# RMPENTERPRISE

# Your
# Attraction
# Action Plan

## 5 Tips to help you engage with Early Talent in 2022-2023

# The Background

It's been a tumultuous few years for everyone in the world, particularly students.

At RMP, we wanted to find out how university students are feeling about their careers, and discover what they're really looking for in their future employers. We also wanted to find out where students are going for inspiration and research, so we can be there to meet and engage them.

To do this, we partnered with youth research experts Youthsight, to carry out a survey in March / April 2022.

Based on these insights we've put together this report, sharing top tips and insights to help employers engage and attract early talent into their organisations in 2022/23.

This is your Attraction Action Plan - we hope you find it useful, interesting and informative!

The RMP Team x

*This is your Attraction Action Plan for engaging with Early Talent in 2022/23.*

# Youthsight Survey - Data Breakdown

We worked with Youthsight as an impartial partner to survey 2,007 students that were representative of the student population.
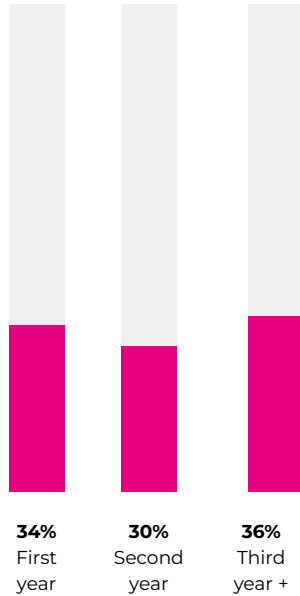
**2,007 students surveyed**
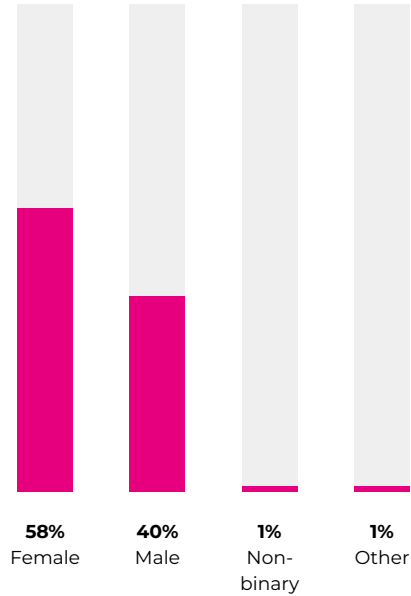
**153 universities & HE colleges**

# Youthsight Survey - Data Breakdown

## Year of Study
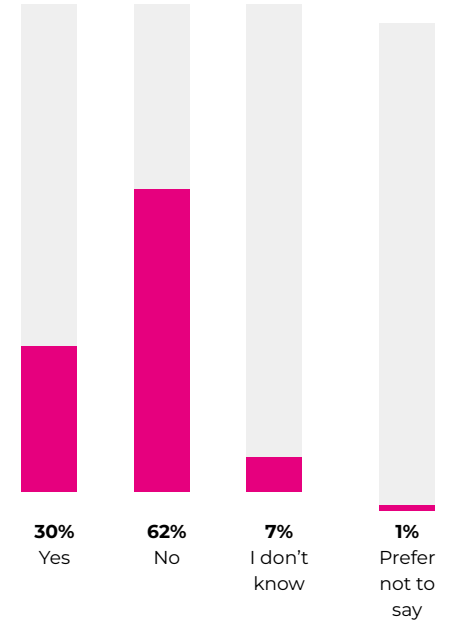
**34%**
First year

**30%**
Second year

**36%**
Third year +

## Gender

**58%**
Female

**40%**
Male

**1%**
Non-binary

**1%**
Other

## Eligible for free schools meals

**30%**
Yes

**62%**
No

**7%**
I don't know

**1%**
Prefer not to say

# Five top tips for your **'Attraction Action Plan'**

**1**   Take a hybrid approach

**2**   Don't disappear

**3**   Build confidence

**4**   Be inclusive

**5**   Get 'reel' on social

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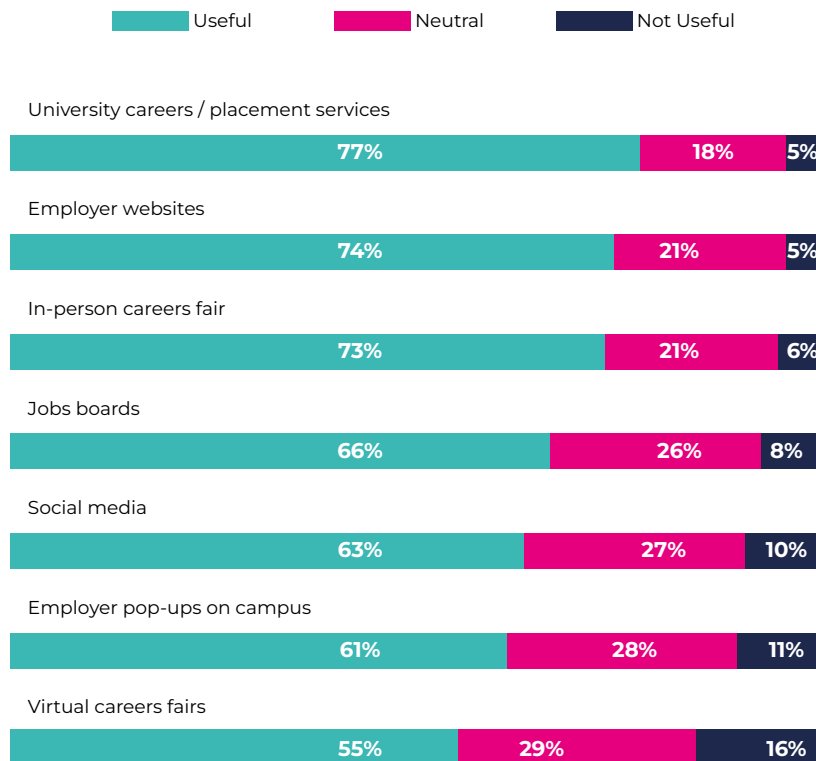
# #1 Take a
# hybrid approach

# #1 Take a hybrid approach

## Overview

The first tip for your Attraction Plan is to take a hybrid approach. When we talk about hybrid in this context, we mean engaging with students through a variety of face-to-face and digital activities across multiple touchpoints in your attraction campaigns.

We asked students how useful a range of activities are when they are searching for internships, placements and graduate jobs, and the graph on the right shows their answers:

Q: **How useful are the following when searching for internships, placements and graduate opportunities?**

**Legend:** Useful | Neutral | Not Useful

**University careers / placement services**
77% | 18% | 5%

**Employer websites**
74% | 21% | 5%

**In-person careers fair**
73% | 21% | 6%

**Jobs boards**
66% | 26% | 8%

**Social media**
63% | 27% | 10%

**Employer pop-ups on campus**
61% | 28% | 11%

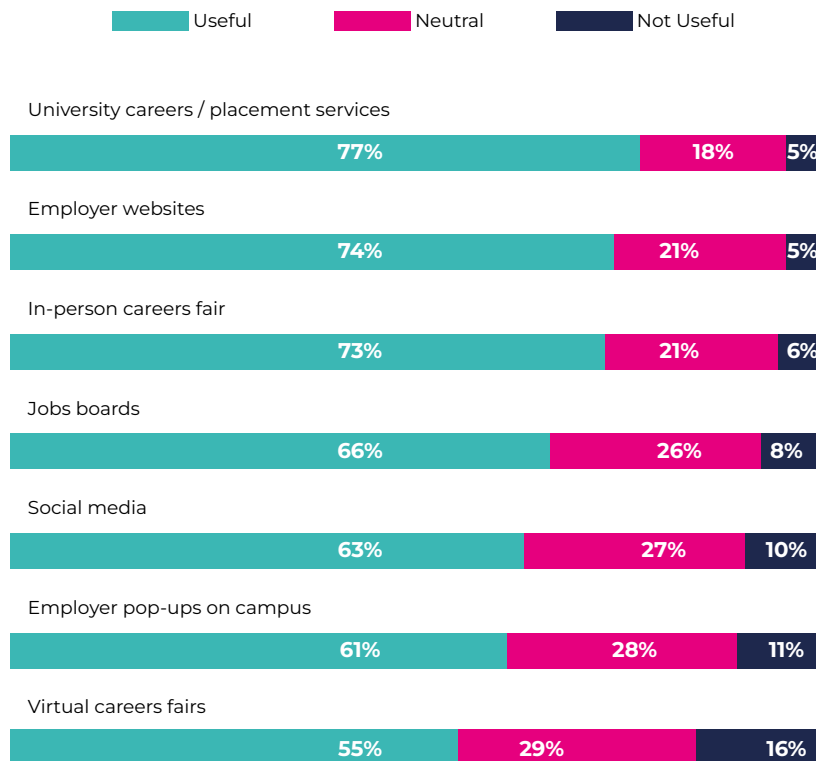**Virtual careers fairs**
55% | 29% | 16%

# #1 Take a hybrid approach

## Analysis

To explain the graph, the turquoise bar shows how many students said they'd find the activity useful, the pink is neutral and the black is not useful.

Interestingly, the most useful activity that came out top was careers / placement services, followed closely by employer websites. Great news to everyone that has spent so much time and energy on your employer websites as students are finding them really useful!

The third most useful activity was in-person careers fairs, which **73%** of students said. We thought this was quite high, but when thinking about it, this is probably due to most students not experiencing a face-to-face careers event since starting university, so they are craving this experience of chatting to employers in this setting.

**Useful**  **Neutral**  **Not Useful**

University careers / placement services

| 77% | 18% | 5% |

Employer websites

| 74% | 21% | 5% |

In-person careers fair

| 73% | 21% | 6% |

Jobs boards

| 66% | 26% | 8% |

Social media

| 63% | 27% | 10% |

Employer pop-ups on campus

| 61% | 28% | 11% |

Virtual careers fairs

| 55% | 29% | 16% |

# #1 Take a hybrid approach

## How

**Students want digital
and face-to-face interactions**

A combined Hybrid approach is what students want - it's a mixture of meeting face-to-face where possible but they also love the accessibility of information on websites, at virtual events, on job boards and across social media platforms.

Here's how are some ideas for how you can combine face-to-face and digital attraction activities…

**Brand Ambassadors**
Student Brand Ambassadors are a brilliant way to have a constant presence all year round on campuses, without you having to travel or leave your offices. Brand Ambassadors provide peer-to-peer and authentic content for students, freeing up resources within your teams.

**Live streaming**
Have you explored the potential to live stream via social media platforms? We're planning to live stream RateMyPlacement's virtual events that we're running in Autumn across all of our social platforms. So this could be a good idea to make your content work harder for yourselves.

**QR Codes**
We've seen a real rise in the usage of QR codes over the last few years. They can also work really well as a call to action at pop ups or at in-person careers fairs when featured on merchandise and are trackable to ensure you get a clear ROI.

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# #2 Don't
# <span style="color:yellow">disappear</span>

**Keep the conversation going**

# #2  Don't disappear…

## Overview

Our second tip is to not disappear and keep the conversation going with students throughout the year.

Employers often set application windows to fit within internal processes and there is often a discussion around 'going to market earlier for the best talent'.

But… what did our students say when we asked them when they were looking for roles?

Q: **Where are students currently in terms of searching for opportunities?**

I have not started looking yet

**30%**

I look all year round

**25%**

I started in January time

**13%**

I started in September / October time

**12%**

I've already secured a role

**8%**

I do not intend to search for one

**12%**

# #2  Don't disappear...

## Analysis

Students are not just looking in the Autumn term anymore and their timelines do not always match employers.

The majority... **30%** of students had not started looking yet when we carried out the survey in March. This rose to **47%** of 1st years.

A quarter of students are looking year-round for a position - this number increases among 2nd and 3rd year students (**28%** and **30%** respectively).

I have not started looking yet
**30%**

I look all year round
**25%**

I started in January time
**13%**

I started in September / October time
**12%**

I've already secured a role
**8%**

I do not intend to search for one
**12%**

# #2  Don't disappear...
How

**What does this mean for employers?**

Firstly, we know many employers are fixed on their application windows due to having set assessment days and business resources scheduled throughout the year.

This means you have a short window for when applications can be open. However, this short window might mean you've only a short period of time to:

- Educate on your employer brand
- Attract applications
- Get enough high quality... and diverse applications

So what can you do to maximise this?

# #2  Don't disappear…

How

## 'Register your interest'

A few approaches that we have seen employers take that really supports all year round recruiting is embedding 'Register your Interest' forms on their own website and also on their media partner job boards.

**10,000** students registered their interest on RateMyPlacement last Summer across various employers adopting this strategy.

## Competitions and Challenges

Another brilliant way to start building a community of students is to run engagement activities such as challenges or competitions. This means that your brand isn't disappearing from the student space just because applications aren't open.

In Spring term alone, we saw over **40,000** students take part in competitions and challenges we'd run in partnership with employers. These are a fantastic tool to build a presence and pipeline of candidates ready for when you are open for applications later in the year.

**10,000**

**Students registered their interest last Summer!**
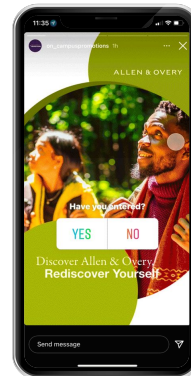
RMPEN

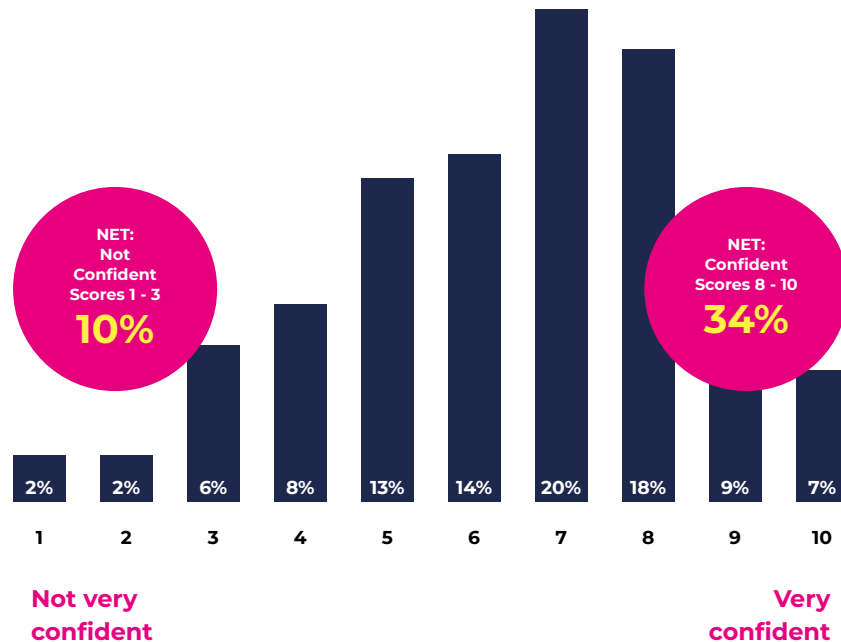# #3 Focus on Building students' confidence

# #3 Focus on building confidence

## Overview

This tip is all about how important it is to support students with building their confidence, which has definitely had a knock over the last few years.

The graph on the right shows where students marked themselves between 1 and 10 on a confidence scale, with 1 being not very confident and 10 being very confident.

Q: **How confident do students feel about applying for internships, placements and graduate opportunities?**

NET:
Not
Confident
Scores 1 - 3
**10%**

NET:
Confident
Scores 8 - 10
**34%**

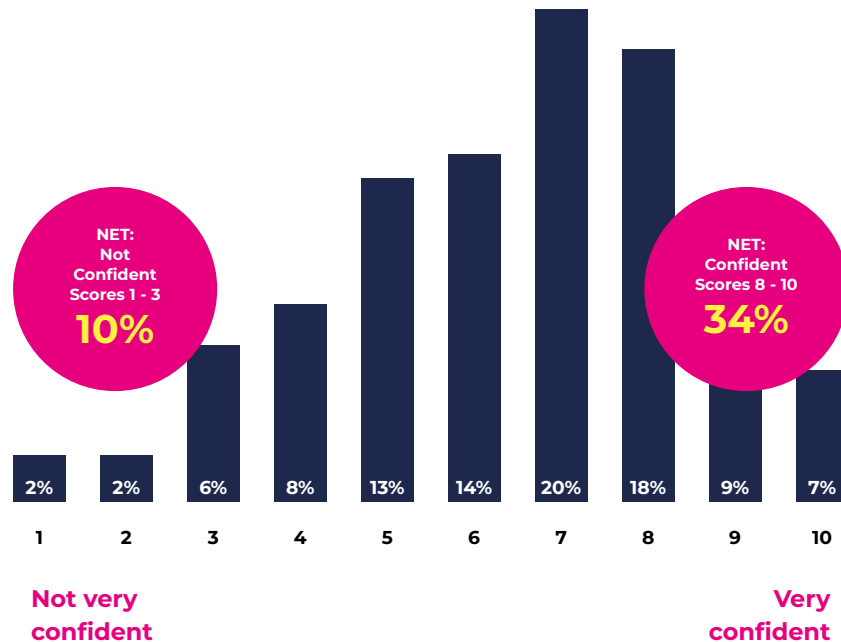| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| 2% | 2% | 6% | 8% | 13% | 14% | 20% | 18% | 9% | 7% |

**Not very confident**

**Very confident**

# #3 Focus on building confidence

## Analysis

Only a third of students feel confident when applying for internships, placements and graduate opportunities (as indicated by students who selected 8, 9 or 10 on the graph).

However, on a positive note, only one in ten do not feel confident applying for internships, placements and graduate opportunities, indicated by students scoring 1, 2 and 3 on the graph.

NET:
Not
Confident
Scores 1 - 3
**10%**

NET:
Confident
Scores 8 - 10
**34%**

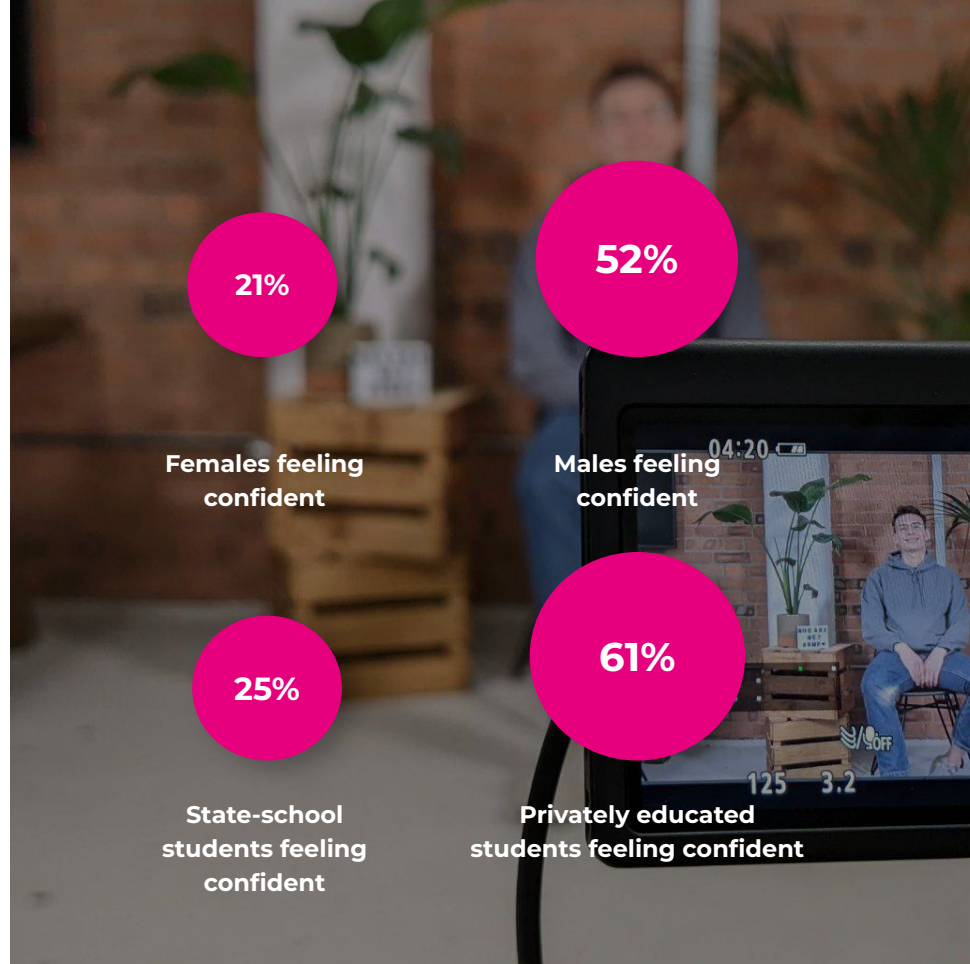| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 2% | 2% | 6% | 8% | 13% | 14% | 20% | 18% | 9% | 7% |

**Not very confident**

**Very confident**

# #3  Focus on building confidence

## Analysis

In terms of gender, there is a STAGGERING difference between females and males, with females feeling far less confident than their male counterparts - as you can see on right, **21%** of females said they feel confident vs **52%** of males, which is huge.

**25%** of students who went to state-run or state-funded schools said they felt confident vs **61%** of students who went to independent or fee-paying schools, showing how much of a gap there is between state and privately educated students.

Q: **How confident do students feel about applying for internships, placements and graduate opportunities?**

**21%**

**52%**

**Females feeling confident**

**Males feeling confident**

**25%**

**61%**

**State-school students feeling confident**

**Privately educated students feeling confident**

# #3  Focus on building confidence

## Analysis

When broken down by ethnicity, white students feel far more confident applying for internships, placements and graduate opportunities than their peers from Black, Asian and Ethnic Minority backgrounds.

38% of white students said they felt confident, vs 24% of Black, African, Caribbean or Black British students, 23% of students from Mixed or Multiple Ethnic backgrounds, and 21% of Asian / Asian British students.

Q: **How confident do students feel about applying for internships, placements and graduate opportunities?**

**38%**

White students feel confident

**24%**

Black, African, Caribbean or Black British feel confident

**23%**

Mixed or Multiple Ethnic feel confident

**21%**
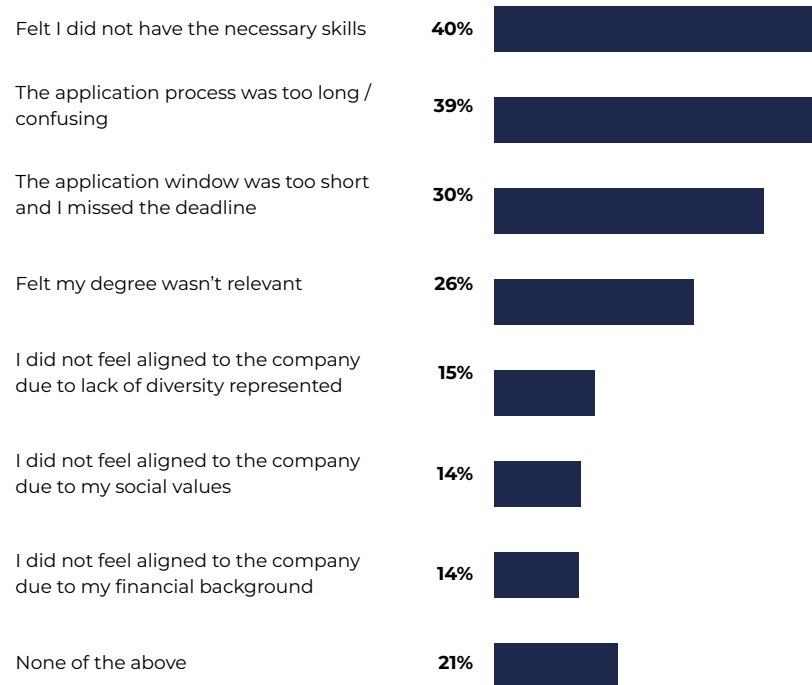
Asian / Asian British feel confident
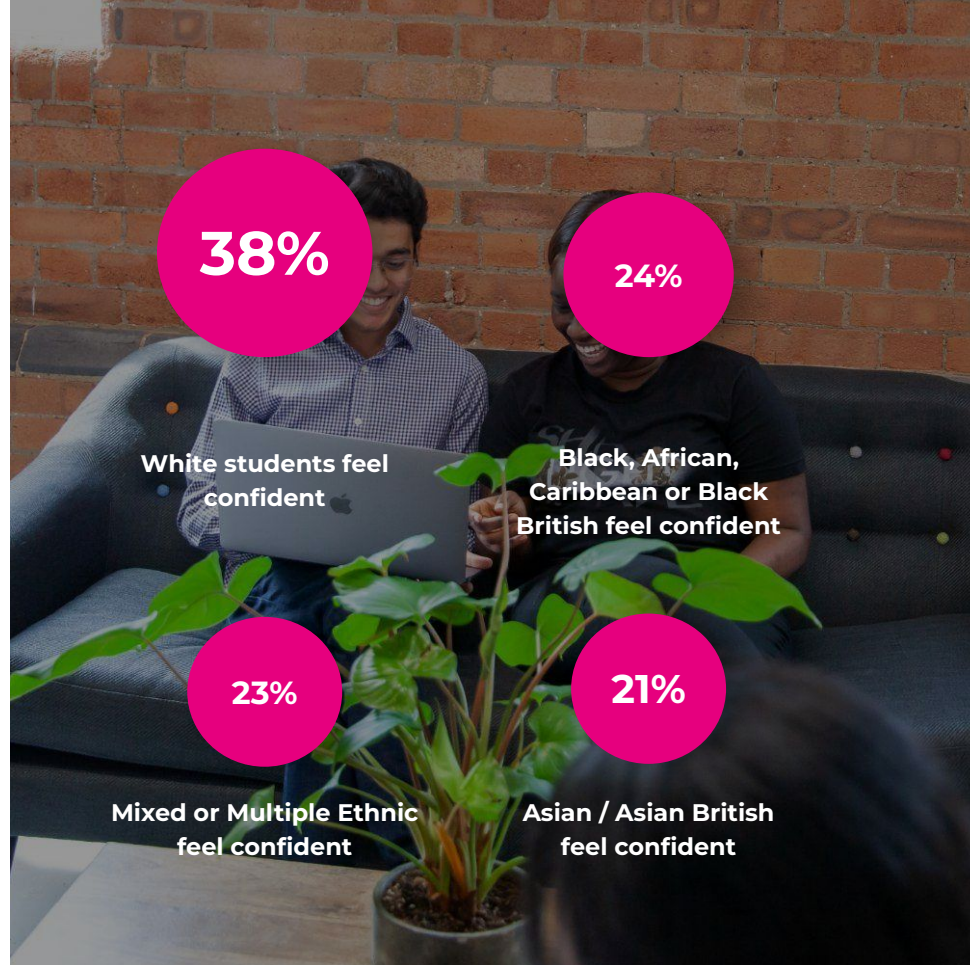
# #3  Focus on building confidence

## Analysis

How do we support and encourage students to build their confidence at the attraction stage and have the right skills and abilities to work for your organisations?

To help us find out, we asked students what is stopping them from applying for an internship, placement and / or graduate opportunity.

Q: **What factors have stopped students from applying for internships, placements and / or graduate opportunities?**

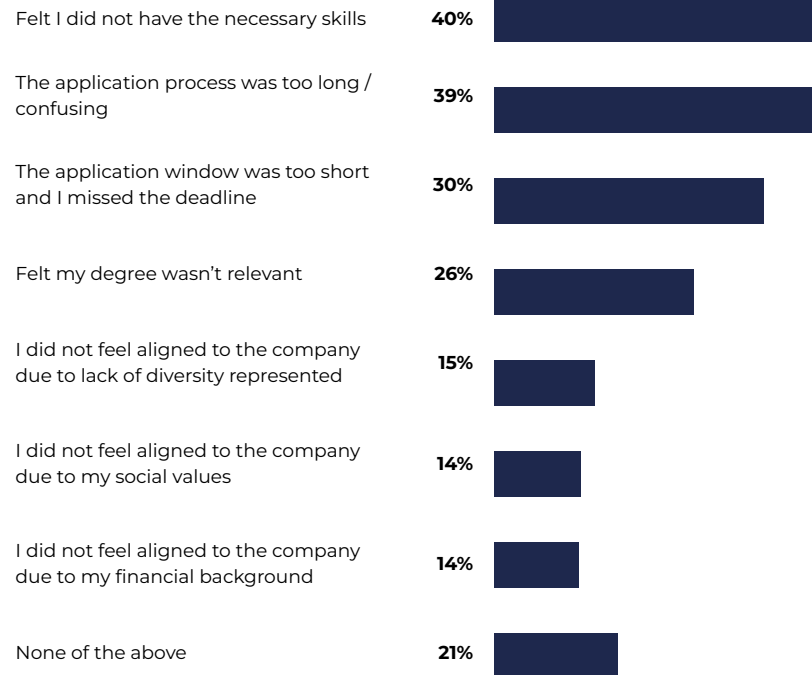| Factor | % |
|---|---|
| Felt I did not have the necessary skills | 40% |
| The application process was too long / confusing | 39% |
| The application window was too short and I missed the deadline | 30% |
| Felt my degree wasn't relevant | 26% |
| I did not feel aligned to the company due to lack of diversity represented | 15% |
| I did not feel aligned to the company due to my social values | 14% |
| I did not feel aligned to the company due to my financial background | 14% |
| None of the above | 21% |

# #3  Focus on building confidence

## Analysis

Two in five **(40%)** students said they had stopped their application because they didn't feel they had the necessary skills.

This is more common for females, with **46%** saying they stopped their application because they didn't feel they had the necessary skills vs **31%** of males.

It was also really high for students from a mixed ethnicity background, where **53%** said they stopped their application as they didn't feel they had the necessary skills.

Q: **What factors have stopped students from applying for internships, placements and / or graduate opportunities?**

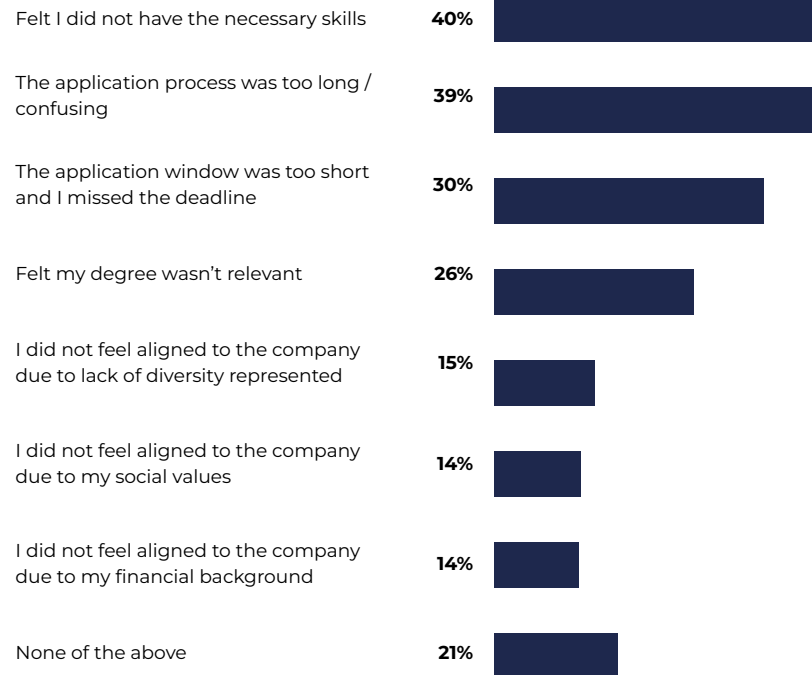| | |
|---|---|
| Felt I did not have the necessary skills | **40%** |
| The application process was too long / confusing | **39%** |
| The application window was too short and I missed the deadline | **30%** |
| Felt my degree wasn't relevant | **26%** |
| I did not feel aligned to the company due to lack of diversity represented | **15%** |
| I did not feel aligned to the company due to my social values | **14%** |
| I did not feel aligned to the company due to my financial background | **14%** |
| None of the above | **21%** |

# #3 Focus on building confidence

## Analysis

The second highest barrier to students applying was that the application process was too long or confusing, with **39%** of students saying this. This rose significantly when broken down by ethnicity...

**57%** of students from a Black, African and Black British demographic said the application process was too long or confusing, which had stopped them applying, compared to **38%** from a white background.

Q: **What factors have stopped students from applying for internships, placements and / or graduate opportunities?**

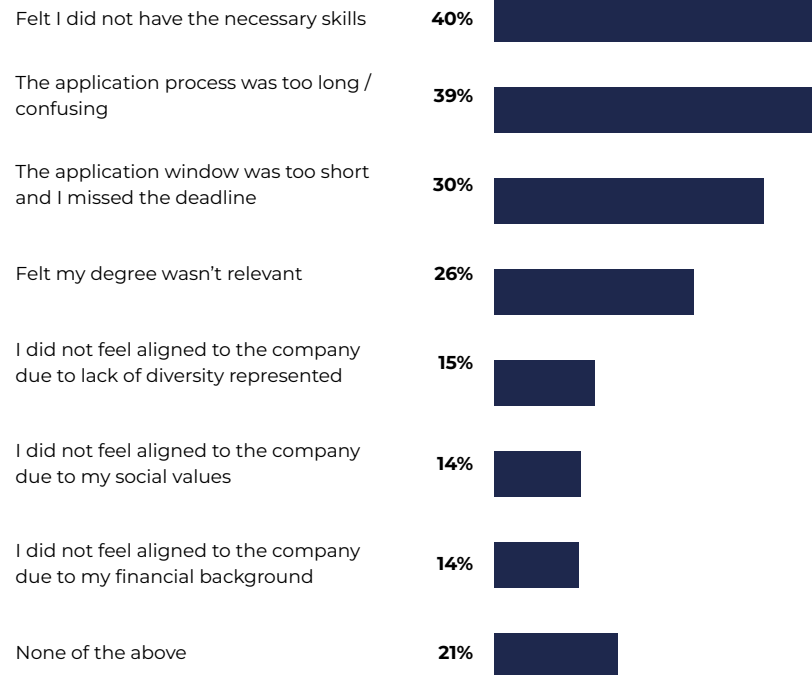| Factor | Percentage |
|---|---|
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| I did not feel aligned to the company due to lack of diversity represented | 15% |
| I did not feel aligned to the company due to my social values | 14% |
| I did not feel aligned to the company due to my financial background | 14% |
| None of the above | 21% |

# #3 Focus on building confidence

## Analysis

When asked why students thought the application process was too long, they said it was because there are a lot of application stages (especially at the larger companies).

It often takes hours, even days, to do an application for 1 job (application form, CV, Cover Letter, interviews, assessment centre etc.), only to not hear back from the job/employer at all or wait a long time for a response. When asked about automated vs personal, **100%** of students preferred things to be more personal. The application process overall is very daunting - especially when it's automated.

Students also commented on the application process being confusing. There were suggestions around job descriptions being clearer on requirements and including things like do you accept first years? Do you accept certain degrees? etc.

| Reason | % |
|---|---|
| Felt I did not have the necessary skills | 40% |
| The application process was too long / confusing | 39% |
| The application window was too short and I missed the deadline | 30% |
| Felt my degree wasn't relevant | 26% |
| I did not feel aligned to the company due to lack of diversity represented | 15% |
| I did not feel aligned to the company due to my social values | 14% |
| I did not feel aligned to the company due to my financial background | 14% |
| None of the above | 21% |

# #3  Focus on building confidence

## How

With so many factors affecting students' confidence and stopping them from applying, what can we do to help increase confidence levels?

**Here are 3 ideas we had...**

**1**

Students need to understand how their skills are **transferable** and feel as though they can apply these to the application process. Do you accept a range of degrees? Do you have an example of a grad that has come from a non-typical degree to your industry?

**2**

**39%** said the application process was confusing or too long, rising hugely for females and black students, while **30%** missed a deadline. This shows how important it is to be clear and **transparent** about your process and consider opening up for longer.

**3**

Now we're aware it's not always possible to have **representation** at all touchpoints, but it's really important to think about using it in your attraction campaigns. Do you have all different degree types, ethnicities, social backgrounds represented across your websites, social media and collateral?

# #3  Focus on building confidence

Case studies of employers increasing representation in their attraction strategies
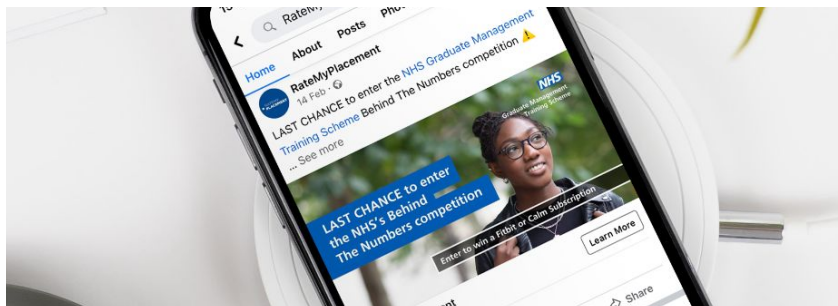


**NHS's 'Behind the numbers'** campaign is another example of how they brought their graduates to the forefront of their campaign by directly showcasing their successes, via students guessing what each graduate had achieved.

Over 1,000 students took part, seeing students from all backgrounds, all degrees achieving amazing things, instilling confidence through authentic stories and content for future applicants to do the same.
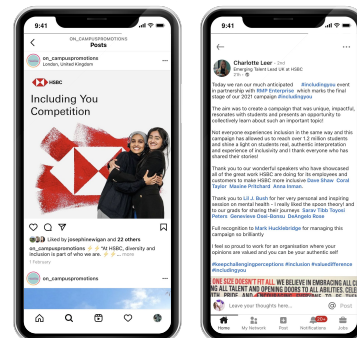


**HSBC's 'Including You'** campaign was all about bringing their diversity commitments to the forefront. It involved engaging with students in a three part challenge, culminating in over 500 students telling HSBC directly what inclusion means to them.

HSBC then invited students to an event where they explained how open they are to students from all backgrounds and degrees types.
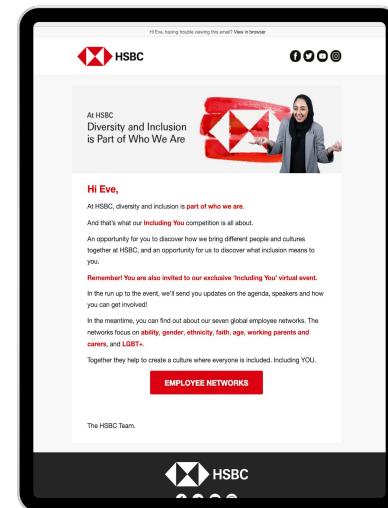
# #4 Be inclusive

## Diversity isn't just about being hyper-targeted

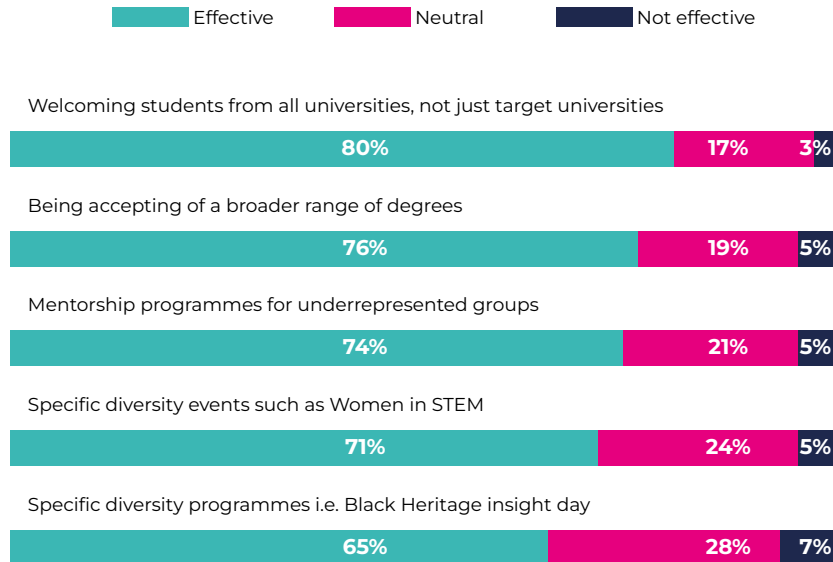# #4 Be inclusive
## Overview

Our fourth tip focuses on how important it is for employers to be inclusive when attracting diverse talent.

Based on the student feedback in the graph on the right, when thinking about your attraction plans with a D&I lense, a mass approach inclusive of welcoming students from all universities and degrees is extremely important.

Q: **How effective do students think the following will be in tackling diversity issues or problems?**

Effective     Neutral     Not effective

Welcoming students from all universities, not just target universities

| 80% | 17% | 3% |

Being accepting of a broader range of degrees

| 76% | 19% | 5% |

Mentorship programmes for underrepresented groups

| 74% | 21% | 5% |

Specific diversity events such as Women in STEM

| 71% | 24% | 5% |

Specific diversity programmes i.e. Black Heritage insight day

| 65% | 28% | 7% |

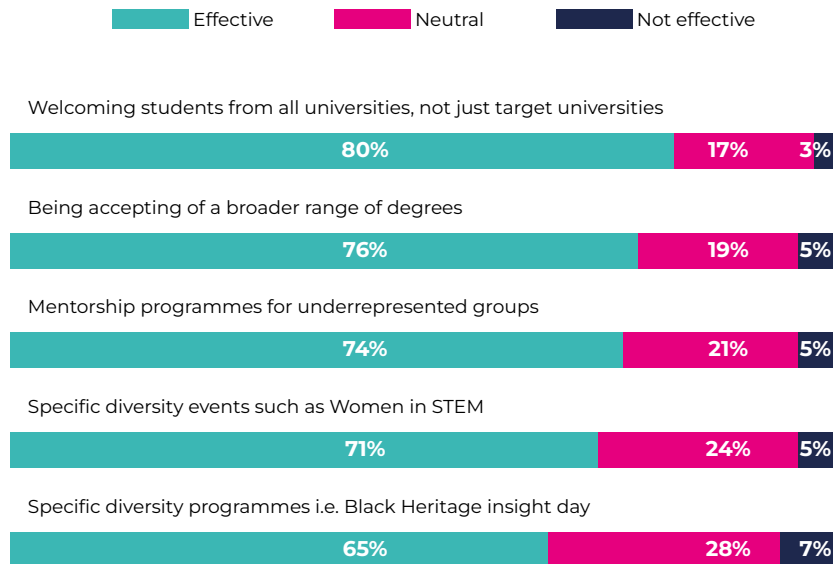# #4  Be inclusive
## Analysis

The highest ranked attraction method for improving Diversity & Inclusion was welcoming students from all universities, not just targeted universities.....with **80%** stating these as effective, **17%** being neutral and only **3%** stating their were ineffective.

This was closely followed by being open to a broader range of degrees with **76%** stating these as effective.

Mentorship programmes for under-represented groups are fed back to be **74%** effective with specific diversity programmes or events, such as Women in STEM events or Black Heritage insight days, whilst still being high, are perceived to be slightly less effective at (**71%** and **65%** respectively).

Effective    Neutral    Not effective

Welcoming students from all universities, not just target universities
| 80% | 17% | 3% |

Being accepting of a broader range of degrees
| 76% | 19% | 5% |

Mentorship programmes for underrepresented groups
| 74% | 21% | 5% |

Specific diversity events such as Women in STEM
| 71% | 24% | 5% |

Specific diversity programmes i.e. Black Heritage insight day
| 65% | 28% | 7% |

# #4  Be inclusive

Case studies of employers driving inclusivity



**40**
Non-Russell Group target universities

## PwC

PwC has also been making significant commitments to broadening their reach across universities, selecting 64 universities in total to promote their new Scavenger hunt campaign via Brand Ambassadors to win an electric car... within the 64 universities, 40 of them were non-Russell group universities



**81%**
Candidate leads from Ethnic minorities

## HM Treasury

A great example of being more open and inclusive with their university engagement is HM Treasury. This year they hired Brand Ambassadors at universities with the highest population of students from Black, Asian and Minority Ethnic backgrounds and the highest population of students showing social mobility indicators.

Being open to all universities... and specifically engaging with universities where they previously hadn't been to... led to **81%** of all candidate leads identifying as ethnic minorities... and an increase in applications of **300%** year on year from specific universities they engaged with.
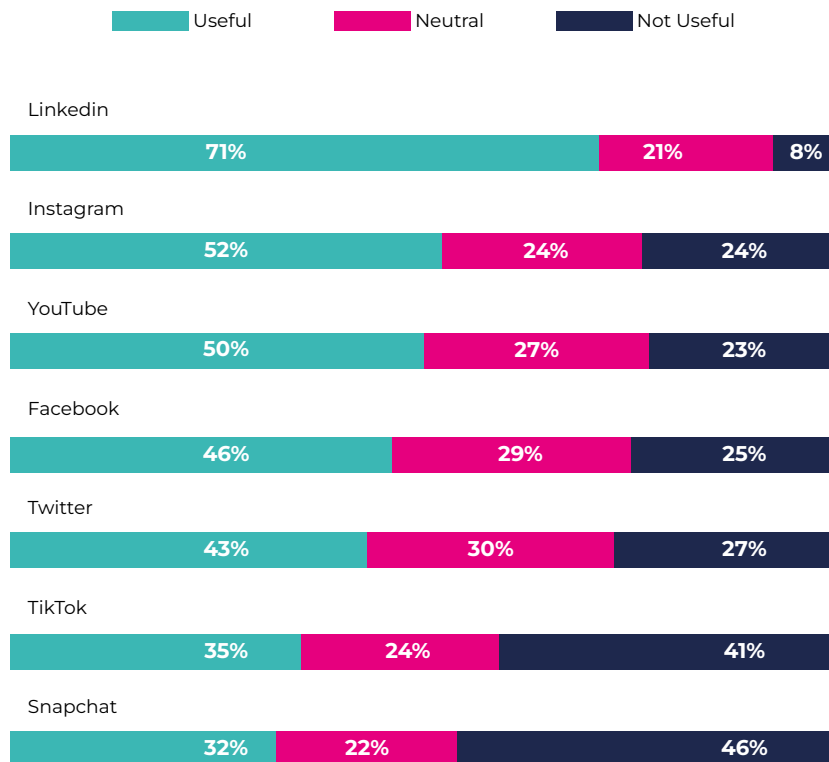
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# #5 Get 'reel'
# on social

# #5 Get 'reel' on social

## Overview

We know a huge proportion of Generation Z are on social media, watching video content and scrolling through reels. But how do we in the early careers sector, prioritise time for certain platforms over others? And what content should we be producing? This is an always evolving conversation, and one we are always trying to navigate ourselves too!

Firstly, it's important for us to know which social platforms are most useful when they're searching for career-related information.

Q: **How useful do students find the following social platforms when searching for career-related information?**

Useful | Neutral | Not Useful

**Linkedin**
71% | 21% | 8%

**Instagram**
52% | 24% | 24%

**YouTube**
50% | 27% | 23%

**Facebook**
46% | 29% | 25%

**Twitter**
43% | 30% | 27%
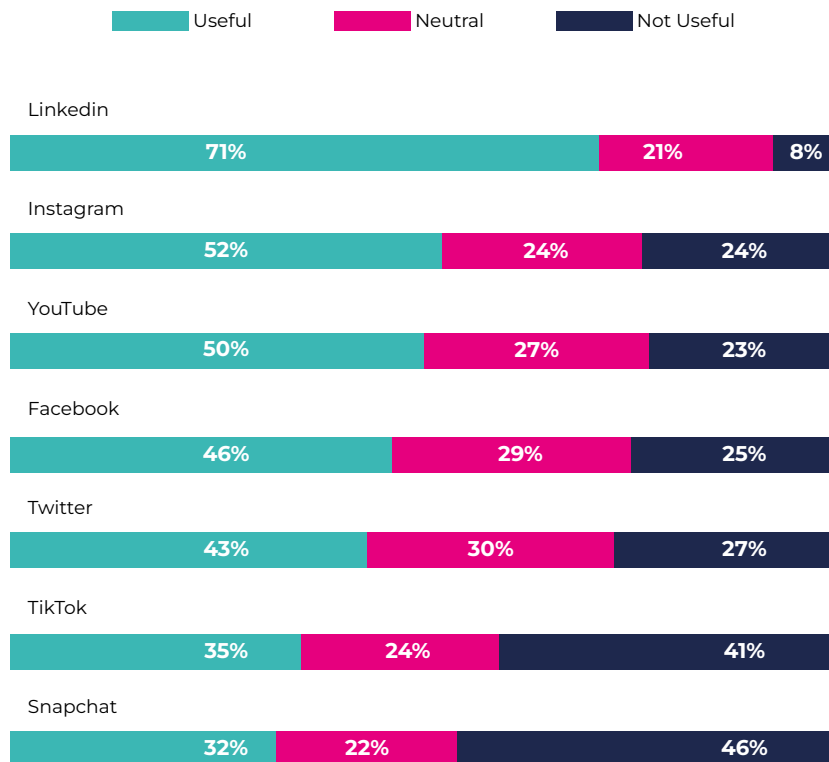
**TikTok**
35% | 24% | 41%

**Snapchat**
32% | 22% | 46%

# #5  Get 'reel' on social
## Analysis

Generally, students find that Linkedin is the most useful social platform for finding career-related information, with just over seven in ten choosing this option. This makes sense as it is a specific job-hunting social media platform.

The only other platforms that a majority feel are useful are Instagram (**52%**) and YouTube (**50%**).

On the other hand, the least useful social media platforms for career-related information are TikTok (**35%**) and Snapchat (**32%**).

Useful    Neutral    Not Useful

Linkedin
| 71% | 21% | 8% |

Instagram
| 52% | 24% | 24% |

YouTube
| 50% | 27% | 23% |

Facebook
| 46% | 29% | 25% |

Twitter
| 43% | 30% | 27% |

TikTok
| 35% | 24% | 41% |

Snapchat
| 32% | 22% | 46% |

# #5  Get 'reel' on social
## Analysis

With LinkedIn being favoured as the most useful platform for students searching for careers-related information, how can you leverage it more as part of our attraction strategy?

Things that work really well are encouraging people that have been accepted onto your programmes to shout about it and showcase their success to their peers.

Providing assets to students is also really helpful, as when we've given students assets for them to post on LinkedIn they are much more likely to share. Two examples on the right are when we've given students assets to share when they attended our virtual events, and certificates for our Brand Ambassadors. This really helps generate interest from other students!
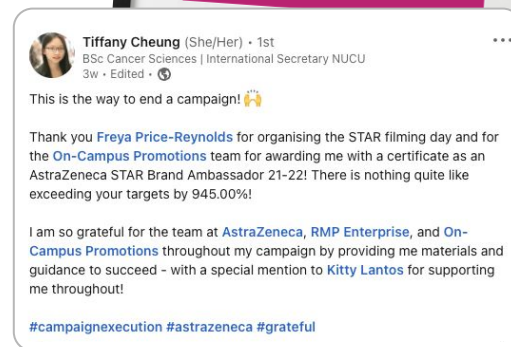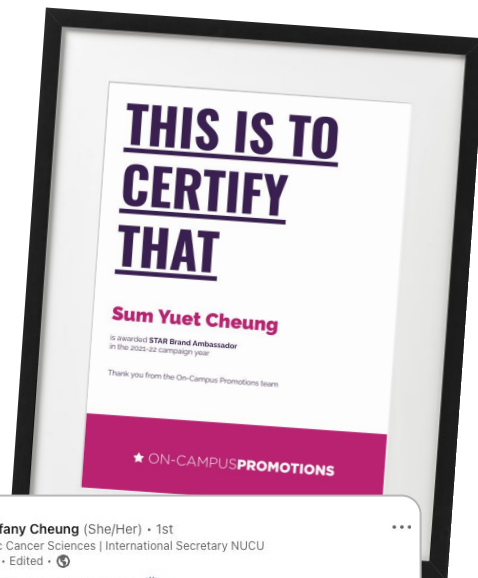
# #5  Get 'reel' on social

## Analysis

Are you surprised that TikTok isn't higher?

While it might be one of the most used and talked about social media platforms for Gen Z, it still isn't a top place for students looking at careers advice.

Two ways of interpreting this - one is to say focus on the other platforms that are proving preferable for careers information. The other is that a third of students are interested in searching for careers information on TikTok....perhaps this is a good untapped opportunity for the 2022-2023 campaign?

We also ran our first TikTok influencer advertising campaign on RateMyPlacement.co.uk earlier this year, which saw over 3 and a half million impressions with our brand. So there is definitely lots of potential for using TikTok in future in attracting early talent.
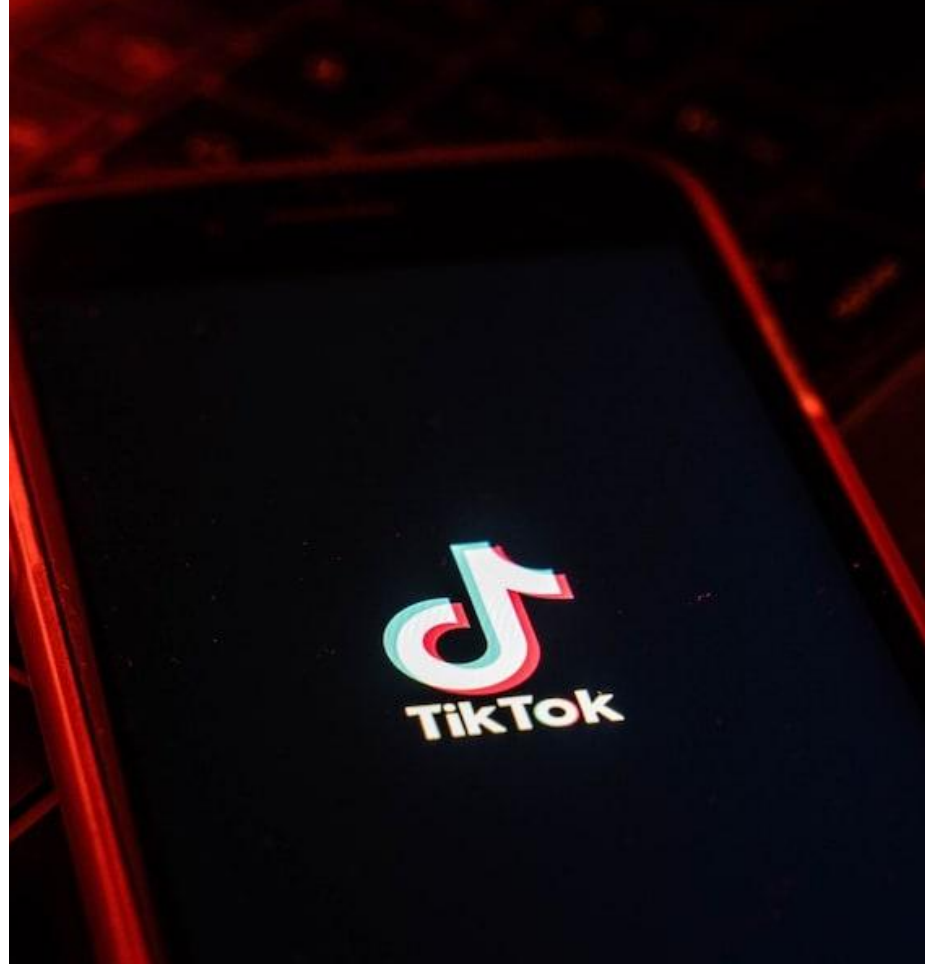
# Tips for your social strategy

How

We've looked at which social platforms students think are useful, but what content is important to them to see?

**'A day in the life' content**
Providing 'day-in-the-life' videos of current employees came up as the largest trend for social. Students want to gain more insight into the company, what the culture is like there and what the roles look like. In particular, they would like to see this from employees who have followed the same path, i.e. recent graduates that joined the company, or employees doing the roles they're applying for.

**Application tips**
Students want to find out more about what companies are looking for from students during the application process. They want the company's specific application process to be explained to them, and provide helpful tips and suggestions on how to impress them.

**Reels get results**
**52%** of students surveyed said Instagram was the second most useful social platform when searching for career related information. The very talented team at RMP have been creating reels and experimenting with instagram's tools and they are by far seeing a much bigger reach than other posts and stories. So we'd encourage you to play around with reels as much as possible in the year ahead.

Overall, we know social media is a minefield so our best advice is don't be afraid to experiment with content on different platforms, be 'reel' and get as many students and graduates involved to support your efforts.

# Your Attraction Action Plan
Recap

**To recap, here are your 5 top tips for your Attraction Action Plan for 2022-2023.**

**1. Take a hybrid approach** - is what students want! They love the accessibility of virtual events, challenges and engagements, but they are also craving human connection and would love to see employers face to face where possible - so how can you support both?

**2. Don't disappear!** Keep the conversation going...timelines for students applying for roles have changed making it so important to build your presence all year round. Equally... when you are interacting with students, keep the conversation going with case studies, hints and tips and application support.

**3. Build confidence,** be transparent and be representative. Students need to feel aligned to your company and feel like their skills and backgrounds are relevant. How can you incorporate this in your attraction plans to support representation, build their confidence and encourage their applications?

**4. Be inclusive.** Diversity isn't just about being hyper-targeted - If you still have a really targeted list of universities and degrees that you look for, it may be time to think more openly about this if you want to increase diversity.

**5. Get 'reel' on socials** Reconsider the platforms and content you share across them. Use students to provide a helpful and authentic message... and have fun experimenting with video, reels and new innovations.

# Appendices

The raw data from the Youthsight survey, that powered this report, can be found via the link below:

[Youthsight Report 2022](Youthsight Report 2022)

Questions are broken down by gender, socio-economic background, year group and ethnicity. So you can search to your heart's content!



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# Thank you!

Thank you so much for reading! We hope you've found this report interesting, useful and thought-provoking.

If you have any further questions on this or about how RMP Enterprise can help you in your attraction strategy for 2022-2023, please contact:

**_Oliver@rmpenterprise.co.uk_** **_(he's the guy on the right!)_**
**_Co-founder of RMP_**

Ali Lindsay &
Oliver Sidwell
Co-founders of RMP

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