

**Taking Part in Making Decisions:
Training for 8 to 12-year-olds**



Involving Children and Young People in Recruitment and Selection

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Introduction

Staff recruitment provides an ideal opportunity to involve children and young people in organisational decision-making. When done well it generates many positive results: enabling children and young people to have a clear input in the running of the organisation, the impact of which they will see quite quickly; sending a confident message to all staff, new and old, that children and young people are an integral part of the organisation; and providing everyone involved, old and young, with the opportunity to learn new skills and develop some established ones. Organisations that do this value the added insight children and young people bring to the process, claiming that it enables them to employ the right people for their organisation.

Everyone needs to learn to conduct recruitment properly and children and young people are no different from the rest. The intention of the following training is to help organisations support their children and young people. It is not about turning them into mini-adults, but about providing them with the skills to carry out recruitment effectively on their terms – that is, to identify what they think about candidates and confidently demonstrate their views to the adults involved. With that in mind the training sessions work towards preparing a group of children and young people to hold separate interviews parallel to the adult panel. Following the interviews both panels meet and share their information (ideally, the panels will have had a chance to meet before this point). Organisations which work in this way identify the benefit of gaining a more rounded picture of the candidates, acknowledging that people often say different things to children and young people and are more candid than they are with an adult panel. However, the training also works as a way of ‘skilling-up’ children and young people to interview, as part of a larger panel should you choose to set that up. Of course, it is important to work with the group and meet their needs. While some groups will be very happy to interview the candidates in a room on their own, knowing there is an adult outside should they need them; others will prefer to have an adult who stays quiet throughout the interview sitting at the back. Whichever way they and you choose, both work.

Overall outcomes of the training

By the end of the training participants will:

- understand their roles and responsibilities, and what they can expect of the adults/organisation throughout the process
- be able to work within an equal opportunities framework
- know what things to keep confidential
- use the communications skills needed for the role
- be able to score candidates and make an input to the decision-making process
- be able to structure an interview and develop suitable interview questions and activities for candidates
- score candidates against an agreed set of criteria.

This training could be run with 10–12 participants for general training and 3–6 for a specific recruitment team.

Ice breakers, further evaluation exercises and other preparatory information may be found in the Introduction and Getting Started section of *Taking Part in Making Decisions: Training for 8 to 12-year-olds*.



Session One

Introductory Activity

Setting the scene: thoughts about recruitment

Time needed:

15 minutes



Materials:

Statements about recruitment (Resource 1)

Agree/disagree cards

Blu-Tack or pins to display cards

Preparation time needed:

10 minutes to prepare cards, print out statements and make agree/disagree signs – place the signs at different ends of the room

Top tips: If it is not appropriate to move around the room, read out the questions and get the group to agree where to place the cards.

Purpose:

To start thinking about the process of recruitment and find out what the group want to get out of the training

Learning outcomes:

By the end of this exercise participants will:

- be aware of a range of issues that have an impact on recruitment
- have had an opportunity to share views and opinions on issues
- have started thinking about their responsibility as interviewers.

Method:

1. Read each statement individually and ask the group to move to the relevant part of the room depending on whether they agree or disagree with it.
2. Facilitate a discussion after each statement by:
 - using the notes attached to each statement
 - asking one or two people to explain why they are standing where they are.



Session Two

Tools and Rules of Interviewing

Purpose:

- To provide an opportunity to practise some of the skills required for successful interviewing – e.g. communication, note-taking and being objective
- To develop the participants' understanding of issues such as confidentiality and equal opportunities by briefly exploring the inequalities and differences of opportunity and expectation that may exist in society. This will lead on to a discussion on the importance of making interviews fair

Learning outcomes:

By the end of this session participants will:

- understand some of the rules of recruitment – e.g. equal opportunities and why they are important, what we keep confidential and why
- be aware of and able to use the communication skills required for good recruitment
- have started thinking about roles and responsibilities.

Time needed:

70 minutes

(if all activities are used)





Session Two

Tools and Rules of Interviewing

Activity One

Look and listen

Time needed:

8 minutes



Materials:

Prepared flipchart – FEOR (Resource 2)
Flipchart paper or wipe board

Preparation time needed:

8 minutes

Top tips: For more examples of activities around active listening, look at the Facilitation, Evaluation and Developing Children's Champions sections.

Purpose:

To demonstrate the importance of active listening

Method:

1. Introduce the exercise – interviewers need to have certain skills to interview well and get the best out of candidates. This session will start to look at some of those skills.
2. Ask the group to suggest some of the skills they think they need and write these on the board. Someone should say 'communication skills'.
3. Divide the group into smaller groups of 3 or 4.
4. When in smaller groups, ask them to choose 2 people to be the presenters and 1 or 2 people to be the listeners.
5. Give the presenters 2 minutes to agree on a TV programme and a number of arguments they can use to convince the listeners that it is the best programme on TV and that they must watch it. They will have 1 minute to persuade the listeners.

While the presenters are doing this quietly, brief the listeners (as 1 group if wished), without moving from their chair and without really saying anything, to show as much uninterest in what the presenters have to say as possible (if necessary, give them ideas).

6. After 2 minutes get them back into their groups and ask the presenters to make their point to the listener(s)
7. Stop them after 1 minute.
8. In the larger group, ask the presenters how they felt and the listeners how convinced they were.
 - Using one side of a flipchart, do a quick idea storm on what things the listeners did to show they weren't interested.
 - Ask the group to turn the uninterested actions into positive ones that demonstrate interest and write these on the other side of the flipchart.
 - Using the prepared flipchart, introduce the idea of FEOR (F = face, E = eye, O = open body language, R = respond).
 - Ask the smaller groups to do the exercise again using the new techniques.
 - After 1 minute ask them to feed back the difference.



Session Two

Tools and Rules of Interviewing

Activity Two

Speed interviewing

Time needed:

10 minutes



Materials:

Whistle (optional)
Interviewer sheets and candidate sheets (Resource 3)

Preparation time needed:

5 minutes to set up enough pairs of chairs at different places in the room (may be done in a circle if space is tight)

Top tips: For smaller groups set the activity up in the same way, but increase the number of questions each interviewer has to ask and merge the candidate information so they have broader backgrounds.

Purpose:

To demonstrate the importance of note-taking and recording

Method:

1. Hand out either an interviewer sheet or a candidate sheet to each participant.
 - Interviewers are to stay on the same chair throughout the exercise.
 - Interviewers will have 30 seconds to meet a candidate and ask them questions.
 - Keep time, and after 30 seconds shout or blow a whistle to indicate time up. The candidates move onto the next interviewer.
 - Continue until all the interviewers have met all the candidates.
2. Get the group together and ask interviewers some quick questions – e.g. 'Who enjoys swimming?', 'How many sisters has Samia got?'
3. Debrief using the notes (Resource 3). When interviewing lots of candidates (or even 2 or 3), the details often merge and it is difficult to remember who said what.
 - It is important that they can share what they learn about candidates with the other panel, and it is really important that they can provide examples to support what they say.
 - Ask them 'What would help?' Note-taking is the obvious answer.
 - Even more important – unsuccessful candidates may ask for feedback so they can learn to do better next time, so it is good to have useful information for them.



Session Two

Tools and Rules of Interviewing

Activity Three

Who are you?

Time needed:

20 minutes



Materials:

A copy of the Who are you? questions (Resource 4)
Roles for each participant

Preparation time needed:

8 minutes

Top tips: Ask the group to come up with their own rules for how they can make interviews fair.

Purpose:

To explore the issue of equal opportunities and discuss why it is important when interviewing

Method:

1. Ask the group if they have come across the term 'equal opportunities' before and, if so, what it means to them. If they generate some examples, write these down. They will probably include 'treating everyone the same'. Explain that this is the common idea of equal opportunities and that the next activity will explore this further.
2. If helpful, break the term down. Ask what the word 'equal' means to them and then what 'opportunities' means to them. Generate a short discussion on what they come up with and talk together about how equal opportunities affect people in everyday life.
3. Give or tell each member of the group a role or description.
4. Read out the questions/statements one at a time. Ask the group to stand up or put up their hands if they think each applies to them.

Alternatively, divide the group into smaller groups and ask them whom each question/statement might fit.
5. Debrief using the notes supplied.
6. Introduce the idea of discrimination. Explain that it is not simply a matter of being rude to/about people because of what they look like, where they are from, etc. It may involve arranging things in a way that prevents some people from becoming involved.
7. Ask the group to ideas storm ways in which the interviews could discriminate – e.g. giving some candidates interview information and not others, holding interviews in a room with no disabled access (with wide door, lift, etc.), choosing a candidate because they are young.



Session Two

Tools and Rules of Interviewing

Activity Four

Can tell / can't tell

Time needed:

20 minutes



Materials:

Flipchart, marker pens, Blu-Tack
Can tell / can't tell questions
(Resource 5)

Preparation time needed:

8 minutes to prepare two signs:
on one write 'CAN TELL' and on
the other 'CAN'T TELL'. Stick
them on opposite sides of the
room, ensuring that participants
can move easily between signs.

Top tips: Make your own confidentiality agreement. Discuss how participants will keep the information about the recruitment process confidential. Encourage everyone to sign it. This may then be shared with other young people so they know they can't ask.

If moving around the room isn't going to work or you want something different to do, write each question on a separate piece of paper. Give each group 2 flipcharts with 'CAN TELL' on one and 'CAN'T TELL' on the other. Ask the groups to agree on where they should go, and then encourage them to stick the questions under the correct headings.

Purpose:

To emphasise the importance of confidentiality and discuss what information from the recruitment process we can and can't share

Method:

1. Ask the participants to move to the centre of the room. Explain that you are going to read out a list of questions and that participants are to move to CAN TELL if they think they can share the information with others not involved in the recruitment, or to CAN'T TELL if they think they shouldn't.
2. After each question discuss with the participants why they moved to that sign.
 - Explain that certain information about the recruitment process needs to be kept confidential. Discuss what this is – e.g. the Data Protection Act 1998 means that applications cannot be shown to anyone who isn't involved in the recruitment process.
 - Emphasise the importance of talking about what happened in the recruitment process only to those who were involved. Discuss questions like these:
 - * To whom may I talk about what happened?
 - * What if my dad / grandma / best friend / someone at my youth club, etc. asks me?
 - * What if I know one of the candidates and they try to talk to me about what happened?
 - Agree with the group on what information they can and can't share, whom they can share it with, and some stock answers to give to other people who may ask questions.

*Courtesy of Save the Children, Scotland. This and other exercises may be found in **The Recruitment Pack: involving children and young people in the recruitment of staff** published by Save the Children, Scotland. www.savethechildren.org.uk/scotland*



Session Two

Tools and Rules of Interviewing

Optional Activity

Interviewer's toolbag

Time needed:

10 minutes



Materials:

Responsibilities cards
(Resource 6)
Pictures of bag and bin
(Resource 7)

Preparation time needed:

10 minutes to prepare materials

Top tips: Have just one bin and one bag, and ask the group to shout out 'Bag it' or 'Bin it', depending on whether they want to keep or throw away the item.

Purpose:

To provide an opportunity to bring together the above and to emphasise some of the key points, starting to provide a structure to the interview

Method:

1. Introduce the exercise, explaining the above purpose.
2. Break the group into smaller groups of 3 or 4.
3. Explain that each group will be given a list of things that may or may not make the interview go smoothly, and a bin and a bag.
4. Groups have to decide which things they will bag (keep) and which ones they will bin (throw out). They can stick them on the appropriate picture.



Session Three

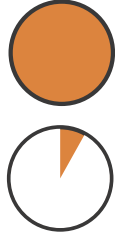
The Interview

Purpose:

- To discuss how the interviews will work and inform the children and young people of the process of recruitment (adapt this to suit the organisation's recruitment process)
- To provide an opportunity for the children and young people to explore the qualities and skills they expect a person to bring to a job in your organisation, leading on to identifying appropriate ways of recording and scoring candidates as well as to design questions and activities for the interview
- The session also provides an opportunity to support the group's understanding of equal opportunities

Time needed:

65 minutes (including 7 activities)



Trainers notes:

In addition to the outcomes above, the session also provides an opportunity to agree on expectations and ground rules to support the two panels working together. When preparing for a specific recruitment, this may include agreeing on 'non-negotiables' (i.e. the key skills and abilities the person must have to be appointed; if they lack these they are unappointable).

Learning outcomes:

By the end of this session participants will:

- understand their commitment and the commitment of the adults involved
- know how to structure an interview, basing questions on the job role and person specification
- know one way of scoring candidates
- understand the importance of everyone being involved.



Session Three

The Interview

Activity One

The recruitment process

Introduction to session and process of recruitment

Time needed:

5 minutes



Materials:

Prepared flipchart/overhead and corresponding notes (taken from Resource 8)

Preparation time needed:

10 minutes (longer if you need to amend the flipchart to fit your organisation's process)

Top tips: The process will vary for different organisations. It is important to emphasise how you work and what your policy is. Try to give as realistic a timeframe for the whole process as possible. When new to the process of recruitment, people (both young and old) are often not prepared for how slow the process can be; it is useful to emphasise that here.

Purpose:

To explain the recruitment process and emphasise that finding the right person and using a fair process involves more than an interview

Method:

1. Explain that now that you've looked at some of the tools needed to interview well, it is time to look more closely at how the interview will be structured and at making the decision.
2. Using the prepared flipchart and the supporting notes, explain the recruitment process.



Session Three

The Interview

Activity Two

Who are you looking for?

Time needed:

15 minutes (including 3 minutes for presentation)



Materials:

Paper
Pens
Bubbles and Stars (see Resource 9, Who are you looking for? The ideal candidate)

Preparation time needed:

10 minutes to prepare materials

Top tips: This may be done as a general exercise when training teams for future recruitments or for a specific post.

If it is for a specific post, spend some time previous to this activity in discussing what the job is, and idea storm the types of things the person appointed will do in the post. If the post has no direct link to working with children and young people, it is helpful to present scenarios of how their work impacts on children and young people within the organisation.

Alternatively, rewrite the person specification and job description so that they make sense to the group. Ask the teams to stick the areas they are interested in on the body and put the ones they are not interested in to the side so they can be picked up by the adult panel if appropriate. Also give them the option to add qualities they consider to be important – e.g. sense of humour, patience.

Purpose:

To explore the skills and abilities candidates need for a job, and to develop the 'ideal candidate' – who will be used for a number of the following activities

Method:

1. Divide the group into 3s or 4s. Give each group a large sheet of paper, pens and lots of bubbles and stars.
2. Explain that they are to draw around one person in the group. This will be their ideal candidate. If this is inappropriate, they should draw stick or line figures.
3. They have 10 minutes to design their ideal candidate using:
 - bubbles – what the person needs to know about to do the job; this may include previous working experience
 - stars – the different qualities and skills they need to bring to the job.

The groups are to stick these on to the 'ideal candidate'.

4. After 10 minutes, bring the groups together to share what they have done. Discuss if this gives them a complete picture of whom they are looking for.

Important: Make sure you keep the 'ideal candidates'. They will form the basis for a number of the following exercises.

5. Explain that there are different ways of finding out information from candidates – e.g. questions on specific issues, asking them to prepare a presentation, doing an activity with them, and asking them to run an activity with the panel.

Using some of the bubbles and stars from the 'ideal candidate', discuss some of the ways in which these things can be tested, e.g.:

- communicate well with children and young people – answering questions, running an activity with children and young people
- fun – presenting something dull in an interesting way, coming prepared with a game or ice breaker to run with the panel
- experience of working with children and young people – questions that ask for examples.



6. Remind the group how long they will normally have to interview. Confirm that they may use the time in whatever way is suitable for that post (it is important to emphasise that if the person will not be required to make presentations when in position, it is unfair to expect them to do so during the interview).
7. As a group idea storm activities or tasks that would be appropriate for an interview for the ideal candidate. If preparing for a specific post, a specific activity for the interview may be developed at this point.



Session Three

The Interview

Activity Three

Developing questions

Time needed:

15 minutes (5 minutes presentation and 10 minutes activity)



Materials:

Prepared flipchart/overhead (taken from Resource 10)

Preparation time needed:

5 minutes

Top tips: It is important to spend time with the small groups testing the questions, demonstrating why closed questions are not suitable, and supporting them in developing their questions into open ones. It may help to work backwards, finding out what answer they are looking for and then working with them to get the right question.

Purpose:

To explore the type of questions that produce detailed answers and to provide the group with an opportunity to develop some of their own questions

Method:

1. Explain that even if candidates do a presentation/activity, most interviews will also have a question-and-answer section. Some questions are better for getting information than others.
2. Using the prepared flipchart, explain the different types of questions.
Ask the group to give you an example of each question, or give them examples first and then ask the group for more. After explaining open questions, ask the group to change any closed question they provided into an open one.
3. In smaller groups give them 8 minutes to suggest 2 questions for each type of question that are relevant to the 'ideal candidate' (except closed questions).
Go round supporting the groups, and do quick questions and answers to check if their questions work and they are getting the answers they expect.
4. Bring the groups back together to share their questions. If working towards a specific job, spend longer in developing specific questions for the interview. Keep the questions for the interview role play later.



Session Three

The Interview

Activity Four

Recording and scoring

Time needed:

5 minutes



Materials:

Recording sheets and examples of criteria (Resource 11)

Preparation time needed:

5 minutes

Top tips: Interview tips

For a real interview produce the agreed recording sheet on different coloured paper for each candidate.

Have an independent person who, following each interview, facilitates an ideas storm of the candidate's strengths and weaknesses. Each member of the panel then indicates whether the candidate is strong/weak or OK. They do not compare candidates until they have interviewed them all. Only then may they discuss preferences and whether they consider someone appointable or not. This helps focus the children and young people before meeting with the adult panel.

Purpose:

To demonstrate one way of recording the interview and to support the group in identifying marking criteria that are important to them.

Method:

1. Remind the group about the need to keep a record of the interview, both for the meeting with the adults and for the organisation's records if people want feedback.
2. Discuss the fact that as interviewers they need to be consistent so they are looking for and measuring the candidates on the same thing, otherwise the interviews will be unfair.
3. Give participants copies of the example recording sheet. Explain that on the left are sample questions and for their interviews the group will need to use the questions that they have developed themselves.
4. Give out copies of the template recording sheet. Using the 'ideal candidate', work with the groups to identify the criteria they will mark against – e.g. 'Must communicate well with children and young people' may be expressed as 'Easy to understand'. Use the examples of criteria agreed by children and young people to give them ideas if necessary.
5. Explain that they will be using their recording sheet later in an interview role play.

The interview tips and recording sheets and template (Resource 11) are kindly provided by Headliners, a UK-wide news agency producing news, features and comment by young people for everyone: www.headliners.org



Session Three

The Interview

Activity Five

Recruitment line

Time needed:

10 minutes



Materials:

String
Clothes pegs
Process cards (Resource 12)
Blu-Tack
Pens
Figures (Resource 13)

Preparation time needed:

15 minutes to make signs and tie a piece of string across the room – the signs indicating the recruitment process will be attached to the string, distributed along the length

Top tips: You may want to enlarge the figures to give participants more space to write on.

Purpose:

To explore and share the group's expectation of each other and the adults involved in the process

Method:

1. Divide the group into 2s or 3s. Give each group a set of pens, clothes pegs and differently sized figures – one will represent the adults and the other the children and young people.
2. Ask the groups to write on the children and young people figure what they will do to ensure the process goes smoothly at each point of the recruitment, and on the other figure what they need from the adults to make sure it goes smoothly.

Use the pegs to attach their requirements to the recruitment line.

3. If appropriate, discuss with the adult panel prior to the interview and adult meeting what they have come up with, and if necessary suggest some others that they may not have thought about (e.g. non-negotiables, the things a candidate must have to make them appointable).



Session Three

The Interview

Optional Activity

Snowflake

Time needed:

5 minutes



Materials:

1 piece of paper (same size for all participants)
Scissors for each participant
Snowflake debriefing notes (Resource 14)

Preparation time needed:

5 minutes

Purpose:

This provides a quick opportunity to emphasise the importance of everyone's contribution to the discussion. It may also be used at a later stage with the adult panel and the children and young people panel together

Method:

1. Give each participant a piece of paper and pair of scissors, then ask the group to sit somewhere so they can't see precisely what the other group members are doing.
2. Once they have all moved, ask them to follow the instructions you are about to read out:
 - Fold the paper in half and snip off one corner of the paper.
 - Fold the paper again and snip off one corner.
3. Give the same instruction at least another 3 times or until it is impossible to fold the paper any more.
4. Call them back into a circle, and ask them to unfold their paper and compare the snowflakes. They should all be different.
5. Debrief using the notes.



Session Three

The Interview

Optional Activity

Problem-solving

Purpose:

To provide an opportunity for the group to discuss ways of making the interview go smoothly, and to develop ways of dealing with any problems that may arise

Time needed:

10 minutes



Materials:

1 large sheet of paper per problem
Interview problem-solving sheet (Resource 15)
Pens
Blu-Tack

Preparation time needed:

10 minutes to prepare problem sheets if using your own

Method:

1. Break the group into 2s or 3s.
2. Put the problems on the wall.
3. Ask the groups to move around the problems (1 group per problem) writing suggestions on how to deal with the issue. They have 2 minutes per problem.
4. Bring them together to share what they have come up with.



Session Four

Bringing it All Together

Activity One

Interview role play

Time needed:

30 minutes



Materials:

Interview cover sheets (Resource 16)
Recording sheets with questions filled in (Resource 11)
Extra person(s) to be interviewed

Preparation time needed:

15 minutes

Purpose:

To give participants an opportunity to practise what they've learnt and receive feedback. If preparing for a specific interview, they can practise and see if their questions work

Learning outcomes:

By the end of this activity participants will have:

- experienced running a short interview
- had an opportunity to test some of their questions
- identified other learning needs.

Method:

1. Explain they now have an opportunity through role play to practise what they have learnt and to test the questions they have developed. They will have 10 minutes to prepare for their candidates and 10 minutes to interview them.
2. Emphasise that the point of a role play is to practise and it's OK not to be word perfect / to make mistakes, etc.
3. Break them into two groups (you can make the groups smaller if you have more interviewees available), and provide everyone with an interview cover sheet and a recording sheet with questions and measures written in.

They have 10 minutes to set up their interview space and agree who will do what / ask which questions (use the questions the group developed in Session Three, Activity Three). Depending on the size of the group, they may be able to do only the introductions and ask one question each.

4. While they are preparing, brief the other interviewee(s) to challenge the panels gently – e.g. waffle on and on, give short answers, say something contentious.
5. After 8 minutes warn the panels they have 2 minutes before their candidate will arrive.
6. After 10 minutes send the candidates in to be interviewed.
7. After 10 minutes bring the groups together to share their experience, e.g.:
 - How was it for the interviewers/interviewees?
 - What went well / What could they improve?
 - How well did the questions work?
 - Give feedback on the recording sheets.
 - Other things that would help.

Resource 1

Setting the scene – thoughts about recruitment

Statement (or make your own)

It is more important that the successful candidate can do the job than they are liked by everyone

If a candidate is nervous they are not right for the job

It is not important what the candidates think about us; it what we think about them that counts

Some jobs need to be taken more seriously than others

Notes for trainer

-
- Do they need to be liked by everyone to do the job?
 - Is it possible to recognise that although someone is not your favourite candidate, they may be the best person for the job?
-
- Most people find interviews nerve-racking: generally they are for something they really want. They may be a life-changing moment for them.
 - Provides opportunity to emphasise the seriousness of recruitment without laying it on too thick.
-
- It is still important to make a good impact on the candidate. If they are the right candidate we want them to accept the job and not turn it down because they didn't like the way they were treated.
-
- All jobs need to be taken seriously and have an impact on the organisation – the receptionist may have as much impact on an organisation as the chief executive as they are often the first person somebody calling or visiting an organisation meets / speaks with.

Resource 1

Setting the scene – thoughts about recruitment

Statement (or make your own)

Bad interviews are often as much the fault of the interview panel as of the candidate

It doesn't matter if we don't get the right person – we can always get rid of them

The job of the children and young people panel is to find out how the candidate treats young people; the other panel can judge them on their suitability for the technical side of the job

The candidates just need to make us laugh in order to get the job

Notes for trainer

- Some candidates do interview badly; however anyone will interview badly if the interview is badly run – e.g. interviews run late, candidates are not told what to expect, interviewers are not listening / not asking the questions properly, mobile phones go off.
- Interviewing well is a skill and adults need training too.

- It is not easy to get rid of anyone.
- It is not fair on the candidate to appoint them to a job they can't do.
- It is not fair on the other candidates, one of whom may be the right person for the job.
- Recruitment costs a lot of money.
- The wrong person in one job can affect the rest of the organisation.

- It is useful to explore exactly what the panel is concerned with as different groups will have different expectations.
- Some jobs will have requirements that children and young people are unlikely to be able to test – e.g. accounting skills – and this is why it is important that both panels work together to share their expertise.

- It's fine if they do, but not necessary unless recruiting for a clown or entertainer.

Setting the scene – thoughts about recruitment

Statement (or make your own)

We need to know what will make a good answer to our questions

We should only offer the job to someone who can do all the things on the job description

There should be one person who makes the final decision

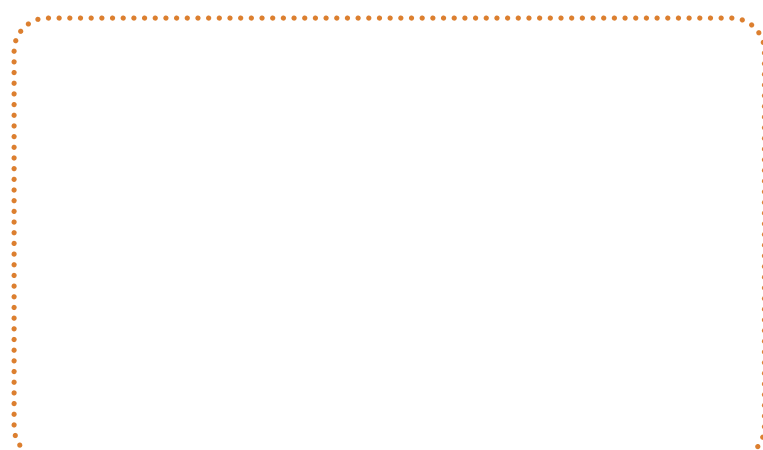
Notes for trainer

- It is important to know what the question is aimed at testing; however it is also important to be open to learning more from candidates.
- For most posts there are some things which it is essential for the candidate to know / be able to do. Sometimes there are aspects that it is OK to learn on the job. It's important to agree what both panels think those things are before the interviews.
- To be used if the children and young people will be meeting with the adult panel to agree on the candidate.
- Opens discussion on just how that decision will be made. It also gives the children and young people an opportunity to make suggestions about how the decision should be made
- It is important that you are clear about the level of responsibility the children and young people will have in making the decision.

Resource 1

Setting the scene – thoughts about recruitment

Own statement



Notes for trainer

Prepared flipchart

Eye contact

(but not spookily staring)

Face the person

Positive listening

Respond

(don't say too much; a simple thank-you to answers is enough)

Open body language

(not too relaxed, but don't sit there with arms crossed and legs crossed so you end up turned slightly away from them; slightly leaning forwards helps, leaning back may give the impression of being bored or uninterested)

Resource 3

Speed interviewing

Interviewer questions

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate sheets

Candidate Joan

- Has 2 sisters
- Doesn't like dogs
- Favourite film is *Oceans 11* and loves painting

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate Samir

- Has 1 brother and 1 sister
- Has 1 dog
- Favourite film is *Starsky and Hutch* and likes horse riding

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate Samia

- Has 2 sisters and 1 brother
- Doesn't have any pets
- Favourite film is *Chitty Chitty Bang Bang* and enjoys swimming

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate Chad

- Has a brother and sister
- Has 2 cats and a Jack Russell
- Favourite film is *Harry Potter* and plays football

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate Gillian

- Has 1 sister
- Would like to have a pet
- Favourite film is *Finding Nemo* and plays football

Interviewer questions

- What's your name?
- What do you like doing in your spare time?
- Do you have any pets? If so, how many?

Candidate Alex

- Is an only child
- Has a dog
- Favourite film is *Batman* and goes to drama classes

Sample debrief notes

- When interviewing lots of candidates (or even 2 or 3), they often merge and it is difficult to remember who said what.
- It is important that they can share what they learn about candidates with the other panel, and it is really important that they can provide examples to support what they say.
- Ask them what would help. Note-taking is the obvious answer.
- Even more important: candidates who are not successful can ask for feedback so they can learn and do better next time. It is good to have useful information for them.

Who are you?

Questions /statements

(either choose from the following or make up your own)

1. Can you use public transport?
2. Are you under 25?
3. Do you feel people listen to you?
4. Do you see yourself represented on TV?
5. Are you male?
6. You have travelled around the world.
7. Do you have lots of qualifications?
8. You enjoy deep-sea diving.
9. You audition for a role in a local play – do you think can get one of the main roles?
10. You are registered as disabled.
11. You have not worked for 3 years.
12. At work you manage 30 people.

Who are you?

Roles:

Make sure everyone has a role description. Either choose from the following or make your own.

**You weren't born
in the UK**

**You are a single
parent**

You are a model

**You are a
teacher**

**At 15 you were
excluded from
school**

**You have your
own business**

**You are a
wheelchair user**

**You live with
and care for
your mother**

**You have 3
children**

**You are
registered as
blind**

**You work with
pre-school
children**

**You pray every
day**

Who are you?

Roles:

Space for you to make your own.

Sample debrief notes

- Who stood up for which questions and who didn't?
- Explain that some of the questions made them make assumptions (e.g. who was male), and some of the questions were about opportunity (e.g. whether someone can use public transport or has qualifications).
- We often make assumptions about people based on what we see. They were given a tiny bit of information about a person and started building a picture of the person they expected them to be. Most of the statements could have been applied to any of the roles.
- Explore some of the barriers faced by people, e.g. public transport
- Highlight the fact that many of us will face barriers throughout our lives, and explain that equal opportunity is about lifting those barriers and treating everyone fairly.
- When interviewing equal opportunities involves making sure that interviews are structured in a way that makes them fair, so that everyone has the same chance to do well – e.g. by asking everyone the same questions.

Resource 5

CAN TELL / CAN'T TELL questions

1. How many candidates are there?
2. Who was on the panel?
3. What were the names of the people interviewed?
4. How long did the interviews last?
5. What did you ask the candidates?
6. What did they say?
7. Who did you like the best?
8. Who got the job?
9. What time were the interviews?
10. Did you know any of the candidates?
11. Where did the interviews take place?
12. Tell us about the ones who didn't get the job.
13. A candidate asks how many people you are interviewing.

Resource 6

Bag it or bin it responsibilities cards

Either use the following or make your own.

It is our job to make the candidate feel comfortable by:

offering them some water



introducing ourselves



explaining what will happen over the next 20 minutes



making a joke to relax them if they look nervous



We can help the candidate to do well in the interview by:

making sure the questions and any activity relate to the job



giving all candidates the same time to prepare for any presentation we ask them to do



asking extra questions if they don't give good answers to the ones we prepared



disagreeing with them if they say something we don't like



We can make sure we can get the right person for the job by:

listening and focusing during all the interviews



keeping interview notes to use later when we meet the other panel



making sure we have examples of why we think something



just knowing that they will fit when we see them











Resource 6









Bag it or bin it responsibilities cards

Either use the following or make your own.

It is our job to make sure candidates answer the questions well by:

asking the question in a different way if they don't answer it the first time	 
keep on asking the same question again and again	 
tell them they've given the wrong answer and should start again	 
preparing and testing our questions before the interview	 

It is important that we keep to time, and we can do this by:

dropping questions if a candidates goes on and on and we run out of time	 
interrupting candidates	 
telling candidates at the beginning how much time we have and that someone will be keeping time	 
having someone responsible for keeping time	 


Resource 6

Bag it or bin it responsibilities cards

Use these to make your own.

	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin

	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin

	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin
	 Bag	 Bin

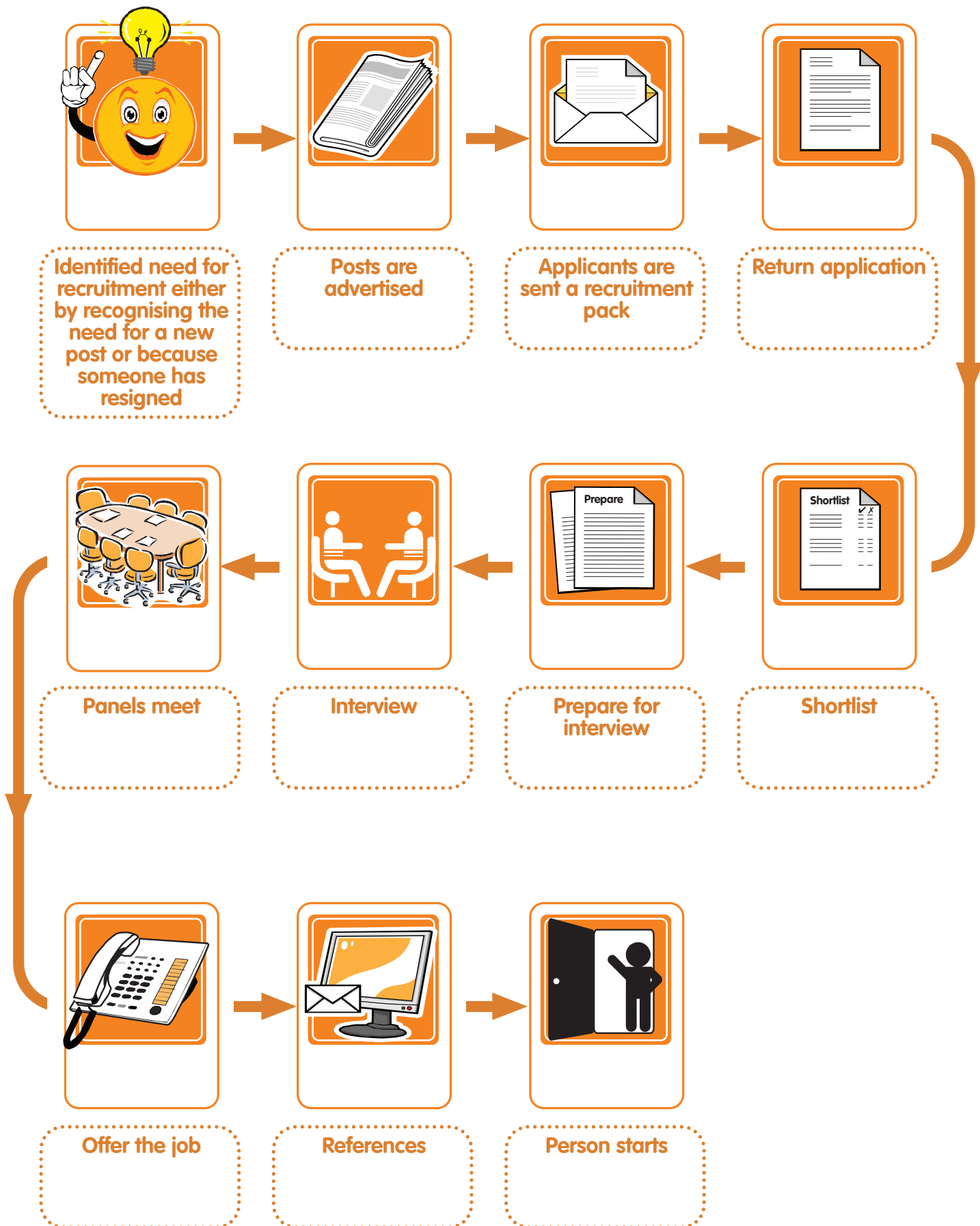


Bag



Bin

Road to recruitment





Identified need for recruitment either by recognising the need for a new post or because someone has resigned



**Posts are
advertised**



**Applicants are
sent a recruitment
pack**



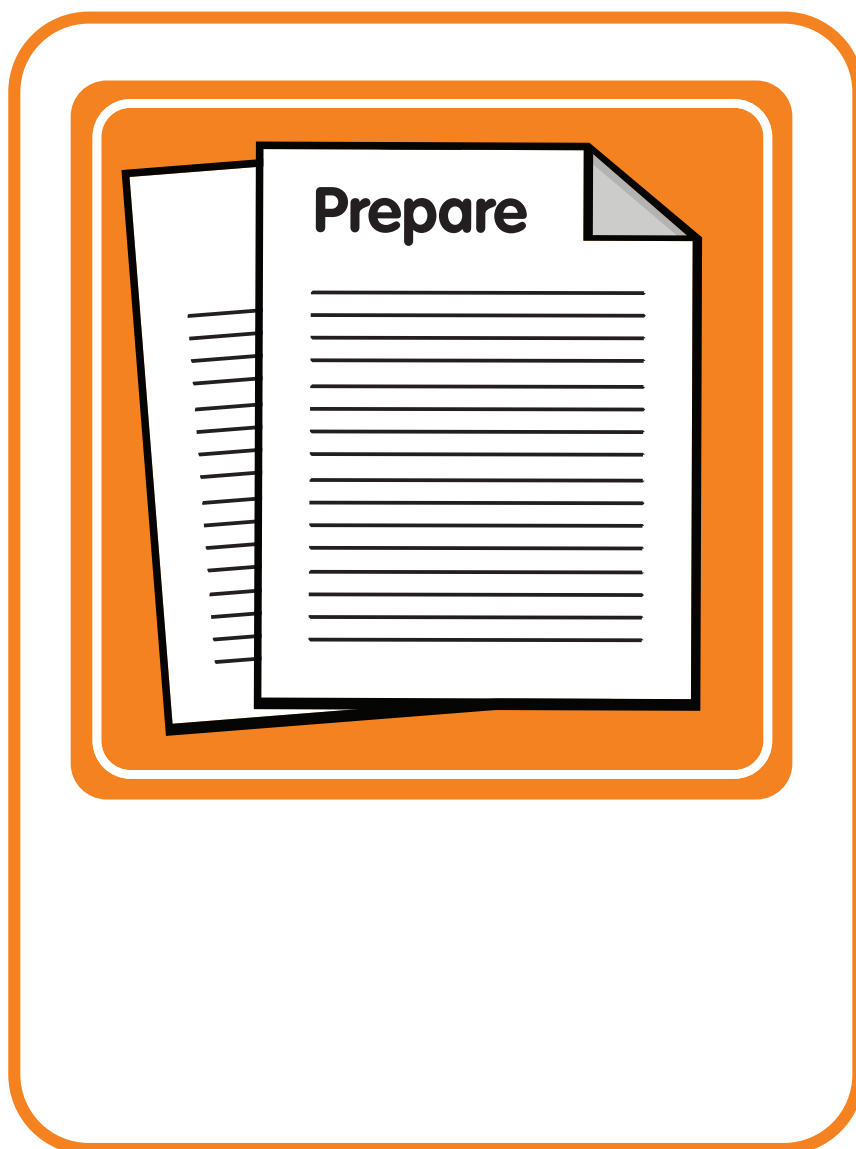
Return application



Panels meet

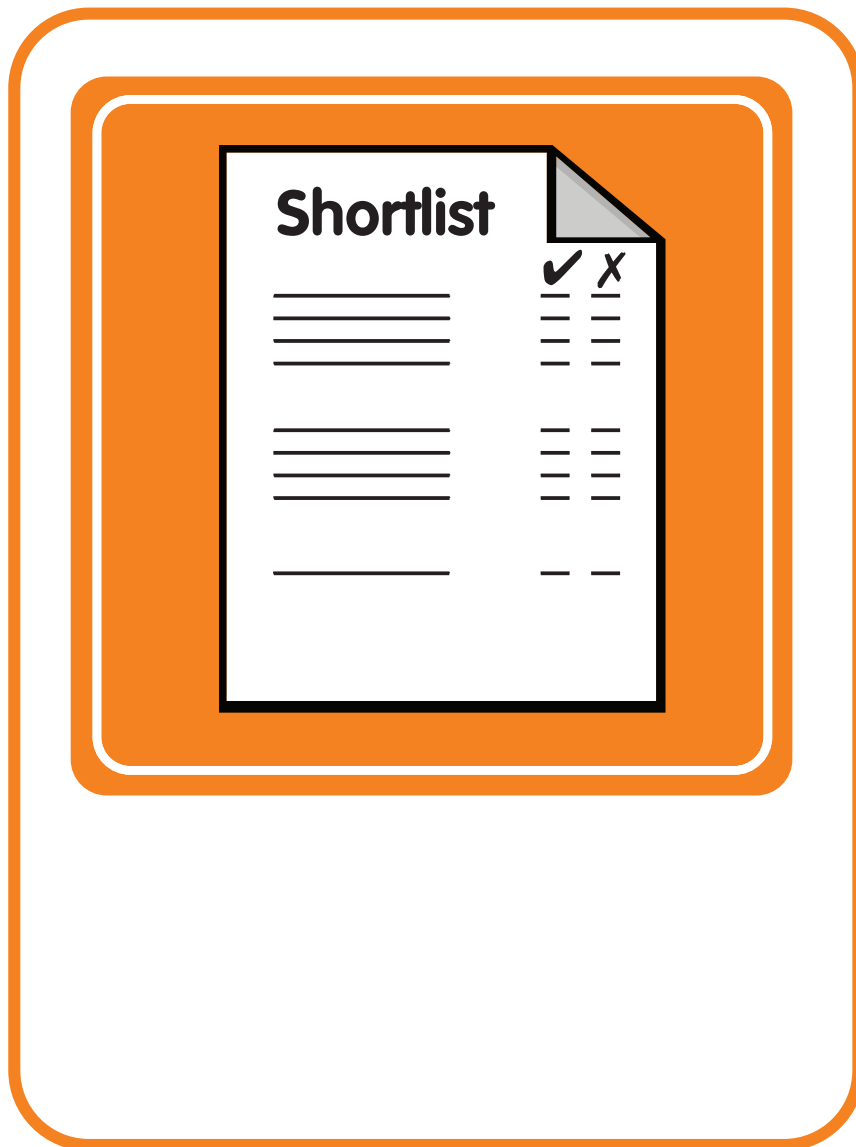


Interview



Prepare for interview

Road to recruitment



Shortlist



Offer the job



References

Road to recruitment



Person starts

Sample debrief notes

In order to find the right person for the right job, the organisation goes through a set process aimed at being fair so that people are selected on their skills and ability and not anything else. This is done by:

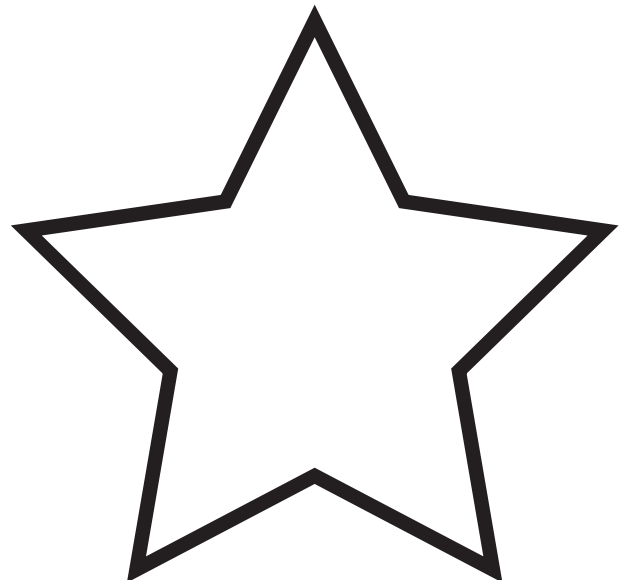
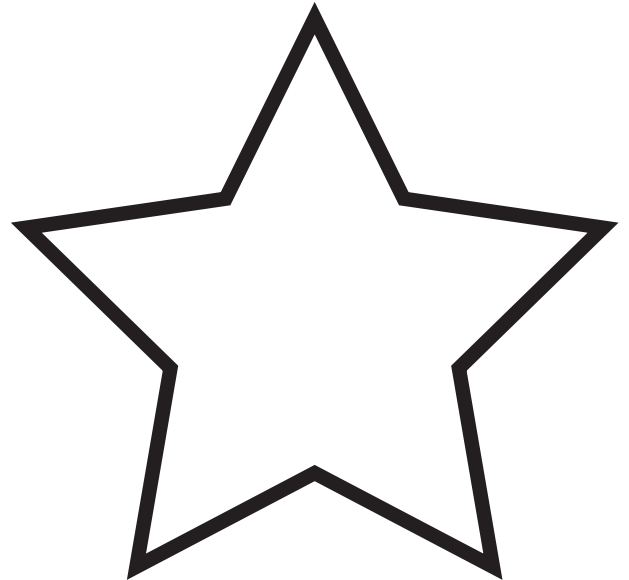
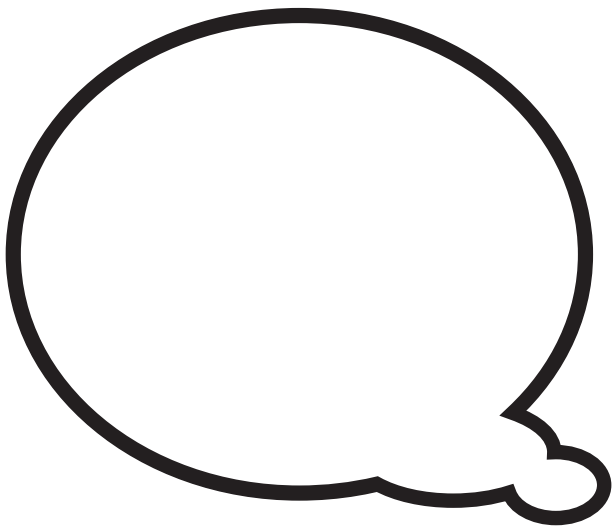
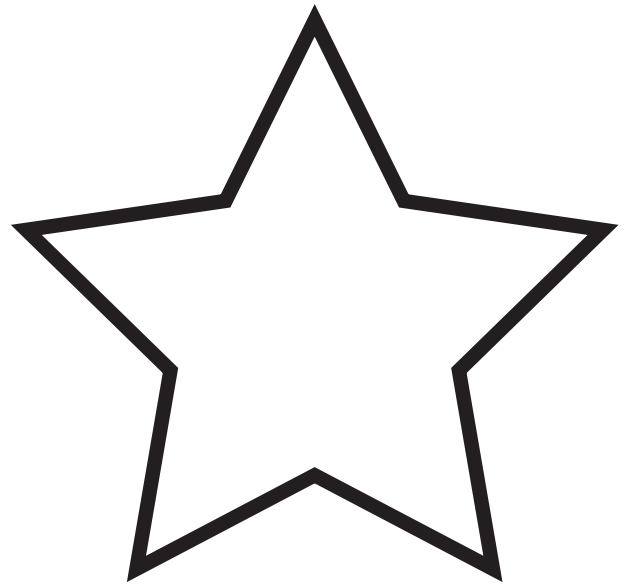
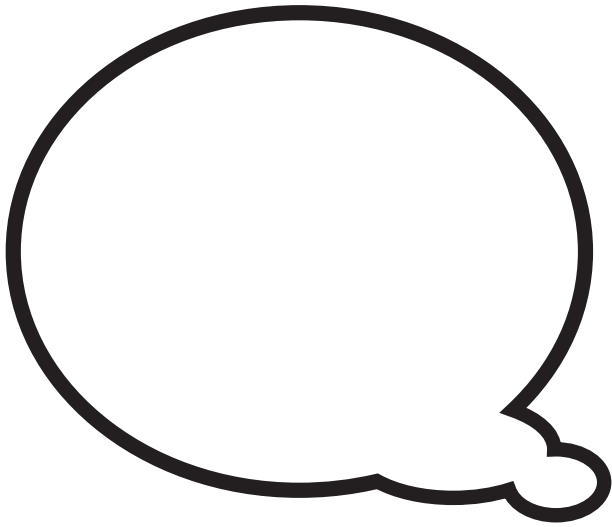
- advertising posts locally/nationally
- using recruitment guidelines that state how the process can work – e.g. it has to follow equal opportunities
- promising to respect confidential information supplied by individuals
- issuing a recruitment pack providing guidance on how to apply and the process, a job description and person specification which outline, in the broadest terms possible, who the right person is, information about the organisation, copies or summaries of relevant policies such as child protection, equal opportunities, equal opportunities monitoring form, Criminal Records Bureau form to check for previous convictions, an application pack, the contact number of the person responsible in case they have any queries
- applicants being asked to match their skills and experience to the person specification when applying
- their then being shortlisted – the organisation uses the person specification to do this; those who match all the requirements on the person specification are invited for interview, the aim being for 4–6 people to be interviewed
- the structure of the interview and the questions asked being also based on the person specification so we don't ask a youth worker to tell us about plumbing or a plumber to tell us about youth work

Resource 8

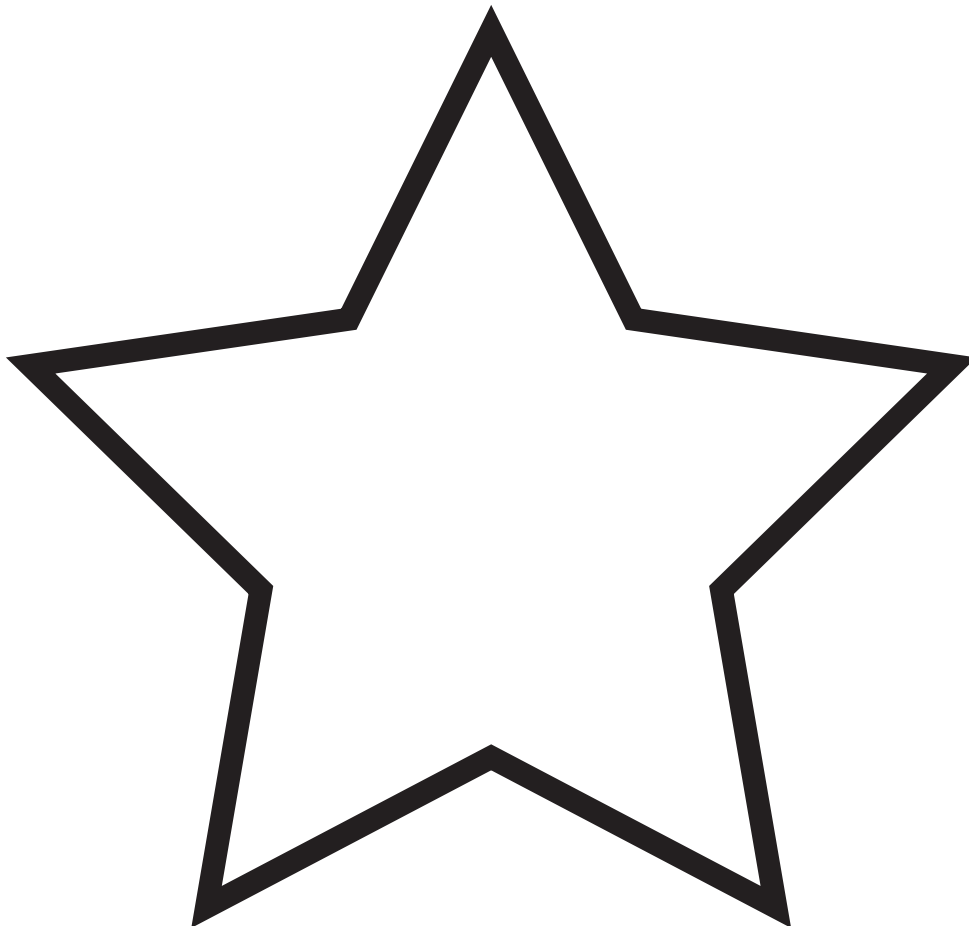
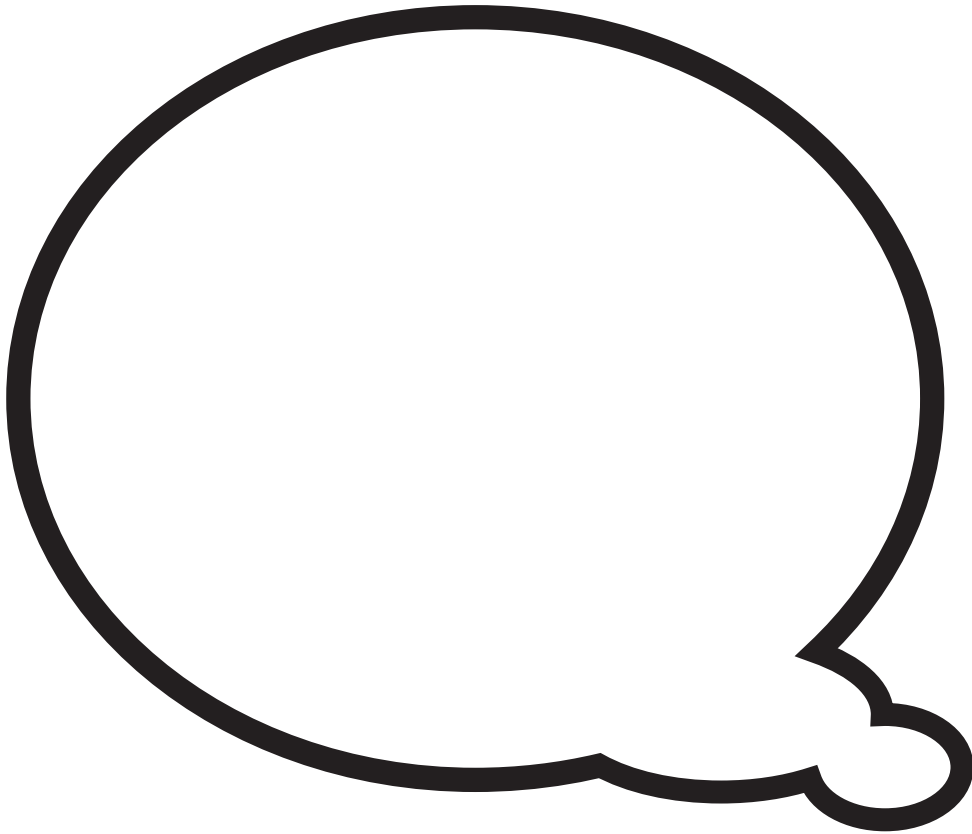
Road to recruitment

- interviewers being required to:
 - plan the interview
 - manage the structure, keep to time, and make sure there is enough time for all the questions to be asked
 - be objective
- discussion being held between the people interviewing to agree to whom to offer the job
- offering the job – sometimes people will negotiate over contractual issues like rate of pay or hours
- informing those who weren't successful and offering feedback why
- references being taken up – previous employer and 1+ other
- new staff member starting on the day agreed, usually having a period of induction so they learn about organisation and job specifics

Who are you looking for? The ideal candidate



Who are you looking for? The ideal candidate



Resource 10

Flipchart/overhead – developing questions

Closed questions

Allow just 'yes' or 'no' answers. However, they can lead to the person giving you the answer they think you want to hear.

e.g. 'Do you like young people?' They are not going to answer 'no'. You get no information about why or what makes that true.

Open questions

Leave the person free to choose how to answer the question and are a good way of gaining information, but can allow people to gloss over their experience – they may talk a lot but not say much.

Probing questions

Used to get more specific information as part of an open question.

e.g. How did you do it? Please give examples.

Scenarios

Set a scene for the candidate to explain how they would react. Often include the question 'What would you do if ...?'

Resource 11

Recording sheet (example)

Candidate's name:

Time of interview:

Place a ✓ in the box if they meet the criterion. Place a ✗ in the box if they don't meet the criterion.

	Place agreed criterion here	Place agreed criterion here	Place agreed criterion here	Place agreed criterion here	Other comments and examples
	They are easy to understand	Their answer is creative and imaginative	They have experience / give examples	They have good listening skills	
Questions (examples)					
e.g. How did they introduce what they are going to do?					
What are they like when presenting?					
How did they finish the presentation?					

Recording sheet

Candidate's name:

Time of interview:

Place a ✓ in the box if they meet the criterion. Place a ✗ in the box if they don't meet the criterion.

Questions	Place agreed criterion here				Other comments and examples

Examples of criteria

Examples of criteria agreed by children and young people

- They are easy to understand.
- Their answer is clear and to the point.
- They are interesting and hold my attention.
- They answer the question.
- Their answer is creative and imaginative.
- They are not patronising.
- They have experience / give examples.
- They come across well – e.g. body language, presentation.
- They are clear and easy to understand.
- They are interested in our views.
- They have good listening skills.
- They stay on the question.

Before the interview

Fold

Before the interview

During the interview

Fold

During the interview

**Following the
interview**

Fold

**Following the
interview**

**Meeting with the
adult panel**

Fold

**Meeting with the
adult panel**

Making the decision

Fold

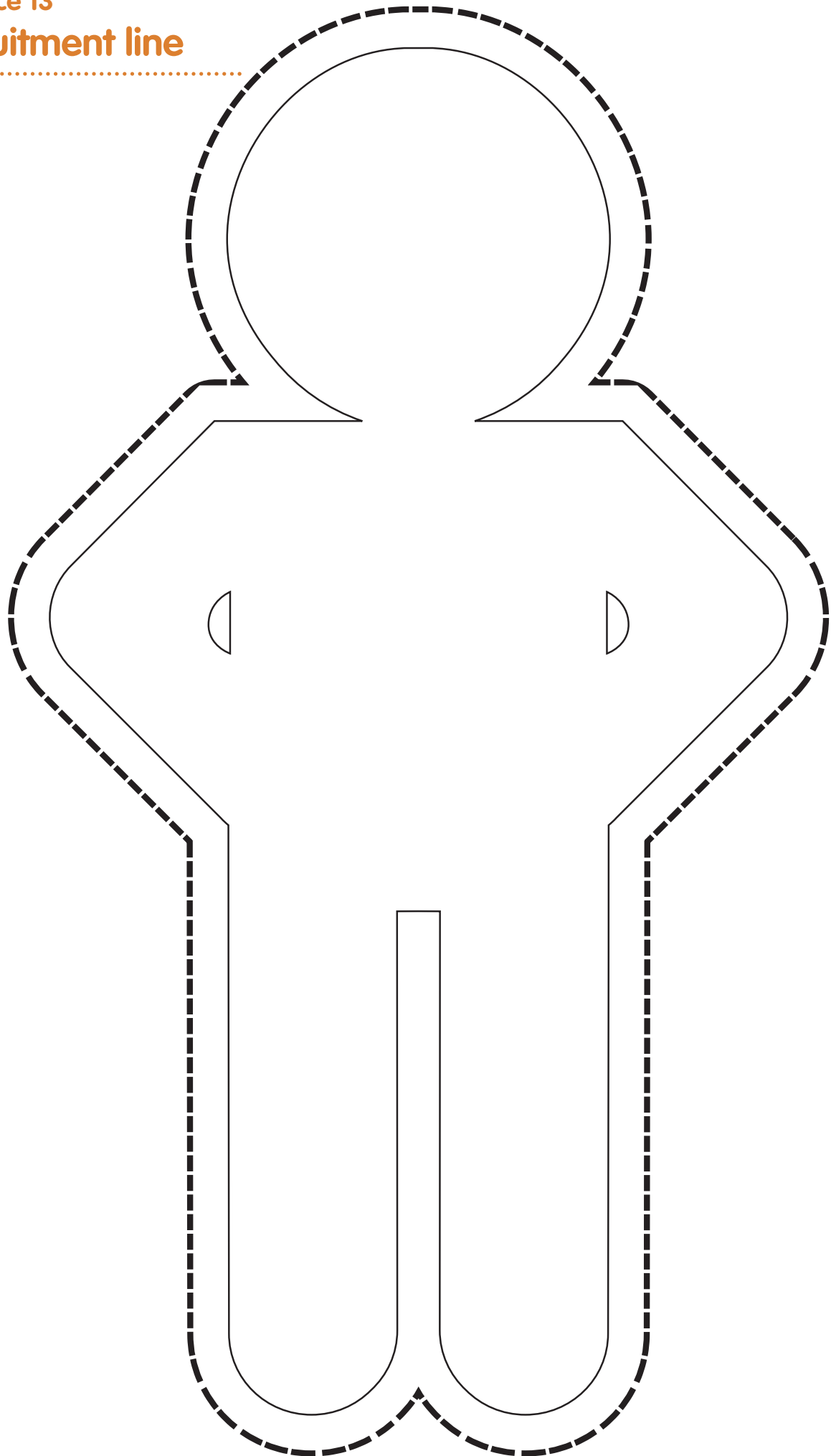
Making the decision

**After candidates
have been informed**

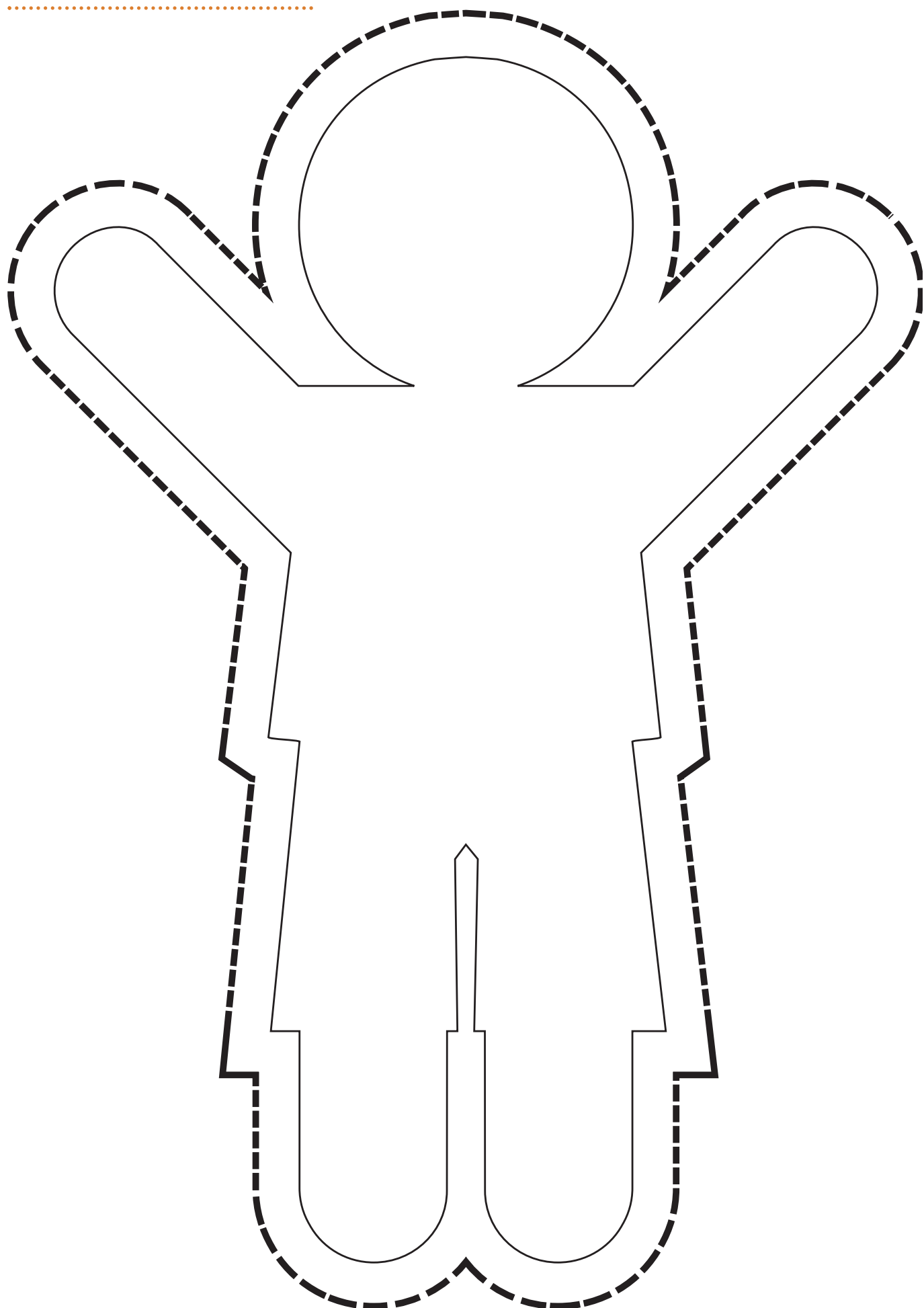
Fold

**After candidates
have been informed**

Recruitment line



Recruitment line



Sample debrief notes

- Although they had the same materials and were all given the same instructions, their 'take' on what they heard was slightly different, so some will have folded the paper one way and others another way. They will also have chosen different corners to snip. The result is that they all have an individual snowflake.
- They are all individuals and when on the recruitment panel they will all hear and see things slightly differently from the person sitting next to them. It is important to have more than one person doing the interviews so that a fair judgement is made.
- It is also important that they say what they think and what they hear, even if it is different from what someone else says. The process is not about being right or wrong, but about building up a good picture of the candidates.

Interview problem-solving

List of problems to use, or make your own.

How to support each other during the interview.

The candidate keeps waffling on and on.

The candidate answers a different question from the one asked.

One of the panel asks the wrong question.

Interview problem-solving

List of problems to use, or make your own.

Your mobile phone goes off.

How do you start the interview?

How do you finish the interview?

How do you take notes and listen at the same time?

Resource 15

Interview problem-solving

Use these make your own.



Resource 16

Sample interview cover sheet

Job title:

Brief description of post:

Ground rules agreed by panel prior to interview:

Role	Who?
Meet the candidate at the door, bring them in	
Offer a seat and glass of water. Introduce panel.	
Explain what will happen over the next 20–30 mins	
Keep time?	
Ask 'Have you got any questions you would like to ask us?'	
Thank them and show them out	

Don't forget:

- Turn off phones!
- Pause after each question to make sure that the candidate has finished speaking.
- Try to look interested and keep eye contact all the time. That will help you get the best out of them.
- Check over your notes at the end of each interview/presentation – it's easy to forget things if you don't write them down

This cover sheet is kindly provided by Headliners. www.headliners.org