



CAREER FAIR EXPERIENCE
REDESIGN

Envisioning a **cohesive connection** between students and companies.

CAREER FAIR EXPERIENCE REDESIGN PROCESS BOOK

COURSE

LMC 6314

Design of Networked Media

TEAM

Megan Hamilton

Varsha Jagdale

Vicky Yuan Gao

PROGRAM

MS-HCI. CLASS OF 2016

SPRING 2015

TABLE OF CONTENTS

4 INTRODUCTION

5 Problem space + Inspiration

6 RESEARCH

7 Methods overview: information gathering

8 Observations

9 Interviews + questionnaire + lit review

11 Review of current information artifacts

13 Methods: analysis + sense-making

14 Identifying stakeholders

15 Chart-based comparison of stakeholder perspectives

16 Personas

17 Journey + empathy maps

21 Scoping the problem space: design implications

22 PROTOTYPE ITERATION #1

23 prototype a

26 prototype b

28 prototype c

30 feedback: early prototypes

31 PROTOTYPE ITERATION #2

32 Narrowing the scope

33 Information management model

34 Interface sketches + planning

35 Wireframes

37 PROTOTYPE ITERATION #3

38 Narrowing the scope once again: final design considerations

39 Planned design overview

40 Final service flow, key use scenarios and mockups

51 LOOKING FORWARD

52 Implications for future work

53 Expansion opportunities

54 Reflections

55 References

56 A few last words..



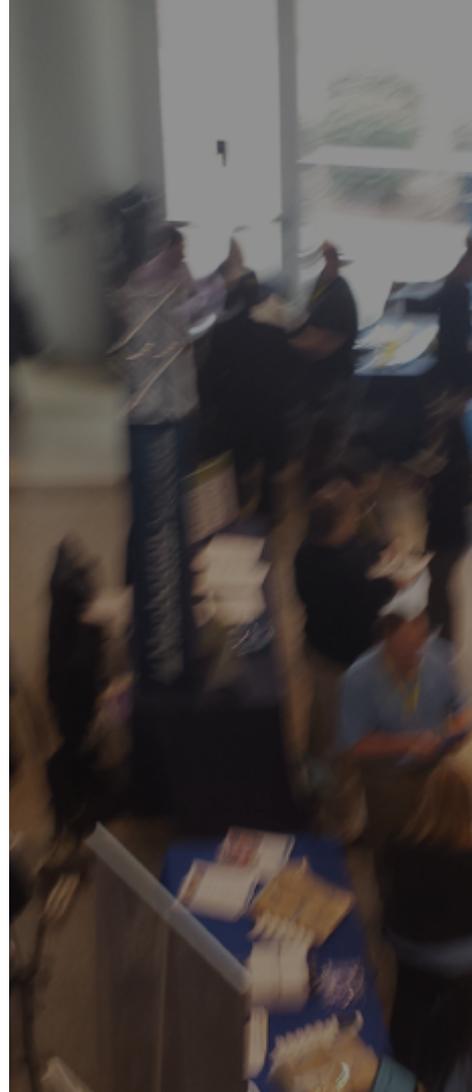
INTRODUCTION

Problem space + Inspiration

Several months ago, our team individually attended Georgia Tech's College of Computing (CoC) spring career fair, and we were left with lasting impressions. While we saw that the CoC Career Fair offers invaluable opportunities for networking and forming connections between students and recruiters, we also observed (and felt) the stress, frustration, and fatigue resulting from **myriad challenging aspects** of the career fair experience. This event is attended by approximately 400 companies and over 5,000 students each semester, and even a small improvement to the process has the potential to reach and affect multitudes of people.

As a result, we were drawn to investigate the **current career fair experience** in more detail, specifically the context of the CoC bi-annual career fair held in Klaus Atrium each fall and spring semester. We have strived to consider the career fair process first from a bird's-eye perspective, followed by diving in on time-specific and stakeholder-specific stages of the process. In our efforts, we've aimed to leverage the context and goals of each stakeholder, in order to design a more effective, less frustrating experience through holistic service re-design.

Deeper in our design process, we chose to focus on improving the experience primarily from the perspective of **students** attending the career fair, while still giving thought to the goals and pain points of the other core stakeholders and users of our system.



Methods overview

INFORMATION GATHERING

Observation of students, company representatives and career fair volunteers during the event itself. Each team member jotted written notes of observations and general interactions while attending the career fair, and took photos of the space, long lines, and other characteristic scenes.

Literature review on career fair experiences in general. This informed our understanding of student and company's goals and frustrations related to collegiate career fairs in the US, which seemed to translate to the general scope of the CoC career fair.

Online questionnaire, filled out by a self-selected sample of GT students who have attended the CoC career fair at some point. With a combination of likert scale questions, qualitative multiple choice, and free-responses, this data allowed us to discover student's impressions of the CoC Career Fair and what they would like improved or changed about the experience.

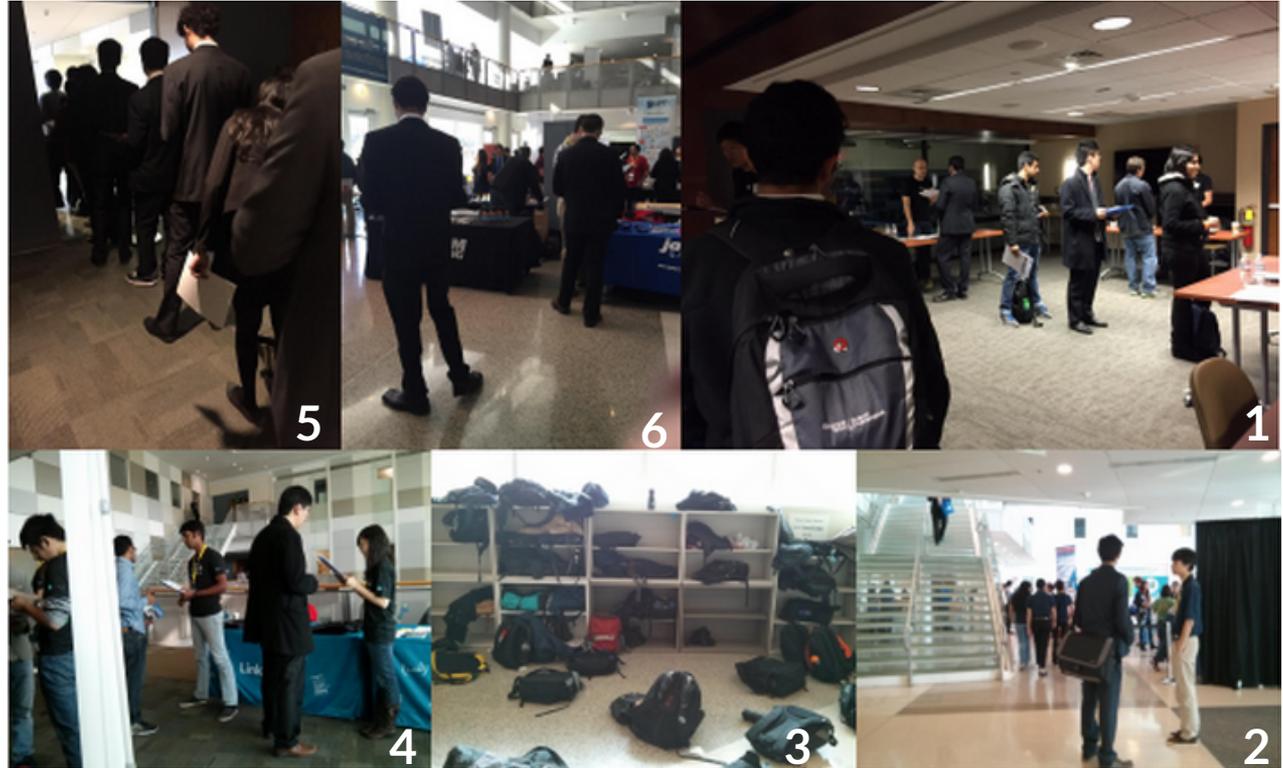
Semi-structured interviews, conducted with: the lead organizer of the CoC Career Fair for the past 3 years, a recruiter/company representative from a mid-size company at the CoC Career Fair, and several students who have attended the career fair at least once. These interviews provided us with rich qualitative data and feedback from each core stakeholder, on their pain points and desires regarding the career fair.

Reviewing current artifacts used by students in the current career fair experience - combined with feedback and remarks from students who use these systems, we were able to understand the shortcomings and strengths of the information artifacts currently in use at the CoC career fair.

Observations: A glimpse of the career fair experience

clockwise from top-right:

- 1 students wait in line to speak with recruiters.
- 2 a volunteer mans the entrance to the career fair. Students must have a wristband to enter, unique for each of the three days.
- 3 Student's belongings are disheveled and unattended - a security concern.
- 4 Recruiters speak with students at the LinkedIn booth, reviewing their paper with clipboards in hand.
- 5 A line blocks off an entire hallway space, limiting mobility.
- 6 A student checks his phone, in between speaking with recruiters.



Interviews + questionnaire + lit review: **summary of findings**

STUDENTS

To understand the perspective of students attending the CoC Career Fair, we conducted semi-structured interviews with students belonging to various programs and academic years, in addition to sending out an online survey and conducting observations of students at the Career Fair event.

Response Summary

Students have difficulty in planning which companies to visit. They get frustrated by long lines and inaccurate, outdated information regarding positions available at the attending companies. They find documenting information about companies and the follow-up procedures to be tedious and confusing, as they is different for different companies. Students get disappointed when they find out that the company is not looking for the candidates like them, especially after a long wait in line. The information provided in the paper map about companies and the location of the company booth is inaccurate or insufficient. The CoC career fair app isn't sufficient to locate the company booths - it must be used in conjunction with the paper map provided by management.

RECRUITERS

We conducted a semi-structured phone interview with a manager at a medium-sized company, who has represented their company at the CoC Career Fair.

Response Summary

The recruiter views the CoC Career Fair as an excellent opportunity to reach out to brightest talents, within a short amount of time. Also, the face-to-face conversation acts like a mini-interview, to filter candidates depending upon their interest levels and soft skills. It is a demanding task to interact with multiple students in a short (one-day) time frame. Recruiters have to turn down students because of no relevant openings for them. The recruiter suggested exchange of digital copies of resume would make the experience easier for them, as they currently have to manually scan all resumes collected, a time-consuming task.

Interviews + questionnaire + lit review: **summary of findings** *continued*

CAREER FAIR ORGANIZATION TEAM

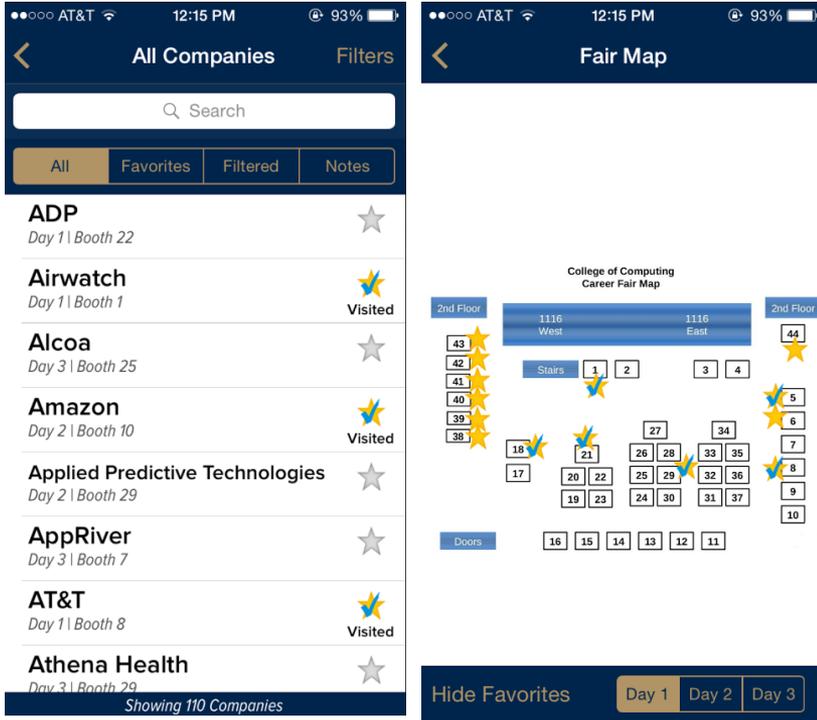
We conducted a semi-structured interview with Marielle C. Thomas, the Program Coordinator of Employer Relations at Georgia Tech's College of Computing (CoC). She coordinates the CoC's six annual career fairs.

Response Summary

The complicated process is managed by a very small career fair management team. Interaction with companies include inviting them to the career fair event via e-mails and phone calls, and negotiating with them about time and space. Interaction with students mostly involves disseminating company information via a google document/excel spreadsheet, the CoC website and a dedicated CoC career fair app, developed by a third party contractor; the registration process and online post-career fair surveys. Technology such as the registration system has helped streamline the process. Patterns are derived from the data collected by the registration system at each CoC career fair (e.g. number of students, their specialization and companies). This information helps Thomas in organizing future career fairs.

Her suggestions for improvement included enlightening recruiters about various CS specializations (such as threads, pertaining to different course tracks within the breadth of the CS major) to better match up companies and recruiters with potential student employees; arranging virtual career fairs before the actual career fair, to increase the understanding of mutual expectations between students and recruiters; and determining the popularity of companies by tracking the exact number of students visiting each booth, a metric that is currently not recorded.

Review of current information artifacts: **smartphone application**



The career fair organization team hired a third-party contractor to develop a **smartphone application**, allowing students to mark which companies they've visited during a given three-day career fair.

To avoid convention and allow for diversity of ideas, we avoided immediately latching on to the idea of creating an app to address stakeholder's needs. However, we were interested in understanding how students use the this app, and what they think of it.

Through interviews and questionnaire, we learned that students largely **do not regard the app as useful**. Students complained that the app's map needs to be viewed in conjunction with the paper map to make sense of orientation, and it wasn't useful of its own accord.

Nonetheless, some students do currently use the app to indicate companies they have attended, but it's unclear if this information goes anywhere after students input it in the interface.

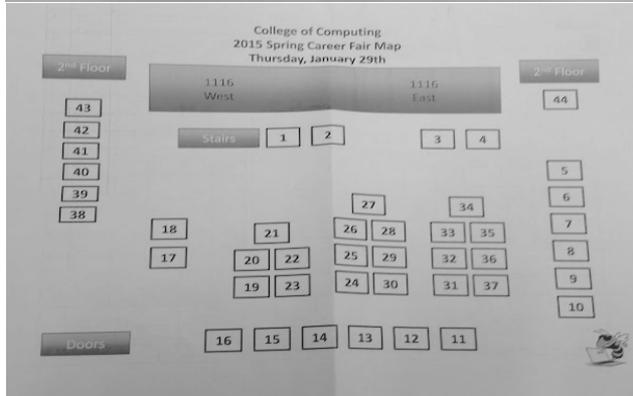
Review of current information artifacts: 8.5" x 11" paper map

TAB	CO	POS	MAJ	EDU	SPO
1	Admission	IN, CO, RE, SP	CS	BS, MS	N
2	Advising	IN, FT	CS, EE	BL, MS, PhD	Y
3	Software	IN, FT	CS, EE	BL, MS, PhD	Y
4	BluePrint Developer	FT	CS, EE	BL, MS	N
5	National Operations	IN, FT	CS, EE, E	BL, MS	Y
6	HR	IN, FT	CS, EE	BS	N
7	AppDev	FT	CS, EE	BS	N
8	Business Computer	IN, CO, FT	CS, EE	BL, MS	N
9					
10	General Electric	IN, CO, PE, FT	CS, EE, E	BL, MS, PhD	N
11	Open North America	IN, FT	CS, EE	BS	Y
12	Tech Square	IN, CO, PE, FT	CS	BL, MS, PhD	N
13	Raytheon	IN, FT	CS, CM, EE, E	BL, MS	Y
14	QTR	PE, CO, FT	AS, CE	BL, MS, PhD	N
15	Cap America	IN, CO	CS, CM, EE	BS, MS	N
16					

TAB	CO	POS	MAJ	EDU	SPO
17	Veritas	IN, FT	CS, EE	BL, MS	N
18	Emerson	IN, CO, FT	CS	BL, MS, PhD	Y
19	Veritas	IN, FT	CS, EE	BL, MS, PhD	Y
20	Emerson	IN, FT	CS, EE	BL, MS, PhD	Y
21	Veritas	IN, CO, FT	CS, EE	BL, MS	Y
22	IBM	FT	CS, EE, OTHER	BS	Y
23	Oracle	IN, CO, FT	CS, EE, OTHER	BL, MS	Y
24	Microsoft	CO, FT	CS, EE	BS	N
25	Avaya	IN, FT	CS, EE	BS	N
26	IBM	IN, FT	CS, EE, FT	BL, MS	N
27					
28	Emerson	IN, FT	CS, EE	BL, MS	Y
29	Athens	IN, FT	CS, EE, OTHER	BS, MS, PhD	N
30	IBM	IN, FT	CS, EE	BL, MS, PhD	Y
31	Qtrix	FT	CS	BL, MS	N
32	Tata	FT	CS, EE	BS	N

TAB	CO	POS	MAJ	EDU	SPO
33	Veritas	IN, FT	CS, EE	BL, MS	N
34	Emerson	CO, FT	CS, CM, EE	BL, MS	N
35					
36	Microsoft	IN, CO, FT	CS, EE	BL, MS	Y
37	Power	FT	CS, EE, EE, OTHER	BS	N
38	Deloitte	IN, FT	CS, EE	BL, MS	Y
39	Veritas	IN, CO, FT	CS, EE	BL, MS	Y
40					
41	Veritas	IN, FT	CS	BL, MS	Y
42					
43	IBM	FT	CS, EE, E	BL, MS	N
44	Facebook	IN, FT	CS, EE, OTHER	BL, MS, PhD	Y

Table Grid
TAB—Table
CO—Company
POS—Positions Available
MAJ—Majors Seeking
EDU—Education Seeking
SPO—Sponsoring

Similarly, the career fair organization team provides every student attendee with a front-and-back printed **grayscale paper map**, showing the location of company booths on a given day. The labelling and booths present are different on each day. The back of the map contains an overwhelming grid of attending companies, with information on positions they're recruiting for and days present in a shorthand code.

Students indicated that the map was **difficult to use** to orient themselves in the large Klaus atrium, as the rectangular map layout didn't strongly correspond to the space, resulting in many students forgoing the map and just wandering or asking other students or volunteers to locate company booths of interest.

Furthermore, students said that the information on companies was **frequently outdated or erroneous**, resulting in disappointment on the part of students and recruiters due to conflicting expectations regarding hiring needs. This was especially frustrating for students, as we saw that student's information needs were not being adequately met.

Methods *continued*

ANALYSIS + SENSE-MAKING

Discussion of the feedback retained via questionnaire and interviews, with emphasis placed on identifying shared vs. unique pain points and goals of the career fair organization team, recruiters and students.

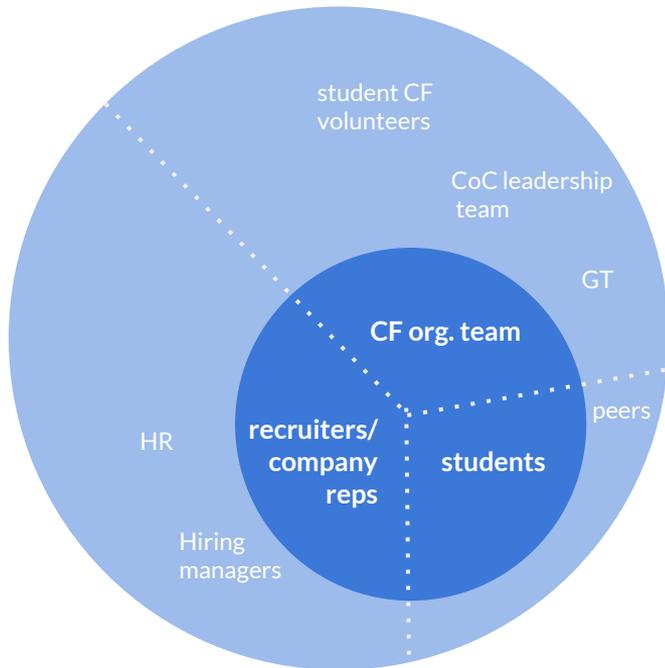
Chart-based comparison of stakeholder perspectives, using qualitative data to re-create the key concerns in the current career fair process for all stakeholders.

Empathy maps + journey maps, to visualize the career fair experience. These were composed of actions, emotional and mental attachments to each element of the career fair, and gave us greater insight into the most concentrated opportunities for improvement in the overall career fair experience.

The journey maps and discussion of interviews and observations were the **most influential techniques**, in informing our design directions for the prototyping process.

Identifying stakeholders

At the heart of the CoC career fair experience, **three parties interact** - the career fair organization team, the recruiters and company representatives who attend the event, as well as the students attending the event. We chose to focus on the needs of these three stakeholders, to limit the scope of the project.



After reviewing the data we obtained regarding various stakeholders, we decided that our project had the most potential to address **student's needs and frustrations** regarding the career fair experience. Therefore, we focused our prototype development on meeting student's needs and enhancing their experience first, while also considering the needs of the career fair team and the company recruiters and representatives. This proved to be a difficult, but interested challenge, as it would be naive to consider only the student's needs without placing them in the context of the pre-existing power structure embedded in the career fair environment.

The career fair organization team and the companies have power to leverage in terms of planning which companies can attend the event, and the ability to screen candidates for positions, respectively. Meanwhile, the students *en masse* present a valuable pool of candidates for company's hiring needs and can represent the CoC in a good light. In the midst of this **complex ecosystem of stakeholder needs**, we strove to strike a balance between conflicting stakeholder needs, and improving the student's experience when possible.

Chart-based comparison of stakeholder perspectives

Career Fair

	Data	Experience	Technology	Physical Objects
Students	<p>Check mobile phone for company info</p> <p>Company brochure is given after waiting in queue</p> <p>Company hoardings have nothing more than company name</p> <p>Company reps don't know have info</p>	<p>3 steps registration</p> <p>Try locate companies by just looking around</p> <p>Decide which company to go depending on queue</p> <p>Networking with seniors</p> <p>Not comfortable typing info for registration</p>	<p>Don't use mobile app because location not present</p> <p>Don't use mobile app to decide which company to go</p>	<p>Name Badge</p> <p>Tablet</p> <p>Company Career Brochure</p> <p>Bags</p> <p>Swag</p> <p>Registration Laptops</p>

Career Fair

	Data	Experience	Technology	Physical Objects
Recruiters	<p>Get student information through physical resumes</p> <p>Advertise the company information through brochures and business cards</p>	<p>Quite taxing as</p>	<p>They get their own technology devices like laptops and tablets</p>	<p>Company Hoardings</p> <p>Resumes</p> <p>Business Cards</p>

Pre-Career Fair

	Data	Experience	Technology	Physical Objects
Management	<p>Make company aware about threads</p> <p>Decide which companies gets which physical slot</p> <p>Excel Sheet prove handy to people who don't have smartphones</p>	<p>Try to get ideas from other people</p> <p>Need to train volunteers</p>	<p>Email</p> <p>Excel Sheet</p>	

Personas

From our research, we initially developed four personas. After refining our prototype, we distilled two personas (Jasmine, a software engineer and Mark, an HR employee) into only Mark, a career fair recruiter & software engineering employee who interacts with students at the career fair. This was for the sake of simplicity, considering our focus on the student's perspective.



Rose, CoC CF organizer and manager of the student volunteer team

Interested in improving the brand name of GT by having a successful career fair.

Wants specific data on which companies are most popular.

Hopes the companies she invites to attend will interest the students.



Jason, CoC Student in the MS-HCI program, looking for a summer internship

Interested in meeting representatives from his 'dream company' Google, and securing a UX-related internship for summer of 2016.

Hates waiting in long lines at the career fair booths, and meeting recruiters who don't know (or care) what UX is.



Mark, software engineer, GT alum and Google representative at the CoC career fair

Interested in helping Google at large (and his specific division) identify strong candidates for internship and full-time roles for 2015.

Wishes he could do something about the piles of paper resumes he collects every career fair.

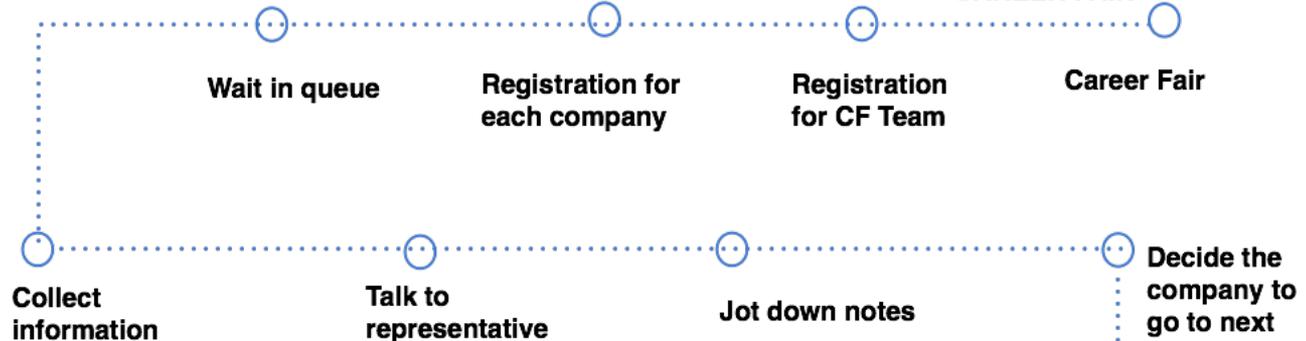
Hates when students argue about why they're qualified to work at Google.

Overview of current student journey in career fair

PRE CAREER FAIR



CAREER FAIR



POST CAREER FAIR



Empathy + journey maps for personas

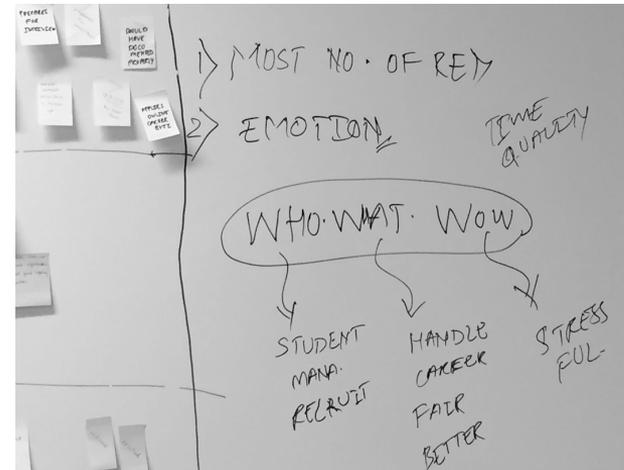
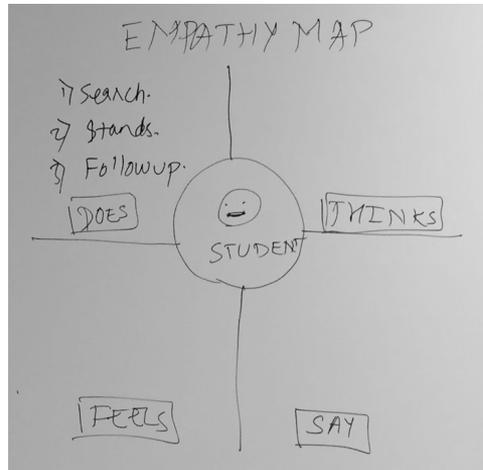
Using data from our observations, interviews and questionnaire, we mapped out the current career fair experience for the via **empathy maps** **occurring over time** (pre-, during, and post-career fair) for both students and the career fair organization team. We employed empathy maps in order to understand where pain points and positive points cluster within the multi-stage experience for both these stakeholders.

At this point in the process, we had not yet interviewed the career fair recruiter, but we included their tangential presence in interactions within the two empathy maps, and later incorporated the recruiter's input and goals into our persona, Mark.

from left:

a rough, in-progress empathy map for students.

mapping out the contents for each empathy map - "who", "what" and "how". Our use of this technique was inspired from an IBM design workshop.



Journey map for the student

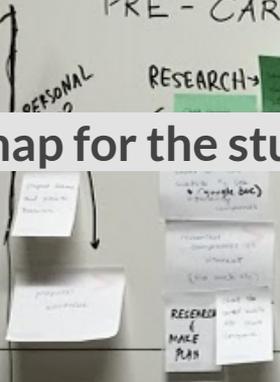
STUDENT

DOES

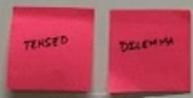
THINKS

FEELS

PRE - CAREER FAIR



UNCERTAINTY



leaves bags @ front (crowded)

CAREER FAIR



MISMATCH OF EXPECTATIONS & REALITY

DID I CREATE IMPRESSION ON EMPLOYER

mobile app is handy

EMPHASIZED DURING START

WORRIED

HAPPY

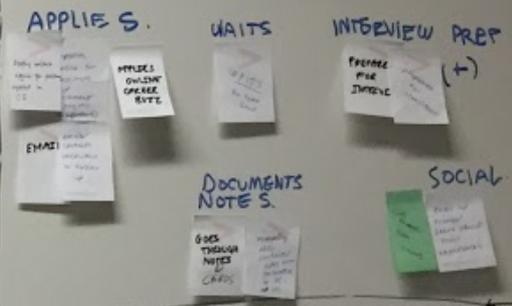
PRE

TIED BY END OF DAY

POST

EMOTIONAL PROGRESSION

POST CAREER



UNCERTAINTY

MISSING INFO

GOOD INTXNS W/ RECRUITERS

AFTER-THE-FACT REALIZATIONS

MIX OF EMOTIONS

MISSING SOMETHING

WORRIED

HAPPY

TENSED

DEILEMMA

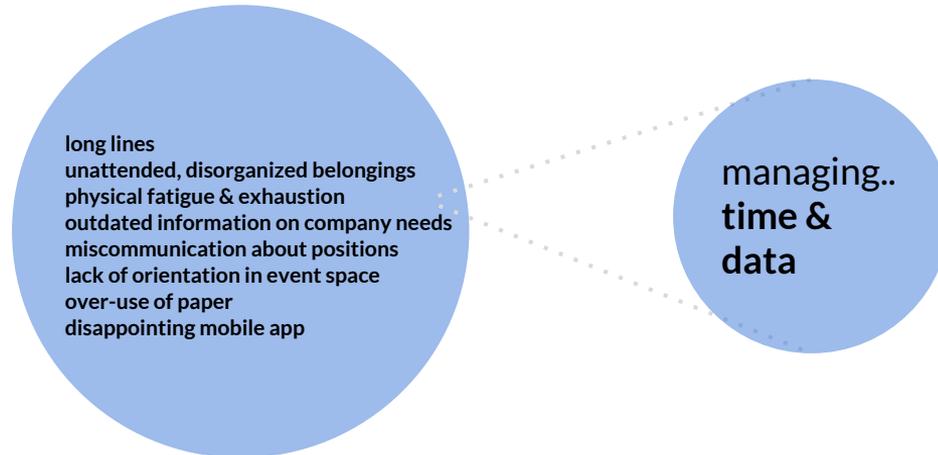
Scoping the problem space: design implications

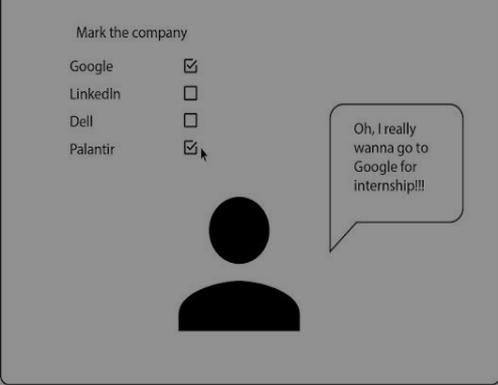
In our analysis of stakeholder journey maps, we focused on areas that had the **largest clusters** of red post-it notes (a.k.a. problems). These “problem clusters” represented strong, concentrated opportunities for improving the experience. After evaluating the clusters of pain points, we scoped the goals of our project down from addressing the myriad initial pain points and concerns documented in our qualitative research.

We condensed these concerns into two main veins of interest:

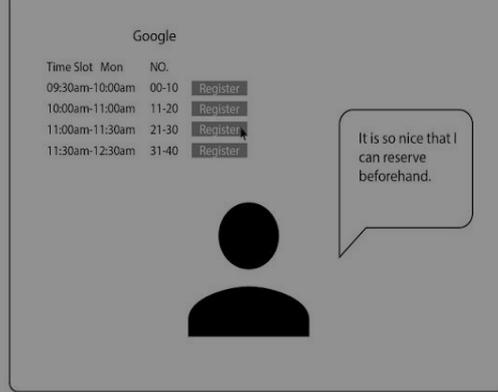
- **time management:** minimizing time spent idling in long lines, maximizing opportunities for students to connect with companies
- **data management:** providing correct, in-context information and data to each stakeholder according to their unique needs

These **key themes** informed the direction of our early prototypes.

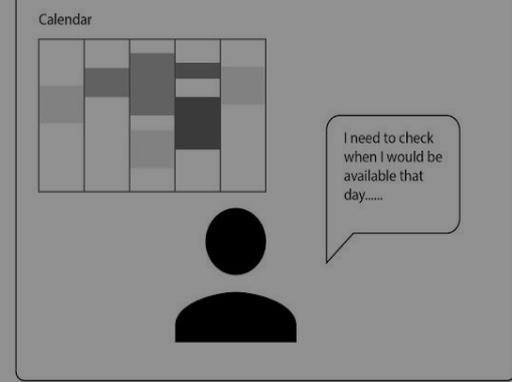




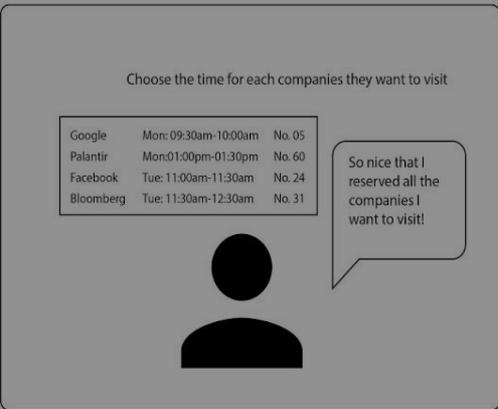
1



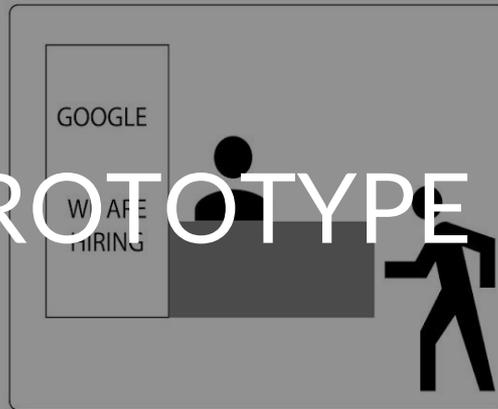
2



3



4



5

PROTOTYPE ITERATION # 1

Prototype A: Improving time management

INSPIRATION

Long, seemingly endless queues are one of the biggest problems for the students. It is also a problem for the CF Team, as they have to organize and manage out-of-control queues. Also, the long queues might pressurize or fatigue the recruiters, and they need to estimate how much time they should be spending on each candidate in order to meet the most candidates possible.

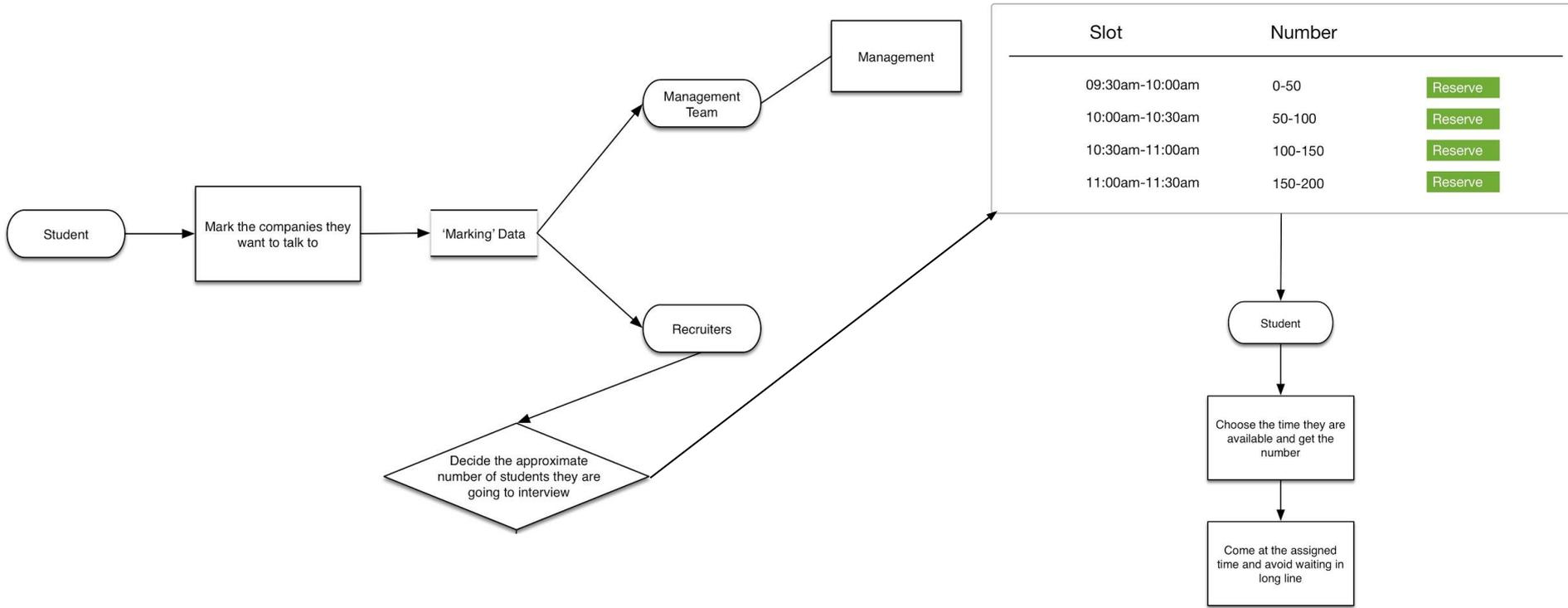
SOLUTION: TIME SLOT SYSTEM

Some weeks before the career fair, recruiters can publish time slots and the number of students who can sign up per slot, in addition to a given 'free-for-all' time period. Students can reserve a time-slot that works with their schedule, and get a confirmation number. On the career fair day, students can directly arrive to each booth during their pre-decided time-slots.

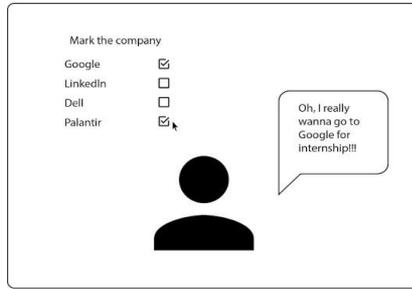
IMPACT ON STAKEHOLDERS

Students will spend far less waiting time in line, and will feel more in control of their career fair schedules. Recruiters will have a more solid idea of how many students will visit their booth during a given time frame. Meanwhile, the time slot information can help the career fair organization team make key decisions on space allocation (comparing booth popularity, etc.) for the next career fair.

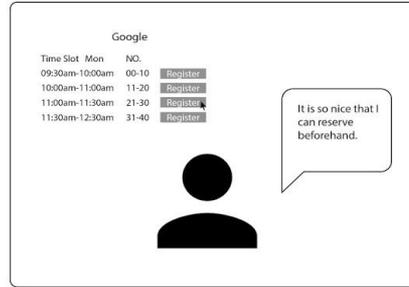
Prototype A: Flow chart



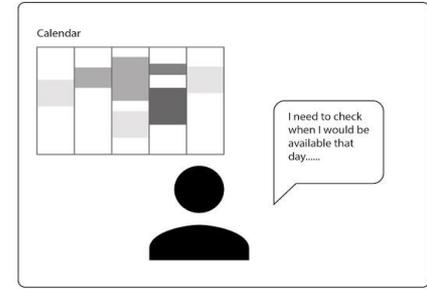
Prototype A: Storyboard from the student's perspective



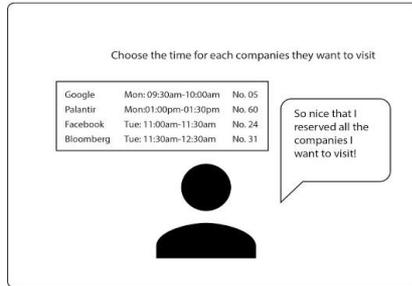
1



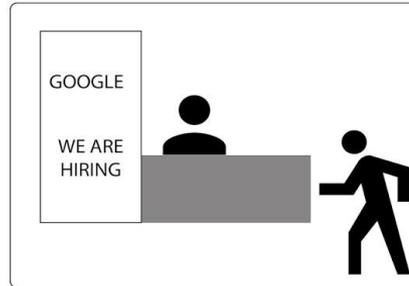
2



3



4



5

Prototype B: Refining student-company matches

INSPIRATION

Students often end up waiting in line at the career fair for a company, only to find out after waiting that the company's requirements don't match with the student's skillset or graduation trajectory. By changing the point in time when **critical information** (e.g. open positions, student's skillsets, etc.) is accurately sent and received by both students and recruiters, we aim to alleviate student's (and recruiters') concerns about **misinformation and mismatches** between student profiles and available company opportunities.

SOLUTION: DIGITAL RESUME 'STICKERS'

A few weeks before the career fair, students can upload their personal information and upload their resume on the web portal. Then, students add **metadata** in the form of digital 'stickers' (e.g. major, degree, skills, job-related interests) and can send personalized, sticker-laden resumes to individual companies through the portal.

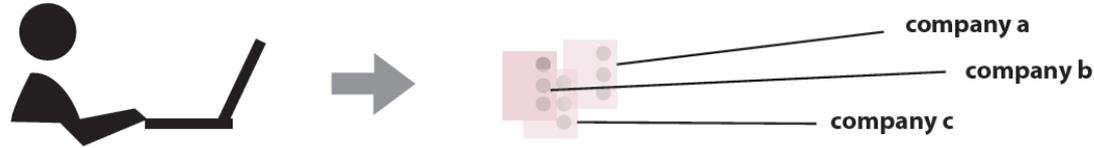
This system would help students feel more in control of making matches with their companies of interest, and may also introduce them to companies they wouldn't have previously considered, before the introduction of the 'sticker matching'/company suggestion feature of the system. At the same time, the 'stickers' and early resume information would allow company recruiters to review and compare GT CoC student candidates for positions, before meeting them in person at the event, allowing the companies greater foresight on potential hiring fits.

IMPACT ON STAKEHOLDERS

Students will be able to determine which companies may be a good match for their skills and positions of interest, without needing to fruitlessly wait in line. Recruiters will be able to pre-filter and review student candidates against their hiring needs, before meeting them in person. The Career Fair organization team, by extension, will feel rewarded by having students and companies form more confident, satisfied connections with the strength of information.

Prototype B: Overview

A few weeks before attending the career fair, a student adds digital 'stickers' to their resume/information, uploaded through a shared portal. Students can digitally send **stickered, individual versions** of their resume to each attending company.



Recruiters and company representatives can view the marked stickers and **filter received resumes** by stickers (digital metadata) before the career fair even begins - allowing them to build/augment their pool of candidates.

Likewise, students can **search the portal** before attending for companies that are looking for their 'stickers'/badges, and get recommendations for companies to attend based on their stickers.



Example stickers: intern/full-time position seeker, CS thread, MS or undergrad, graduation year, etc.

When students meet the recruiters/company reps in person at the Career Fair, they can **scan a pin/badge** which will bring up their resume with accompanying stickers on a screen, for the recruiter to view and reference in their conversation. At this point, the **recruiter can add additional stickers** if need be, before the resume is **saved** in their candidate pool database.

Prototype C: Designing an easier follow-up system

INSPIRATION

This prototype focuses on another information-related challenge in the career fair process, affecting primarily students and recruiters: the issue of compiling assorted informative artifacts (resumes, note cards, brochures notes, etc.) and refining that information into **helpful references and actionable next steps** for communication between students and companies.

SOLUTION: WEARABLE WRISTBAND

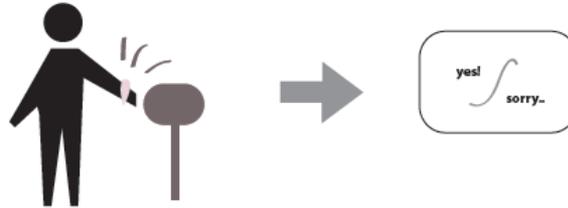
During the registration phase, the students receive a wearable wristband embedded with a sensor and resume-related data. Students can scan their wristbands at each company's booth before waiting in line, and an interface at the beginning of the line will inform the student whether their qualifications overlap with that company's hiring needs. Upon meeting a recruiter, the student scans his/her wearable band, causing the student's resume to appear on the recruiter's mobile device (most likely a tablet). In this way, the need for paper resumes is minimized, but recruiters can still review and refer to a student's qualifications during their face-to-face conversation.

IMPACT ON STAKEHOLDERS

Students won't have to carry physical copies of resume or mobile devices on the career fair day, and also can instantly learn whether a company is interested in potentially hiring them. Similarly, the wristband-scanning system would allow recruiters to collect less paper and save them resume-processing time and resources. Implementing this system would require additional overhead and planning on the part of the career fair organization team, but if it were convenient enough for the students and recruiters, and there were sufficient funding, it may be a viable pursuit.

Prototype C: Overview

While attending the career fair, **students can scan a small wearable pin/bracelet** at a scanner at the beginning of the line of each company booth, which immediately a) sends the company their resume/information and then b) tells the student that their background **is or is not compatible** with the company's current hiring goals.



If the scanner indicates the student should talk with a recruiter, the student will proceed to wait in line; the scanner/screen will also tell the student which recruiter is most appropriate for their background (if applicable). If not, then the student may still choose to wait in line. The message should be displayed discreetly, so as not to embarrass the student with a negative 'rejection' style message.

The recruiters and company reps get to **keep all the digital copies** of the students' information that visited their booth, which aids in their information storage process as they further refine their candidate pool.

After each scan at each booth, the scan results are **logged and stored online**. Later, the student can view records of each company they visited via an online portal, with a blurb for each scan, with a timestamp, name of recruiter(s) talked to, company name and **actionable next steps** (for example, if the student needs to submit an application to a specific position req #, the portal would contain this information.) After each semester, the results are archived to make way for the next career fair, but students can still view and access them if they want to do so.

Feedback: Early Prototypes

PROTOTYPE A

The chaotic and the random nature of a career fair is sometimes preferred by recruiters, as it works in their favor. The concept is a trust based model in favour of students. Problems might arise when students when don't honor the time slot provided, and show up late or not at all - therefore, the system needs to account for no-shows and have built-in flexibility, to benefit students and recruiters alike.

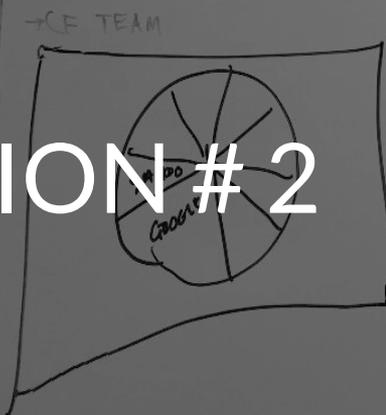
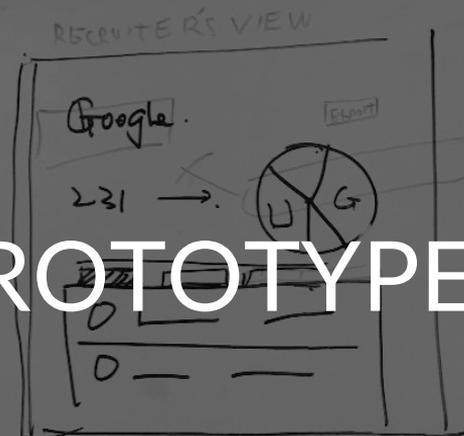
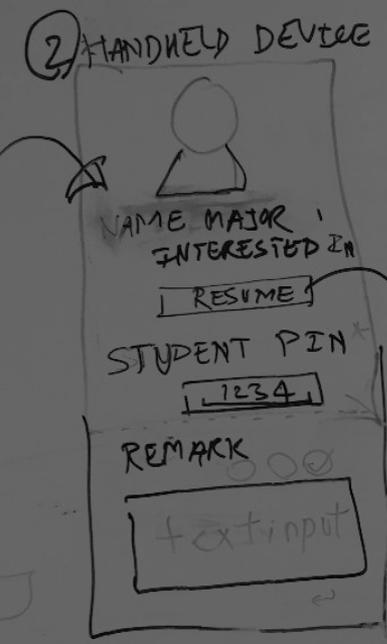
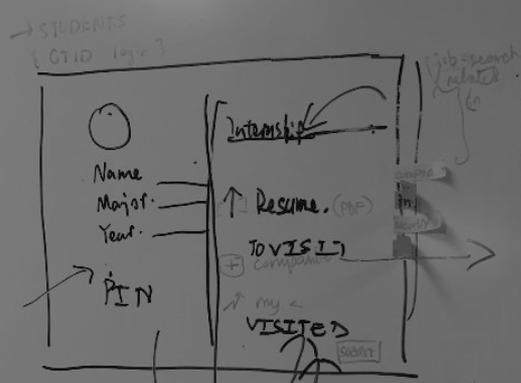
PROTOTYPE B

The concept of 'bubbling up information nuggets' from an entire profile was well-received, but needs to be refined further.

PROTOTYPE C

The third prototype reminded the instructor of the 'fastpass' system for reserving spots in line at an amusement park. Also he hinted at the possibility of re-examining the career fair from an adventure quest or theme-park-inspired perspective. Also, could wearables be used to preserve 'social flexibility' by letting people pick their times on an *ad hoc* basis, as opposed to the prior online sign ups? Incorporating a theme-park-like feel to the experience could make the career fair more fun and engaging for both students and recruiters.

CAREER FAIR EXPERIENCE



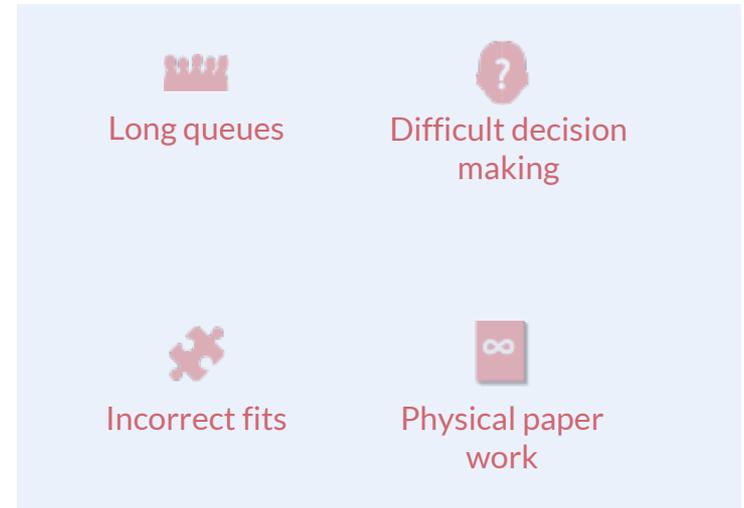
PROTOTYPE ITERATION # 2

can filter students & ...

Narrowing the scope

From the overall feedback and rethinking about the problem space, we decided that our early prototype scope was too ambitious, and that we possibly couldn't tackle **all the problems** we wanted to in a single pass. We also realized that not all aspects of the career fair were bad. For example, recruiters enjoy having an element of randomness (vs. providing only regulated time slots for conversations), as it gives them more freedom while handling students on the career fair day. An in-person career fair is preferred over a virtual career fair, as the recruiters can evaluate the candidates for their soft skills, the students get an opportunity to network with the recruiters and peers while the career fair team earns significant revenue in the process.

Therefore, at this point we honed in on tackling the pain points while also highlighting and leveraging existing positive facets. We forged ahead with our earlier prototype goal of improved data/information management, and reframed our overall goal as **providing the correct information, at the correct time to correct people (stakeholders)**.



*With our refined prototype, we sought to highlight the **positive** aspects while alleviating the **negative** components of the career fair experience.*

Information management model

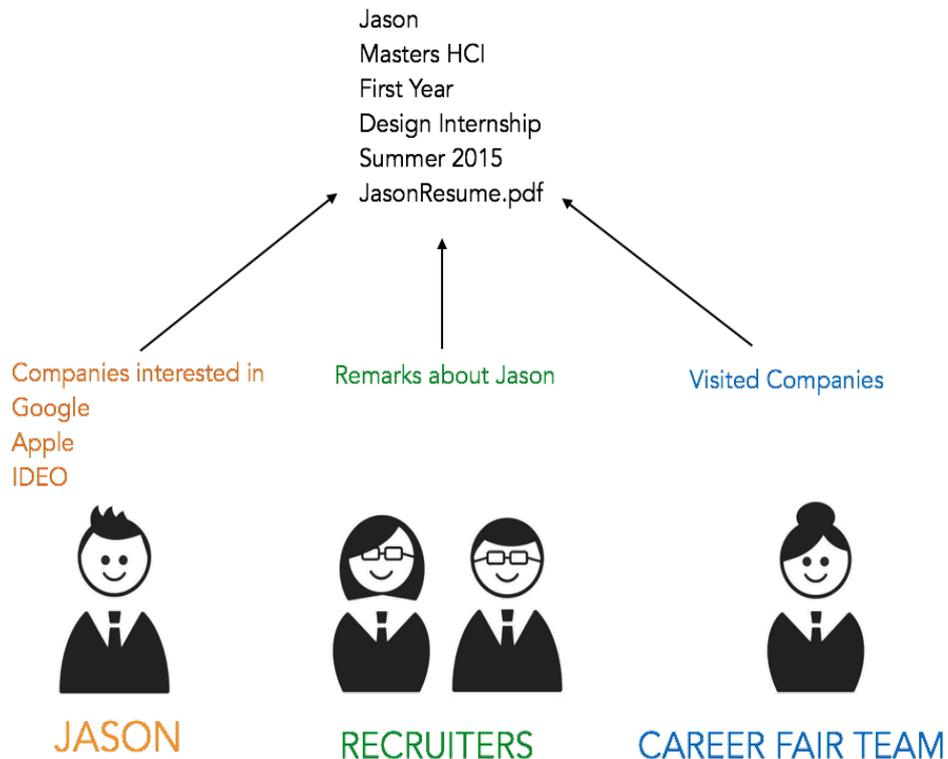
The information is modeled around the students. His/her personal data, resume and skill is captured in form of a profile. This part of the profile is relatively public and is visible to the student, recruiters and career fair team, but not to the student's peers.

Information like **companies of interest** becomes another layer and is visible only to the individual student.

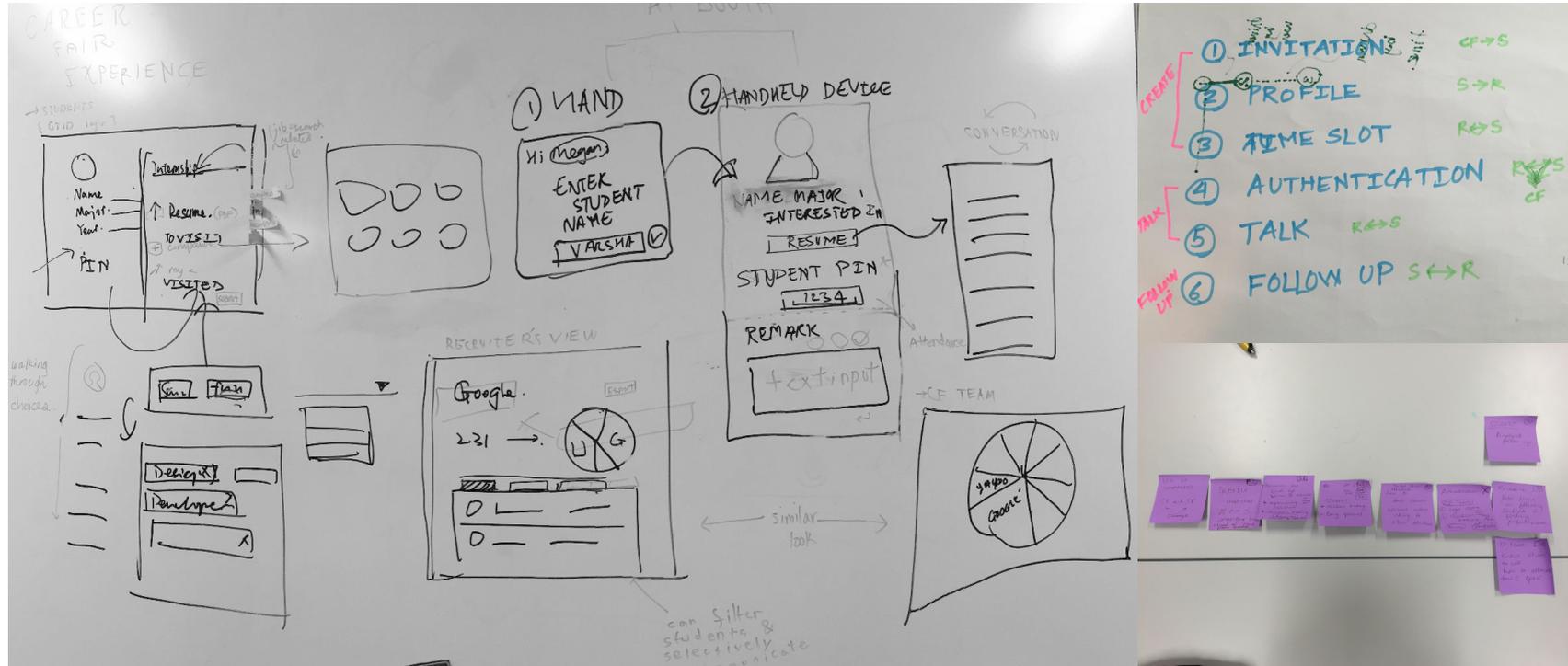
After the face-to-face conversation, the recruiters can **add their remarks about the students** via on-screen buttons and widgets, which won't be shared with other recruiters, student or the career fair team.

Similarly the information about the **companies visited** by each student is visible only to the career fair team, and the individual student.

Thus information model is layered, so that each stakeholder can access the information most pertinent to their needs.

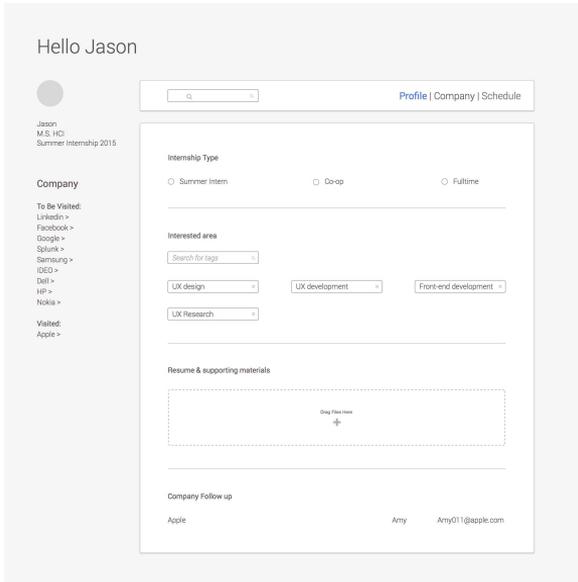


Interface sketches + planning

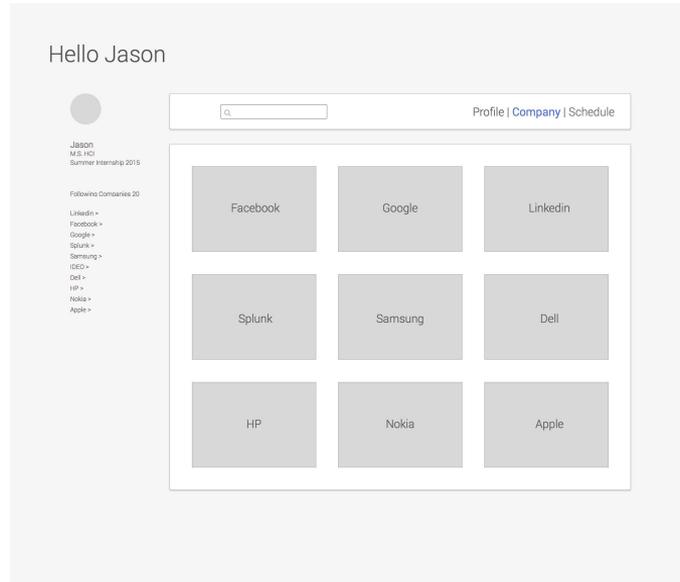


above: After scoping our system to a web-based portal, we sketched potential interaction elements and sequences to plan out how students, recruiters and the career fair organization team would use the interface.

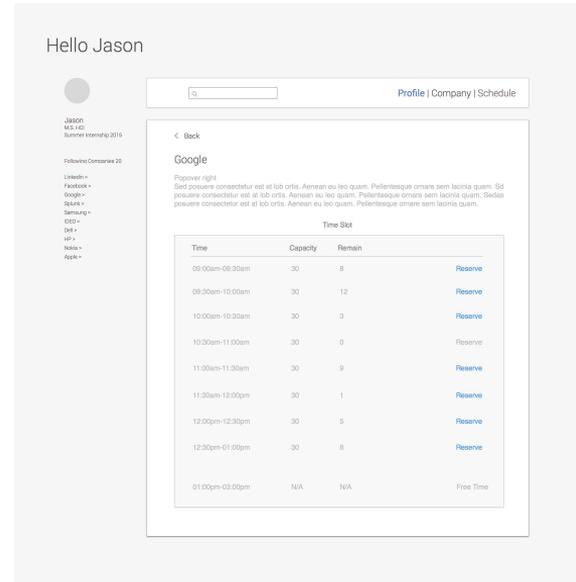
Wireframes



Screen 1: Students' profile view. Students are able to edit their profile in this page.

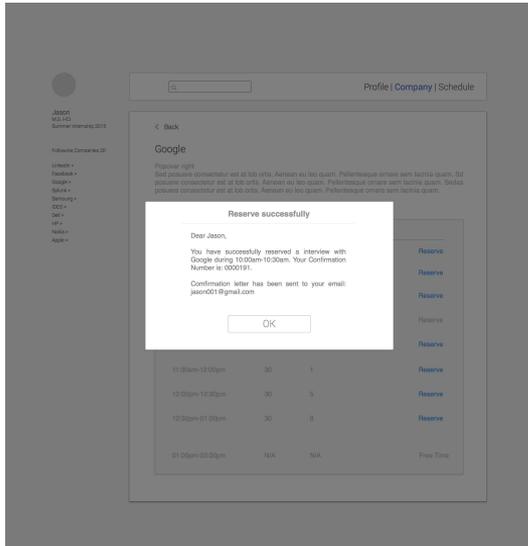


Screen 2: Company browsing view. Students are able to browse different companies which will come to the career fair.

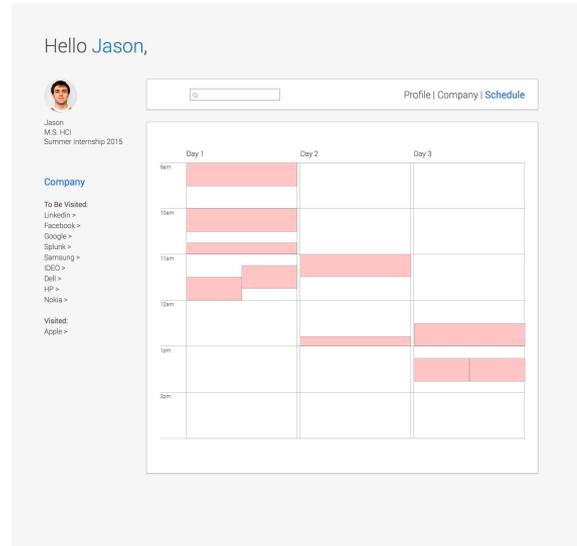


Screen 3: Time slot view. Students are able to view the time slot of a company and reserve one.

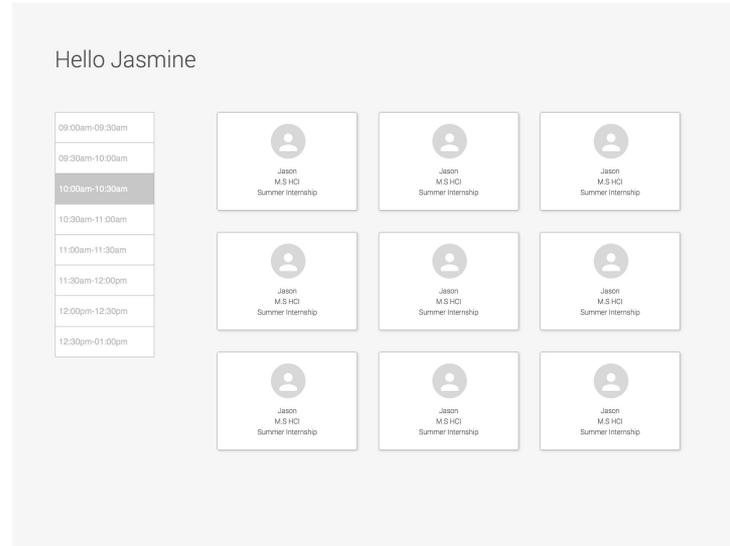
Wireframes *continued*



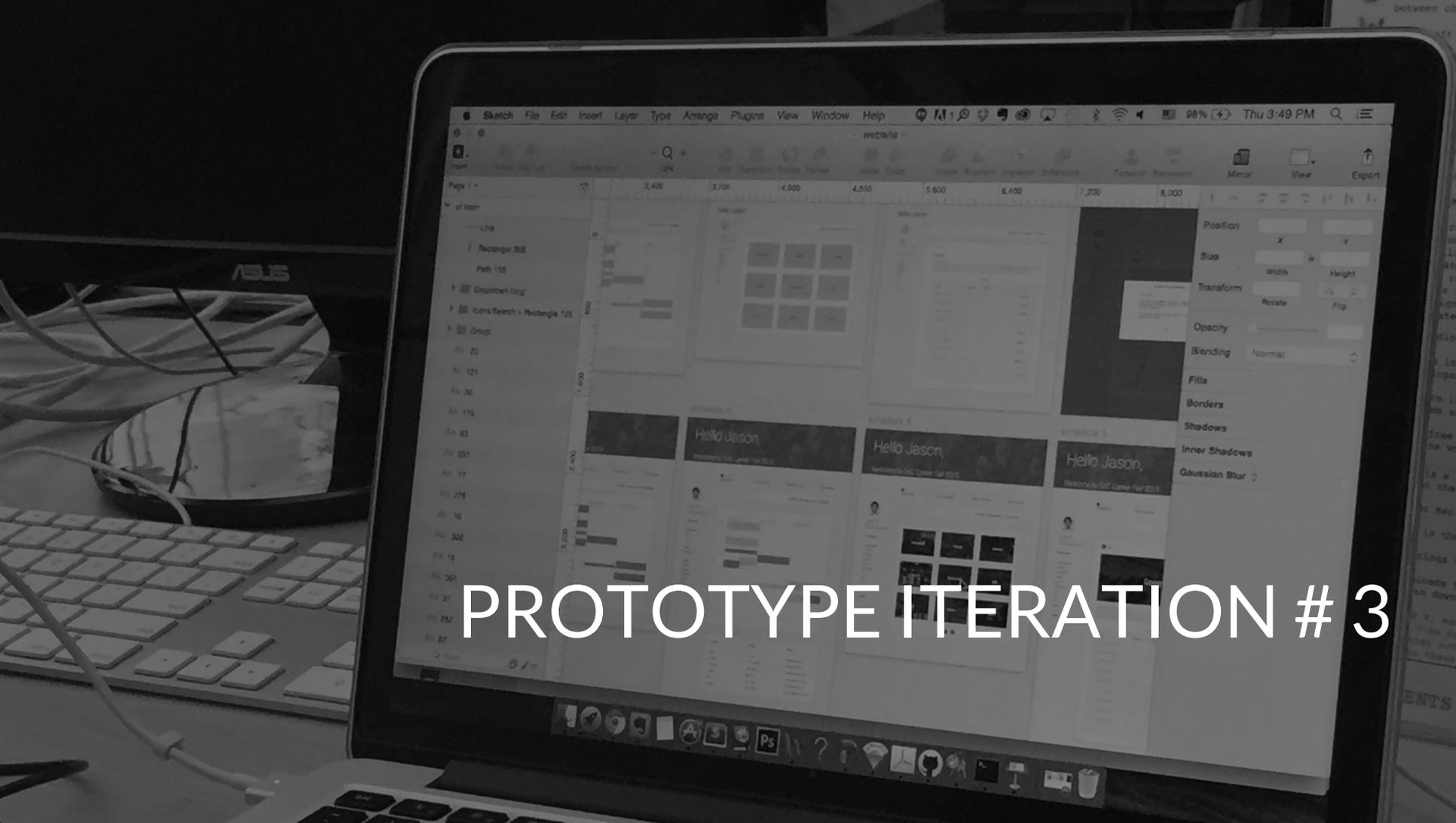
Screen 4: Reservation confirmed page. Students will get the confirmation notification in this popup screen.



Screen 5: Schedule view. Students are able to view their career fair schedule beforehand.



Screen 6: Recruiters' view on students in each time slot.



PROTOTYPE ITERATION # 3

Narrowing down the scope once again: final design considerations

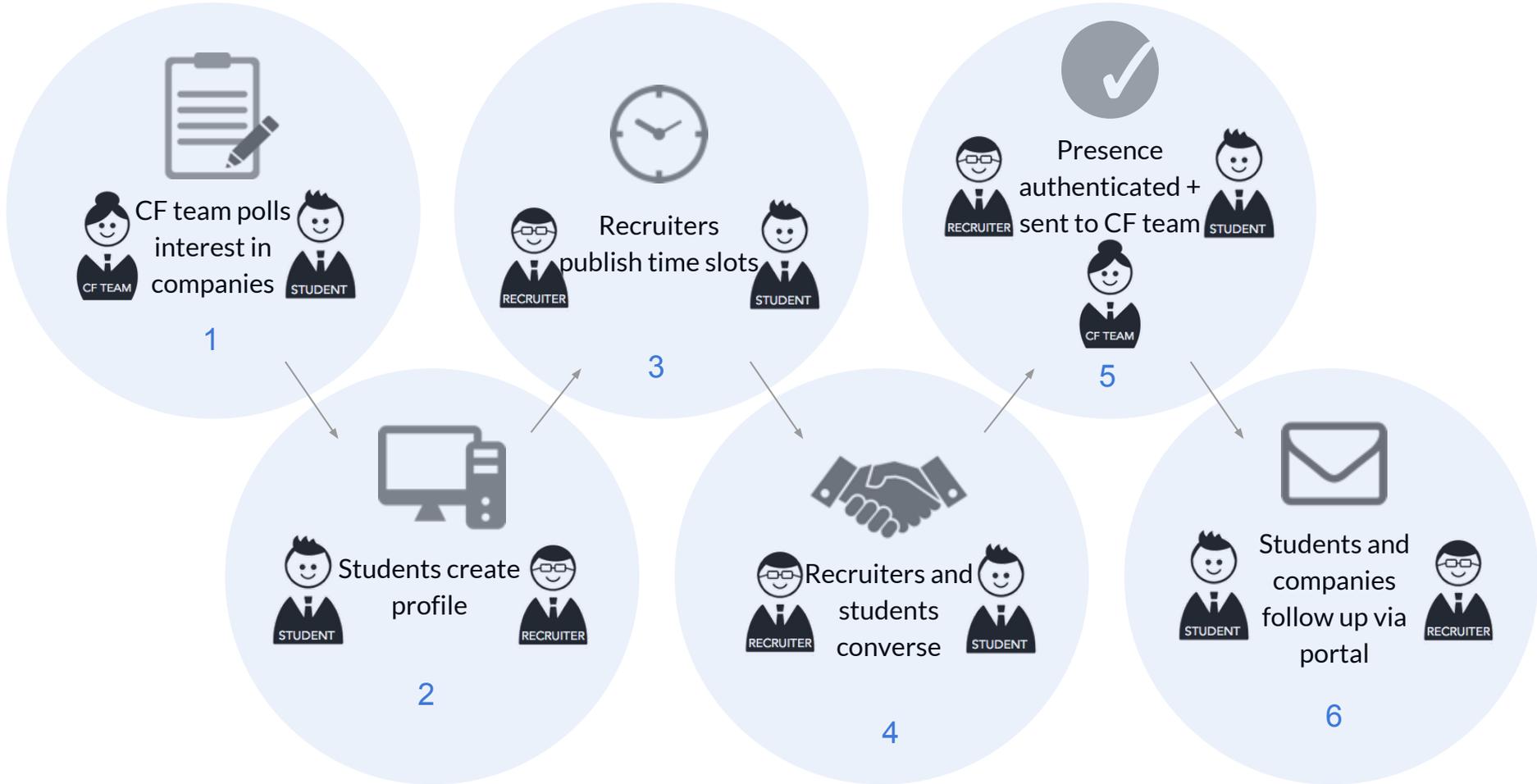
In the previous design iteration, we concentrated on **each and every step of the career fair**. From the feedback that we received and our own critical reflection, we strove to narrow the problem space and look at important, discrete components of the career fair experience, involving multiple stakeholders but maintaining a focus on the student perspective.

Along with balancing the good points with the pain points emphasized in the previous iteration, we decided to focus on **six key stakeholder interactions** happening over the entire duration of the career fair process. This allowed us to concentrate our design efforts on critical points in the career fair experience.

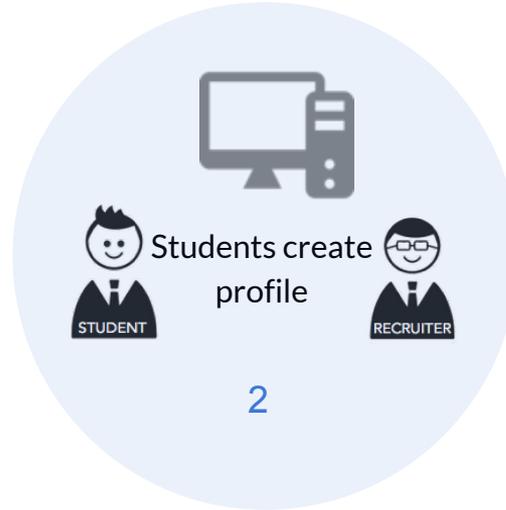
We have also explained several representative use scenarios embedded in these interactions. In each **use case scenario**, we thought more deeply about the stakeholders, the technology used for achieving mediation between them, and the related positive outcomes and alleviated pain points.

1. CF team polls interest in companies
2. Students create profile
3. Recruiters publish time slots
4. Recruiters and students converse
5. Presence authenticated + sent to CF team
6. Companies and students follow up with each other via portal

Planned design overview

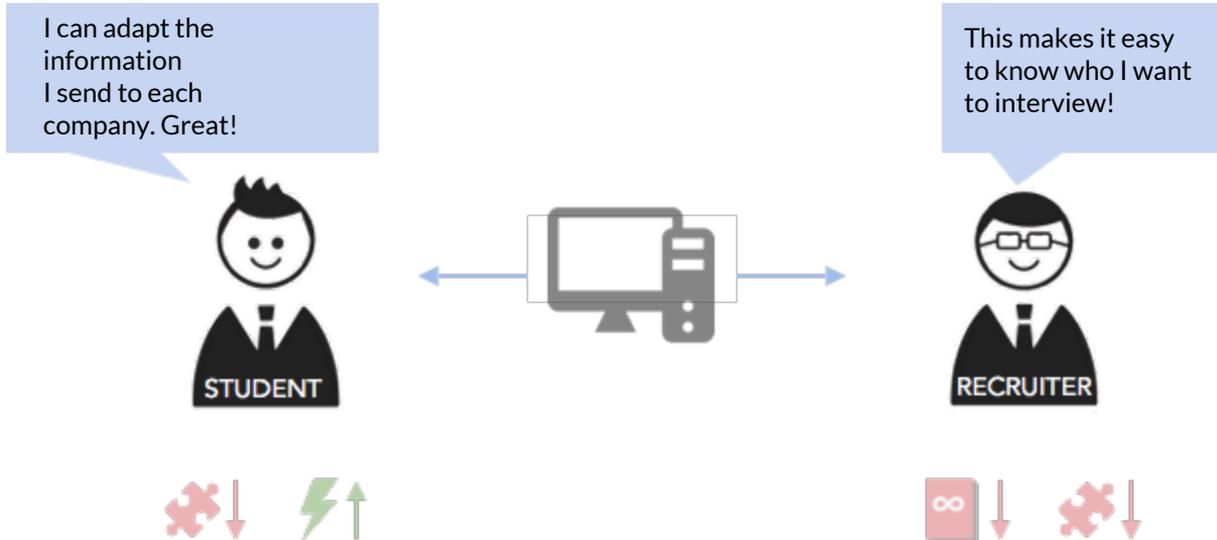


CORE SERVICE FLOW + KEY USE SCENARIOS



Use scenarios: CoC student Jason logs on to view companies of interest, and recruiter Mark reviews student candidates' information.

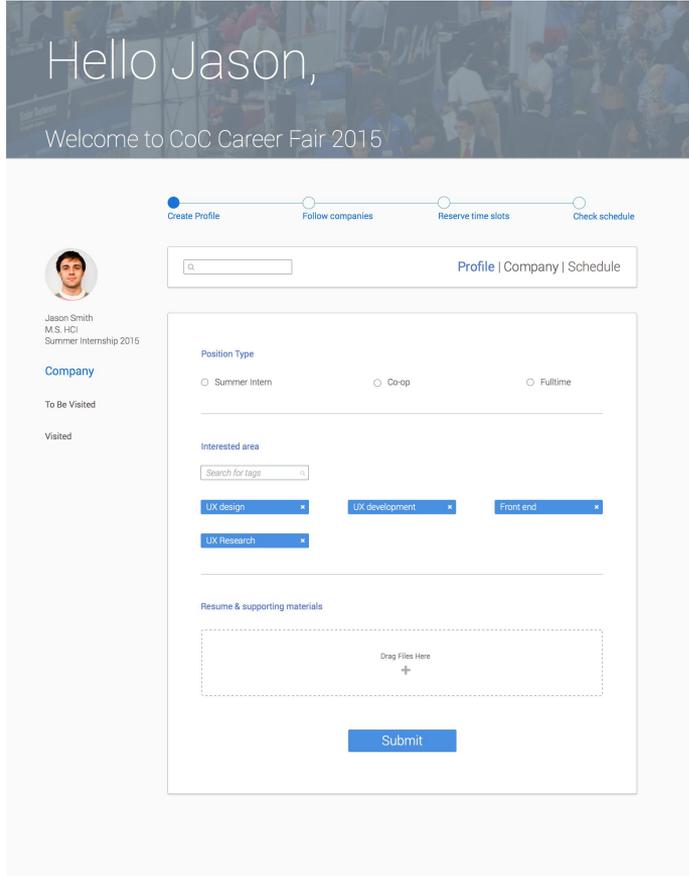
pre-career fair | ~3 weeks before



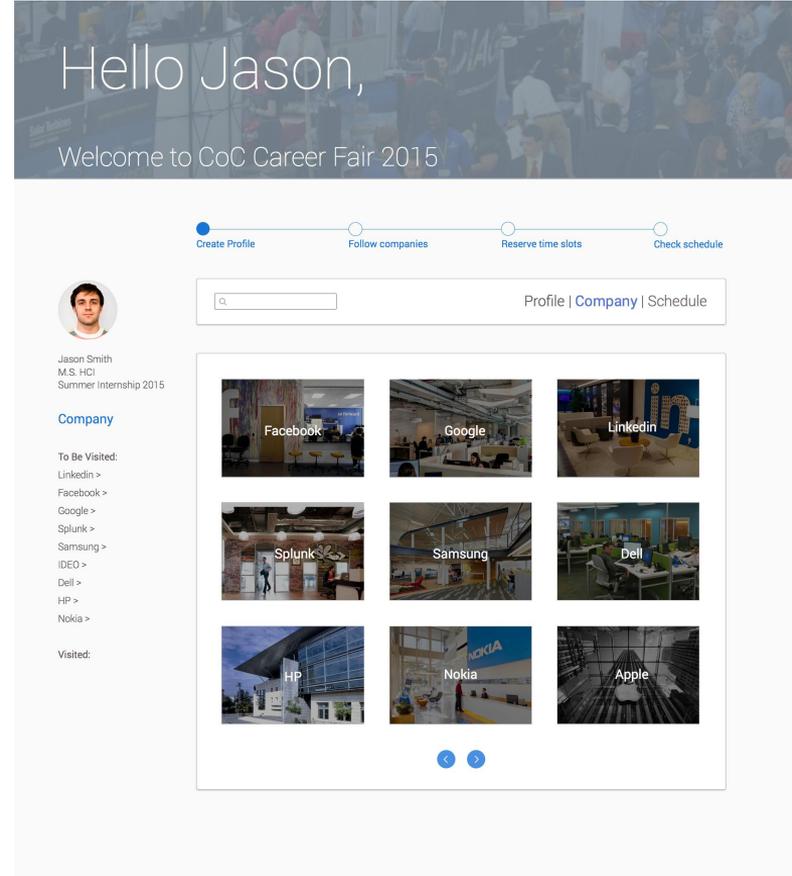
On a Sunday night, three weeks before the career fair, Jason receives an email from the CoC inviting him to update his profile for the upcoming event. Jason logs on to the career portal on his laptop, and browses to add Google, Apple and Cisco to his 'interested' list. He uses drag-and-drop tags to update his position interests, and uploads a new resume file. After 15 minutes of sending targeted resumes to his top companies, he logs out. Jason saw that his top companies are offering internships in UX, and he feels confident that he can find a great internship for the summer.

On a slow Tuesday afternoon at work, Mark browses student submissions to Google's recruiting portal for the GT CoC Career Fair. The system provides a high-level graphic showing 120 students have signed up and sent their resumes and associated information. Mark uses filters to toggle which students appear at the top of the name list, and sees that Jason has a great GPA and experience in information architecture, matching a critical internship need. Mark excitedly 'bookmarks' Jason's information and makes a note to look out for him during the event.

HI-FI PROTOTYPES STUDENT'S VIEW



Students create profile



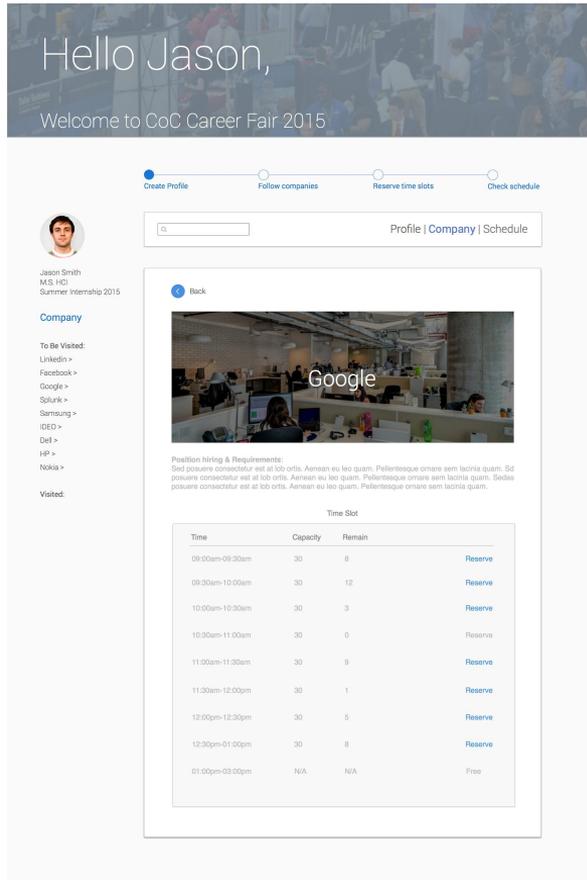
Students select the companies they are interested in

OVERVIEW + KEY USE SCENARIOS

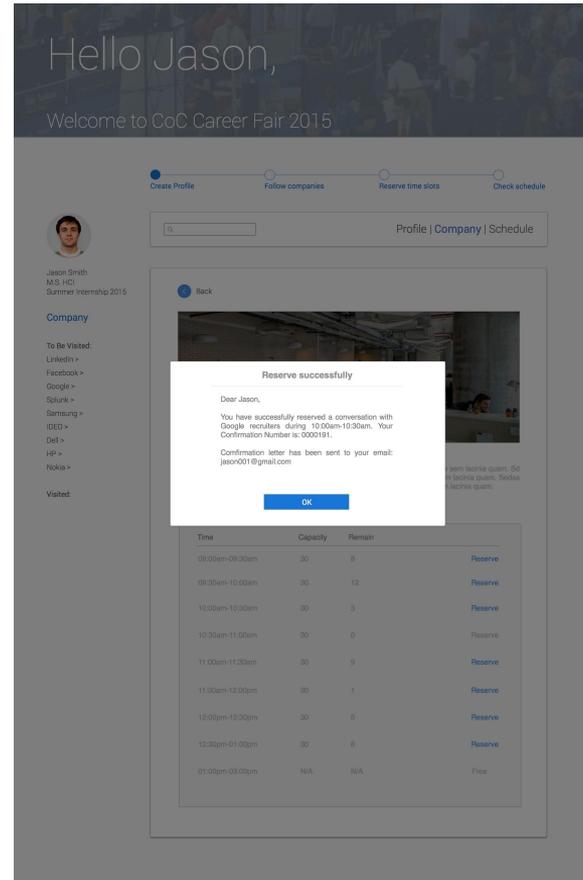
continued



HI-FI PROTOTYPES STUDENT'S VIEW



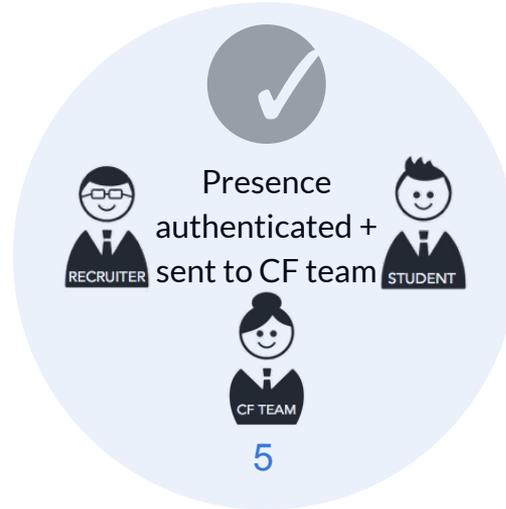
Student choose a time slots



Student receives a time slot confirmation number

OVERVIEW + KEY USE SCENARIOS

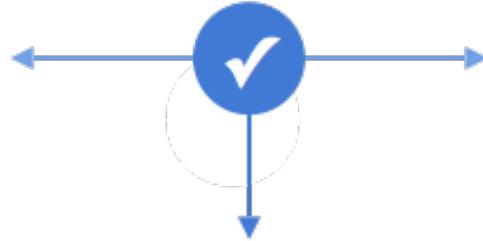
continued



Use scenario: Jason and Mark confirm that they spoke at the career fair.

during & post-career fair | [day 1 / 2 / 3](#) + data sent to Rose, two weeks later

After speaking with Jason, Mark quickly taps on his tablet to indicate he spoke with him in person.



Jason walks away happily from the Google booth. Later that afternoon, he pulls out his smartphone in class and marks on the web portal that he spoke to someone from Google, but he forgot the recruiter's name! He is relieved to find that the system displays a small text message in the 'updates' area, indicating that he spoke to Mark at 1:15pm today.

Two weeks later..

After the cut-off for indicating company-student conversations has passed, the data on student-company interactions was compiled and displayed in an interactive chart, which Rose can view and interpret on her desktop computer. She toggles the fields and can view useful stats and metrics, such as the most popular companies.



Now we can see which companies were most popular.



HI-FI PROTOTYPES STUDENT'S VIEW



Progress bar: Create Profile (active) | Follow companies | Reserve time slots | Check schedule

Jason Smith
M.S. HCI
Summer Internship 2015

Company

To Be Visited:
LinkedIn >
Facebook >
Google >
Splunk >
Samsung >
IDEO >
Dell >
HP >
Nokia >
Autodesk >

Visited:

Search:

Profile | Company | Schedule

	Day 1 (March 23)	Day 2 (March 24)	Day 3 (March 25)
9am	Company A		
10am	Company B		
11am	Company C	Company D	
12am	Company E		
1pm		Company F	Company G
2pm			Company H

Student views his/her schedule for the career fair day



Progress bar: Create Profile | Follow companies | Reserve time slots | Check schedule (active)

Jason Smith
M.S. HCI
Summer Internship 2015

Company

To Be Visited:
IDEO >
Dell >
HP >
Nokia >
Autodesk >

Visited:
Apple >
LinkedIn >
Facebook >
Google >
Splunk >
Samsung >

Search:

Profile | Company | Schedule

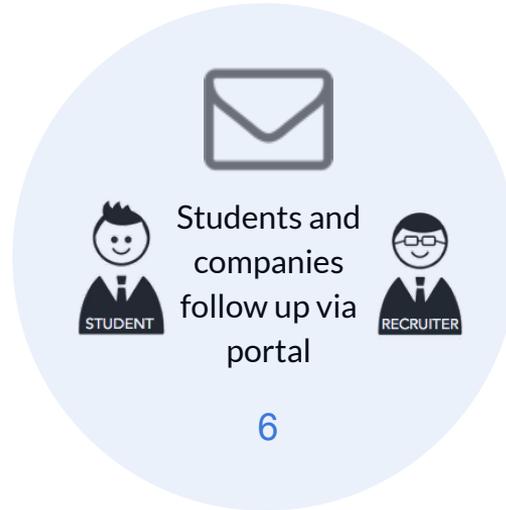
	Day 1 (March 23)	Day 2 (March 24)	Day 3 (March 25)
9am	Company A		
10am	Company B		
11am	Company C	Company D	
12am	Company E		
1pm		Company F	Company G
2pm			Company H

Company	Contact	Email
Apple	Jim Lee	jim@apple.com
LinkedIn	Jeff Anderson	jre@linkedin.com
Facebook	Jason Clark	jason@facebook.com
Google	Mark Hill	markh@google.com
Splunk	Brian Taylor	briant@splunk.com
Samsung	John Young	johnyoung@samsung.com

Student can easily lookup whom to follow-up with after the career fair

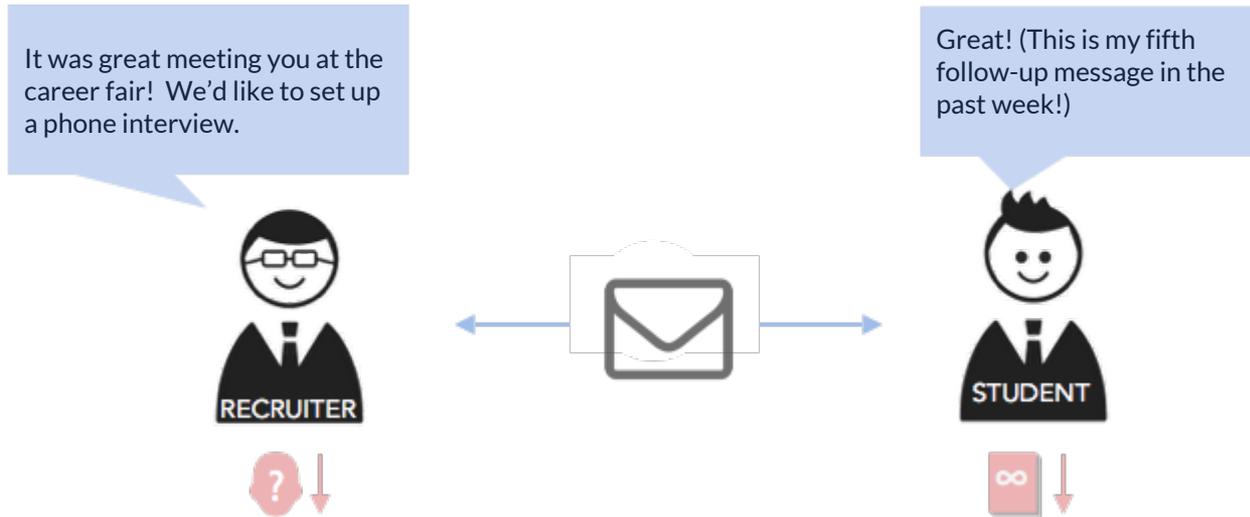
OVERVIEW + KEY USE SCENARIOS

continued



Use scenario: Mark follows up with Jason about summer internships.

post- career fair | 1-14 days later



A few days after flying back to the west coast, Mark and the other members of his recruiting team discuss potential intern candidates on a conference call. They share a screen view as Mark shows them top candidates of interest in the portal, clicking on names of students and opening their associated resumes. After gaining the team's approval, Mark selects ten candidates for phone interviews, and sends them follow-up messages via the portal.

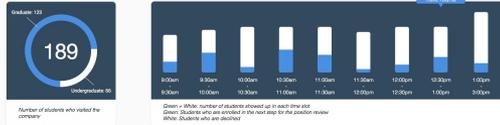
Meanwhile, Jason's phone buzzes and he sees that he got a message notification from the career fair web portal. He logs in and sees Mark's email, and enthusiastically replies. The portal allows Jason to export a calendar item for his upcoming phone interview.

HI-FI PROTOTYPES

CAREER FAIR TEAM'S VIEW



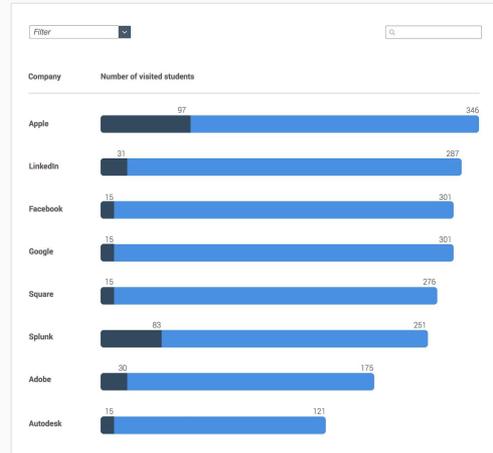
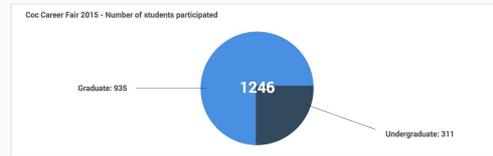
Students from Georgia Tech



Name	Major	Internship	Comments	Status
Jason Smith	HCI	Summer	A good match!	Phone call
Jake Lee	CS	Summer	Not qualified.	Decline
Amy Walker	HCI	Fulltime	Not qualified.	Decline
Kevin Allen	CS	Summer	Not qualified.	Decline
Steven Lewis	HCI	Summer	Not qualified.	Decline
Paul White	HCI	Fall	Not qualified.	Decline
Rose Hall	HCI	Summer	Not qualified.	Decline
Susan King	HCI	Summer	Not qualified.	Decline
Carol Parker	HCI	Summer	A good match!	Phone call

CF Team's view of the whole career fair data

RECRUITER'S VIEW



Recruiters' view of visited students



LOOKING FORWARD

Implications for future work



Integrating with companies
existing resume databases



Adaptive student profiles
over the course of their
school career



Rich analytics for career
fair team



Refining time slot system

For the system to have a larger impact, we're interested in **connecting the web portal with the pre-existing resume and student profile databases** maintained by each company. This way, it would be easier for company recruiters to compare information to other candidates outside GT, and better assess how the GT CoC students fit into their overall hiring needs.

We'd also like the web portal to be a **cyclical, adaptive part of the student's professional job search** during their academic career, potentially stretching over five years for undergrad or PhD students in the CoC. In addition, we'd like to touch base with the career fair organization team once again and gain a **deeper understanding of what information they want** in regards to analytics of student and company attendance.

Finally, the **mechanics of the time slot system** (how much reserved time vs. open time per company, procedure for waitlisting/ no-shows, etc.) need to be developed in further detail.



Expansion opportunities

Integration with LinkedIn - Most of the students use LinkedIn for maintaining their professional information. So instead of enforcing the students to upload their information again on the portal their information on LinkedIn could be reused. Also after the career fair, the names of the recruiters that the students interacted with could come up in the recommended connection list on LinkedIn.

Instead of using the online prior sign-up, we could generate schedule for the student on an *ad hoc* basis on the career fair day itself. One possible way of achieving this could be tracking people in the career fair using **RFID-enabled wearable bands**, revisiting an earlier prototype idea. A computer scheduler will receive this information and it will then generate schedules for every student present in the career fair taking into consideration the number of people in the queue and the average time taken at each company booth. The number of the next company booth to visit will be displayed on the same wearable band. The scheduling algorithm will ensure optimum queues and waiting time for all company booths.

Reflections

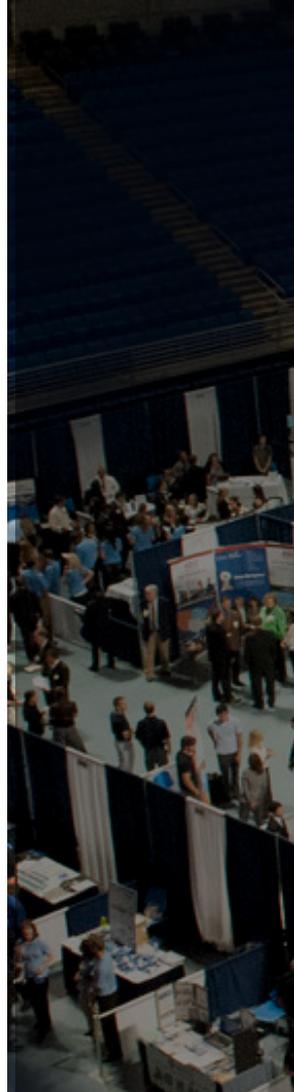
The most challenging part of this process was attempting to **strike a balance among the three stakeholders**, and try to grapple with and create a hierarchy of the pain points during the whole experience.

Being students ourselves, it was challenging to step into the shoes of the other stakeholders like the career fair team and the recruiters and in understanding problems from their perspective. Empathizing with the users is the key to any good solution, and we did our best to incorporate thoughts and considerations from the other stakeholders to work towards a more realistic, well-rounded design solution.

Service design involves many stakeholders, and steps which can span across a long span of time. This adds to the **complexity**, and we had to be critical of all potential changes, as even minor changes could lead to unseen major repercussions. Examining the career fair experience forced us to reckon with minute details and three different perspectives on the process, and gave us an appreciation for the scale and impact of this event.

Not everything is bad in current systems. For a designer, the key is to remain as unbiased as possible and evaluate each point on its own merit.

While narrowing down the scope and choosing between solutions, we strove to consider prominent needs, technical feasibility and economic viability. However, it became clear in our design efforts that **there was not one obvious 'balance' or approach to take**. This experience has helped us embrace the realistic challenges of multiple possible solutions and pursuits, and we've sharpened our abilities to justify our design decisions and explore new directions along the way.



References

Brennan, C., Daly, M., Fitzpatrick, E. and Sweeney, E. (2004) 'Tradition vs. technology: career fairs in the 21st century', *International Journal for Educational and Vocational Guidance*, Vol. 4, No. 1, pp.23-41.

Gordon, S., et al. (2014). "Career fairs: are they valuable events? Hospitality and tourism recruiter perceptions of attributes towards participation and activities." *International Journal of Hospitality and Event Management* 1(1): 81-94.

Hansen, F. (2006). "Far from obsolete, career fairs are a low-cost way for firms to hire quickly and fill pipelines." *Workforce Management* 85 (4): 46-47.

Payne, B. K. and M. Sumter (2005). "College students' perceptions about career fairs: What they like, what they gain, and what they want to see." *College Student Journal* 39(2): 269.

Silkes, C., Adler, H., & Phillips, P. S. (2010). Hospitality career fairs: Student perceptions of value and usefulness. *Journal of Human Resources in Hospitality & Tourism*, 9(2), 117-130.

A few last words...

The project was a good learning experience for all of us, especially in terms of being self-critical of the design designs in absence of usability testing. We enjoyed a lot working as a team on this project and learnt from each other.

We would like to thank the Georgia Tech CoC Career Fair Team, recruiters and students who took time out from their busy schedules to share their experiences with us. We would also like to thank our instructor Christopher LeDantec and our classmates for their valuable feedback and insights.



A high-angle, wide shot of a large, crowded exhibition hall. The room is filled with people, many of whom are standing at various booths and displays. The booths are arranged in rows, and the floor is a light blue color. The ceiling is high and features a complex network of white structural beams and recessed lighting. The overall atmosphere is busy and professional.

Design of networked media

LMC 6314 / Spring 2015

*Megan Hamilton
Varsha Jagdale
Vicky Yuan Gao*