdive.com/news/talent-test-drive-micro-internships-may-ben efit-students-and-employers-ali/555487/

**IRDIVE** 

## Case study: CPG company

- Hiring managers were only interested in students with
- specific backgrounds
- Students did not recognize opportunities available in the industry

## Solution: Data analysis project

- Engaged s
   other com
- Provided
   communic
- intellectual curiosity
- Engaged a considerir

hire

- Engaged students to compare job descriptions to those of
- other companies and identify best practices
- Provided insights into competencies such as
- communication, attention to detail, problem solving, and
- Engaged a liberal arts student who was not previously
- considering roles in HR, ultimately leading to a full-time





# Engage hiring managers

- Projects possible in all areas of an organization allowing multiple managers to meet students
- More projects provides more support, especially if workload changes due to virus



### **Case study: Software company**

- Hiring managers were only interested in students with
- specific backgrounds
- Students did not recognize opportunities available in the industry

## **Solution: Marketing engagement project**

- Engaged the marketing department to offer this as an "extra set of hands"
- Marketing department engaged students on tasks such as
- content creation, industry research, and social media
- engagement
- •Certain students were given additional projects within other areas of marketing

https://www.forbes.com/sites/jonyounger/2018/07/30/do-student-freelanc ers-make-better-employees-microsoft-thinks-so/#688afc382807





# **Provide interaction with multiple managers**

- Variety of projects helps to showcase students' various skills
- Multiple managers = multiple perspectives when evaluating student for future roles
- Frees up intern supervisor for other projects
- More opportunities for student to get to know others in your organization



https://www.parkerdewey.com/blog/jobsearchnotlikedating

### **Case study: Venture-backed company**

- Challenges competing for talent versus more well known
- firms, and was not visiting campuses
- Risk of making bad hire was significant, even for a summer internships

### **Solution: Sales research project**

- strategy
- Given the small size, ensured mutual fit across departments
- Provided the student with an understanding of how the pieces fit together both within and across
- departments

- Was impressed with the student so provided
- additional opportunities in sales, marketing, and



