

Virtual Interview Practice Partner (VIPP) Product Concept and Overview

Overview

Analytic Measures Inc. (AMI) is developing the Virtual Interview Practice Partner (VIPP) product as a voice-interactive mobile application for first generation college students, veterans, adult learners and other underserved job seekers to conveniently practice interviewing skills with immediate, personalized feedback from a virtual coach. Students will be able to practice job interviews and receive performance feedback on hard-to-measure skills. With the guidance from VIPP, students can hone how they present their stories in competitive interviews to demonstrate communication, collaboration, and problem-solving skills in ways employers value.

AMI is collaborating with the **Lucas College and Graduate School of Business at San Jose State University** (LCOB) on the development of VIPP. LCOB is our primary development site as it serves a demographically and socially diverse student body at the undergraduate and graduate level; programmatically focuses on the development of professional readiness and oral communication for all its students; and is seeking to scale an effective, affordable approach to interview practice and guidance for their 5,500 students. Furthermore, SJSU was recently recognized in *Money* magazine as the most transformative college in the U.S. and the Lucas School was recognized in the top 10 for business majors. AMI and LCOB will engage SJSU faculty and business school students at every stage of VIPP development and validation as well as for the go-to-market plan.

VIPP extends and refines the *Profile of Attitude, Communication, Energy, Skills* (PACES) automated voice-interactive interview screening tool that AMI designed, built and validated with support from the National Science Foundation. PACES focused on validating automated interview tasks for a robust screening tool. VIPP focuses on validating automated guidance and feedback required for a robust interview practice tool.

PACES was designed to screen applicants. The PACES working prototype:

- Runs on iPhone (iOS) and captures user responses and interactions to accurately assess five qualities: attitude, communications, energy, as well as politeness and memory skills
- Uses an Artificial Intelligence engine trained with human listener judgment, hundreds of job applicants and more than 17,000 recordings
- Presents a series of interview-like tasks to the user in a sequence that lasts 10-12 minutes. Completion of any one task may take 20 to 90 seconds. Most tasks require that the user speak in response to a question or touch the screen to indicate a choice or react to a display.

To accelerate the development of the VIPP product running on both iOS and Android, we are seeking additional partner(s) that will invest in and collaborate with AMI to:

- Design and implement a Guidance interface with video feedback and model audio examples that reference the student’s own answers; then enlist first generation students as beta users.
- Refine the Interview and Guidance interfaces based in part on students’ in-app feedback about which elements are confusing and which are most helpful.
- Refine and extend algorithms that automatically score spoken interview responses and generate guidance on the communication, collaboration, and problem-solving skills that employers value.

With these partnerships, the VIPP mobile app will empower learners and jobseekers in schools and other workforce training settings. In our long-term vision, shown in Figure 1 below, VIPP can inform interested parties in an ecosystem of 1) individual students, adult learners, and job seekers, 2) higher education institutions and career-technical education programs, as well as 3) employers, online talent platforms, and job recruitment and placement organizations. This ecosystem is built around the shared goal of empowering all learners and jobseekers to pursue their desired careers.

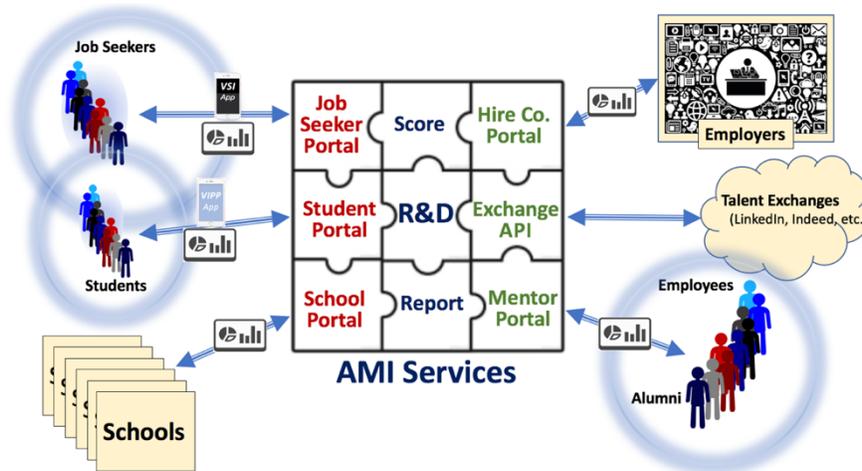


Figure 1. AMI’s Virtual Interview Ecosystem (the “VIPP” network)

Building out VIPP for the School-to-Work Transition

AMI and the Lucas College of Business’ initial focus is on building out VIPP for first generation and underrepresented minority students majoring in Business. With VIPP Version 1.0 we seek to:

- Empower students to independently practice interviewing and other non-academic skills.
- Help reduce barriers to opportunity and attainment for underrepresented students not only with convenient mobile application, but also through an extended network of top employers and alumni mentors.
- Help refine or redefine *professional readiness*. VIPP development will engage students, colleges, training programs, and employers to identify, articulate, and measure important non-academic skills.
- Provide longitudinal data to colleges on their students’ non-academic abilities, which the schools can use to design and improve professional readiness initiatives.

Prior to the Covid-19 pandemic, nearly 3 million students graduated from two- and four-year colleges in the US annually, with 20% of these students majoring in business with hopes of accelerating their economic mobility. The pandemic has deepened economic uncertainty and employment concerns for all students and the institutions that serve them--this is even more pronounced for traditionally underrepresented and underserved students. Many of these students are the first in their family to attend college and seek professional or skilled employment. Yet all too often they will have had little opportunity to practice or prepare for how best to present their story and position themselves in competitive, professional settings.

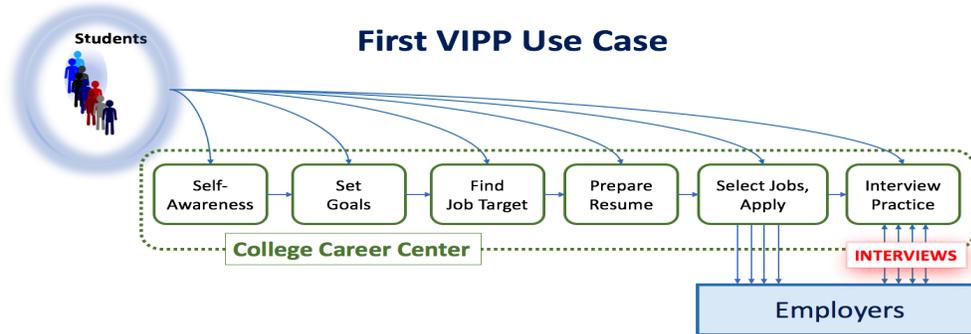


Figure 2. Typical current service model for a college career center; students can enter the process at any point in the sequence, depending on their focus and preparation.

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VIPP will meet students where they are—on their mobile devices—offering 15-minute practice interviews whenever they like. Students will receive immediate, actionable feedback on how to share their stories in ways that demonstrate the communication, collaboration, and problem-solving skills that employers value.

We will build upon our PACES work and insights to develop the VIPP practice and guidance product as follows:

1. Make the student’s interview experience more realistic – like an interview.
2. Refine constructs with a panel of career counselors, employers, alumni, and corporate recruiters.
3. Build out more VIPP interview content, to start with 15-20 distinct interviews.
4. Design feedback-guidance report forms, while building a school portal.
5. Collect data: responses, human judgments, feedback examples, and coaching guidance.
6. Improve algorithms for score profiles and develop a VIPP-specific feedback/guidance generator.

Current VIPP development status is shown, roughly, in Figure 3.

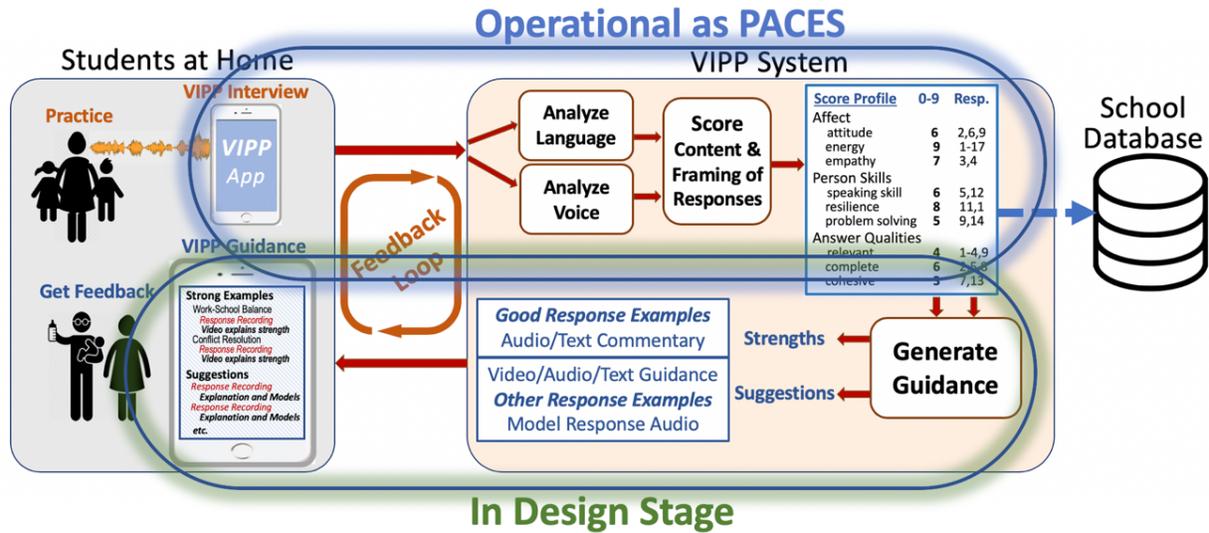


Figure 3: VIPP development; elements operational as PACES and elements in design stage.

AMI will scale VIPP through a low-cost subscription service to colleges and training programs with a free downloadable VIPP application for students, focusing on school adoption first and home use second.

About Analytic Measures Inc. (AMI)

AMI is a small education startup working to unlock the power of voice technology for learners of all ages. Our team shares a passion for creating tools to improve literacy and communication—the uniquely human skills that all learners need to make progress in school, at work and through life. If you're interested in learning more about VIPP and exploring partnership opportunities, please contact Shilpi Niyogi (shilpi.niyogi@analyticmeasures.com).

