

Training young people to take part in the recruitment process

A Toolkit of activities

‘Just like footballers and musicians need to practice in order to get better, there are things we need to learn in order to recruit people.’

Young interviewer

‘Social work is not all in the Book, we want staff with experience and who will listen’

Care leaver feedback

Introduction

What's this toolkit about?

A key priority of the B&NES strategy is to embed the principle and practice of involving young people in the staff recruitment process. There are already many examples of this co-production happening across the authority, which means our services are becoming more responsive to the needs of children and young people, resulting in a better quality and more efficient service. But we would like to do more and it makes particular sense to focus on services and posts which have the greatest impact on the lives of children and young people.

Who is this toolkit for?

This toolkit has been developed by the Regional Youth Work Unit in partnership with Social Care staff and the Strategic Commissioning Officer in the People and Communities Department. The toolkit contains simple activities that you can use with children and young people to help them understand the recruitment process in the council and take part in all or some of the process. This ranges from an interview question set by children for the candidates to consider, through to supporting young people to take part in the interview panel. It is aimed at managers actively involved in the recruitment of new staff within social care but the tools, techniques and activities are designed to be used by anyone wanting to involve children and young people in the recruitment process.

Why involve children & young people in the recruitment process?

Benefits to young people

- It is an opportunity for young people to gain skills & experience and help them prepare for adult life. Being part of a recruitment process can be very useful learning for going to a college or job interview.
- Young people have ownership and responsibility for the person they recruit to a service they use.
- It creates a better balance of power between young people and professionals.
- You are more likely to appoint staff who respect children and young people and then young people are more likely to respect them.
- It supports the participation and empowerment of young people. Including young people in decision making not only helps develop vital social skills such as negotiation, debate and problem solving, but also creates the conditions whereby young people are more likely to be committed to making decisions work.

Benefits to staff

- It gives a different insight into the views of children and young people as service users. This can help adults to be more effective in meeting their needs and in shaping policy and practice.
- It helps staff to develop new skills in working creatively with young people.
- It builds relationships between young people and staff, giving staff greater understanding of young people's views by communicating with and listening to them.

Benefits to candidates

'My interview involved young people who had experience of the care process. That meant their questions were relevant and I could also ask questions back such as 'would my answer have been helpful for you?' All valuable in giving me a better picture of the service.'

- Opportunities to demonstrate communication and interaction skills with young people
- Opportunities to interact with the children and young people they will be working with or providing services for.
- Most candidates say it's the scariest, but best part of the interview!

Benefits to the organisation

'In our experience, children's comments have been the distinguishing factor in deciding between two similarly suitable candidates.' Action for Children

- It demonstrates commitment to Article 12 of the UN Rights of the Child.
- The Council can become more accessible to children and young people.
- Services become more responsive to the needs of children and young people.
- Services can become more efficient, by providing a more effective service for children and young people.
- It increases the quality of our service, by selecting candidates whose personal skills and qualities suit the needs of young people and staff who can better relate to young people.
- It can be used as one of the ways to challenge presumptions about the needs of children and young people.

And finally, children and adults working together in the spirit of co-production can be profoundly rewarding. We hope you enjoy working together to recruit staff.

Getting going – Things to consider

I can't have children on the interview panel, should I still bother?

You can still indirectly involve young people in your recruitment process by incorporating some of the questions and tasks in Section 1 that young people have helped us devise. If you have more time, or the post will have significant impact on the lives of children and young people, then you should consider involving children or young people in interview panels using the activities in section 2. Once you have trained a group of young people to take part on a panel, perhaps other teams might be interested in involving them?

Which children and young people should I involve?

Ideally the children and young people you involve in the process should be service users. As they have an understanding of the job role and service, they will find it easier to input their knowledge and experience in to the process. And by working together with existing staff, you will also get some of the wider benefits from the previous page. But if this isn't possible then don't worry, just be prepared to offer young people who don't have direct service experience a bit more support to help them fully understand the roles and responsibilities of the post.

What age is best?

Children of any age can be involved in the recruitment process somewhere. Age and needs of the group will very much influence the time taken to run some of the activities, so work with staff who know the young people. Children from 11 years old have very successfully taken part in interview panels and younger children can still input in to person specifications, or work with candidates on a task and give some feedback.

Who makes the final decision?

It is important to be clear about this with children and young people from the start. They may be involved in a range of activities from designing the advert, forming their own panel or sitting on the 'adult' panel. So their input will range from giving advice, to directly contributing to an agreed percentage of the scores for each candidate. Just make it clear at the beginning of the process exactly what weight their views will have in the final decision.

What else do I need to think about?

Here are a few things to consider -

- Timing - Consider the timing of their involvement and whether it will involve young people missing school. If so, you will need to inform parents and the school.
- Transport to and from the interview or training venue.
- Refreshments during the day.
- Support from a member of staff.

- Rewards for the young people – a letter of thanks and/or a certificate outlining what they have done for their portfolio.

*Paying children and young people is complicated, but if you have a situation where adults would be paid for their involvement in a recruitment process, then young people should be paid at the same rate. But you might consider giving a gift voucher rather than cash, or consider a group reward such as a pizza night or leisure activity session.

I like the idea, but I really don't have time for this!

This toolkit gives you plenty of options!

Section 1 - If you don't have easy access to a group of young people, or much time before your interviews are scheduled, then this section contains some questions and tasks that have already been set by our service users and which could easily be included in your planned recruitment process.

Here you'll also find other activities that will get children and young people involved in contributing to job descriptions, person specifications and competencies, rather than being on the actual interview panel. These activities can be done at a time to suit you and young people without the imminent pressure of an interview date. That way you will be making sure you appoint the person children and young people are looking for.

Section 2 - If you do have children and young people who are service users and who would like to take part in an interview panel to help recruit staff, then there is a training programme of activities to ensure they understand the process and can fully participate. You can choose the short (2.5 hour) or full day training option, depending on the time you and the young people have.

Section 1: Ideas to support the indirect involvement of children & young people in your recruitment process.

Sometimes it is not possible or appropriate to involve young people in interviews, not least because children and young people might be at school or work on the planned interview date. This section gives you a number of activities that you can work through with young people at a time to suit them and help them contribute to adverts, job descriptions and in devising some questions you can then put to candidates.

The following sample questions and tasks have already been put forward by young people who service users.

You can incorporate these quickly and easily in to a planned recruitment process.

Suggested questions you could ask candidates at interview

We have taken what children and young people wanted to see in a good social worker / family support practitioner and created these questions. You are able to adapt the wording so they fit in to your own structure.

1. Sometimes I am wrong, but I hate to admit it! Can you give examples of how the children you have worked with have been wrong and how have you worked with them to make them understand this and to try and re-think?
2. 'You are the 3rd different social worker I've seen, you get to know one and then they leave. I'm tired of repeating the same story'. How would you help this young person?
3. Tell us about a successful residential trip you organised for young people and why it was successful.
4. What can you tell us about your past work experience that is relevant to this job and how you might help children and young people?
5. How would you make a child or young person feel comfortable when you met them for the first time?
6. This post requires experience of working with resistant families. How would you calm down a child or young person if they were angry and upset?
7. The post requires experience of direct work with children and young people. Where is the best place to meet a child and what could we do?

8. How would you manage a situation where the parents of a child disagreed with your decision?
9. Our service users have complained that social workers do not always do what they promise they will do. Can you give examples of why this might happen? How can you try in your work not to break a promise?
10. 'I don't want a social worker who just speaks to, and usually believes, what adults such as carers have told them'. Can you give some examples of how you can work to make sure this does not happen?
11. How would you ensure a meeting would be fully inclusive for a young person?
12. How would you ensure that all the agencies you work with are listening to the young people using their services?

This question was put forward by the Youth Forum for the post of Lay Member of the LSCB summer 2015:

How could you help children and young people living in B&NES to

- a. Understand the work of the LSCB?
- b. Get involved in the work of the LSCB?

Questions related to care leavers

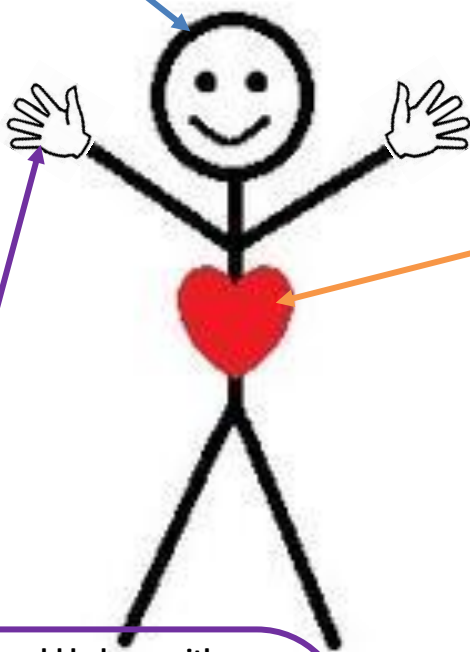
1. What views do care leavers and people who work with care leavers have about the care system?
2. What challenges do care leavers face when moving from dependent to independent living? What examples can you give of how you have supported care leavers make that move successfully?
3. What strategies can help care leavers move from dependent to independent living?

What Makes a Good Social Worker? (Head, Heart , Hands activity)

The Junior and Senior in Care Councils supported by Off the Record completed this activity and this diagram is now on the Council's website in the social care recruitment section.

HEAD – What they should know:

- Understand what young people are in to and have lots of ideas about games to play
- Understand that some people want to go out and some people want to stay in – when attending meetings
- Life experience – to have experienced lots of different things to have made them who they



HEART – What kind of person they should be:

- Be nice, kind and warm
- Smile
- Being able to adapt between funny and serious. Have a good sense of humour but also able to be serious sometimes.
- Can stay calm when you do something they don't like
- To be someone I can trust who treats me with respect and who speaks to me at my level (not to treat me as younger than I am)
- Respects where I am coming from
- To know me and understand me as a unique person

HANDS – What they should help us with:

- Help build my confidence to make more friends and push myself further
- Help me to say what I think
- Encourage me to join in at school and take part in out of school activities
- Help me to have confidence to speak in front of people
- Help me to get MY point across
- Show me the pros and cons and help me make my own decisions
- To take action on what we have said and make changes happen as soon as possible

1. Head, Heart, Hands activity - what makes a good social worker? (see diagram)

A large body outline could be drawn for candidates to write their answers to the question inside. This could be set as a presentation or talk.

Head – What they should know

Heart – What kind of person they should be

Hands- What they should help children and young people with

2. How would you explain assessment to me?

Candidates could be given flipchart, paper etc. To make the task more creative, they could be given other materials such as plasticine or play doh.

3. Does how a social worker is dressed matter? Draw or describe a good social worker.

This task is a slight adaptation of the first task and can be given as a drawing activity, or candidates can be given a pile of magazines from which they can cut out images to use. This task picks up on some children telling us that they liked to use games and more creative ways of working when meeting with their worker and this helped them feel more comfortable about talking. This kind of task might also be more relevant if a post requires working with service users with learning difficulties or disabilities.

4 Snakes and ladders

Draw a simple outline of snakes and ladders On the snakes and ladders board, and thinking from the child's perspective, write things on the snakes that make life harder and things on the ladder that might help. Discuss these with the panel. (EXAMPLE)

You could give the candidate a short example of a service user they might work with for this activity. Again, this could work as a presentation topic.

Helps children think about challenges/ difficult things and also things that will help them overcome these difficulties. It responds to some service users saying they like to work in more creative ways with their worker.

5. Using story boards

Storyboards or cartoons can be used to help a child to communicate key events in their life, develop a general story of how their life has been up to now and tell you about more difficult things that have happened. This template is used in social care in East Sussex.

Ask the candidates to write or draw a storyboard about their journey today. You can provide a template or give them a blank sheet of paper to encourage a creative approach.

Section 2: Training and activities to support the direct involvement of children and young people in interviews

This section contains a series of activities to help young people understand the recruitment process and play a full part in selecting a candidate.

This programme includes:

- understanding the whole interview or assessment process
- questioning techniques
- choosing and developing questions and assessment tasks
- listening skills – how to interact with the candidates
- taking notes and recording
- being non-judgmental and an understanding of equalities issues
- scoring the candidates
- confidentiality (in relation to candidates and other young people involved)
- decision-making process - how their scores and feedback will be used to make the final decision

It is really important to plan well in advance if you want to convene a group of yp to be involved in the interview process. Young people should not be asked to miss school so school holidays are a good time to plan to interview

Below is a checklist of what you need to consider.

Timings

- Are there a realistic number of candidates on the day?
- Are candidate's interviews or tasks spaced out enough, but not too far apart to leave the yp waiting?
- If necessary, has time off school/ college been arranged for participants?

Logistics

Do you have consent forms

Who is organising transport for young people?

Who is paying for transport costs?

Has appropriate space & rooms been booked for youth panel?

Has any equipment / materials requested by young people been provided?

On the day

- Is time allowed for the youth panel to discuss their questions and re-familiarise themselves with candidate's information?
- Is time for feedback provided?

Refreshments

- Arrange drinks, biscuits and regular breaks
- Arrange lunch if appropriate

Feedback

- Feedback to young people on the decision made.
- Relevant manager to write formally to each young person thanking them within 1 week
- If appropriate, young people to meet with the successful candidate as part of induction process, or within 3 months of taking up post.

Evaluation

- Is a system of evaluation/feedback in place for young people, adults and candidates?
- Young people to give feedback to support worker
- Feedback supplied & discussed with HR

Rewards & accreditation

- Have young people been rewarded & accredited for their involvement according to local policies & relevant accreditation awards?

(This checklist has been adapted from the interview training programme developed by YouthCAN – Gloucestershire network of Participation workers)

Below is sample training plan for a 2.5 hour session (which could be delivered in an evening or during a school holiday)

Interview training for children and young people – short course

Suggested timing 6pm to 8.30pm Group size: 12 max Refreshments

Aim: For participants to be able to interview prospective Social Care staff

Learning Outcomes: By the end of the session, young people will:

- Understand the appointment process and how applications, references and interviews fit within this process
- Be able to create appropriate questions from person specifications
- Have practised interviewing each other, including recording responses
- Have practised discussing, negotiating and (if necessary) compromising to agree the appointment of the most appropriate candidate
- Understand and be able to work within the necessary equal opportunities and confidentiality boundaries
- Understand the importance of putting candidates at their ease

Resources

Flip chart stand, paper and marker pens A4 paper and pens post it notes

Recruitment process cards Sectioned up person spec

Copies of JDs and person specs Laminated Agree/Disagree Cards

Evaluation sheets Certificates of achievement

	Task	Resources
6.00	Aims and outcomes of training, outline of the evening	Prepared flip charts
6.10	Ice-breaker Recruitment & Selection Done as a card sorting exercise	Activity A Cards for Getting Started.
6.20	Split the group into small groups (3-4) and ask half to list what duties or tasks are involved for the post. The other half should think about the skills, experience and qualities the person applying for the post needs. (You can write these on to a 'body' outline drawn on	Paper and pens Flipchart and pens

	<p>flipchart paper)</p> <p>Once the groups have started work, you can hand out copies of the Job Description and Person Spec.</p> <p>Bring the threes back together and get feedback from groups, creating a master list.</p> <p>Discuss the different levels of qualification and pull out the differences between them. As you go through the list, highlight the differences between what a person does and what skills they have. Use this to introduce the differences between a Job description and a person spec. Stress that appointments are made using the person specification and not the JD.</p> <p>Keep their ideas, they might be useful in future recruitment processes!</p>	<p>Copies of JDs and person specs for the job</p> <p>By writing the qualities on to post-it notes and then placing them in a pyramid, you can prioritise the key qualities young people are looking for.</p>
6.45	<p>Split the group into different threes, giving each a different part of the person specification. Ask each group to come up with a couple of questions to find out whether a candidate has some of these skills.</p> <p>Go round and help.</p> <p>As a group, select the most appropriate questions you want to use and agree the key points of what a model answer might look like.</p>	<p>Activity B open / closed questions</p> <p>Sectioned up person spec with sample questions, pens and paper</p>
7.15	<p>Listening Skills</p> <p>Do a short input on putting people at their ease during interviews and the importance of trying to get the best from people.</p> <p>Ask the young people to list what they should and shouldn't be doing during the interview using as a prompt sheet.</p>	<p>Activity C sheet</p>
7.30 – 7.40	<p>Short break</p>	
7.40	<p>Equal Opps</p> <p>Use the cards and have a group discussion.</p> <p>Ensure the group understand about equal opportunities</p>	<p>Activity D Equal Opps</p>

	and making sure that all candidates are heard fairly.	
8.00	<p>Introduce the scoring sheets you will be using</p> <p>Feedback from exercise and check everyone understands the record sheet and explain it will be handed in on the day.</p> <p>Stress that it is more important to listen and understand when asking your question than recording answers – others will do that!</p>	<p>Activity E Score Sheets</p> <p>YP completed interview question sheets</p>
8.10	<p>Confidentiality</p> <p>Using the agree / disagree cards</p>	<p>Activity F Confidentiality</p>
8.25	Recap on learning	
8.30	CLOSE	

Activity A

Explaining the Recruitment & Selection process

Objective

A simple card sorting exercise to give young people an overview of the whole recruitment process and help them understand the various stages in the process.

Materials

Enlarged copies of the Activity A cards (You may wish to create laminated copies for future use)

Time needed

About 10 -15 minutes for the activity and a further 10 minutes discussion.

Task

Cut out the cards on the next page and get the young people to put them in what they think is the right order and then explain the different stages. Depending on numbers, you can do this in small groups, or work all together as one large group.

The 10 stages of the recruitment and selection process are –

1. Vacancy (A new job is created or a person leaves)
2. Job description (Explains what they will do) & Person specification (Explains the ideal person to do the job)
3. Advert (Letting people know the job is available)
4. Application forms returned.
5. Shortlisting (Choosing who you invite for an interview)
6. Interview (Finding out more about them)
7. Decision (Choosing who gets the job)
8. References and checks (Asking other people if they are suitable)
9. Job offer (Letting the person know)
10. New employee appointed (they accept the job)

*** Check when references are taken up in process

Through discussion, check the young people understand each stage of the process.

You can then have a discussion about where the young people will input into the recruitment & selection process. Make sure you are clear how much weight young people's views will have in the final decision making.

Activity A – Cards for ‘Getting started’

Vacancy	Job description and person specification
Advert	Application forms returned
Shortlisting	Interview
Decision	References and checks
Job offer	New employee appointed

Activity B – How to ask questions

Objective

To explain the difference between open and closed questions and enable young people to devise a set of questions to be used to interview candidates.

What are open and closed questions?

Interview questions are used to find out how the candidate can meet all the qualities of the person specification.

Open questions mean the answers are all open – they start with how, why, tell me, what – this gets the candidate talking and you can probe for further information if they don't quite cover all the things you are expecting.

Closed questions mean candidates can only give 2 answers – yes or no. As a result, they are not as much use in getting all the information you need from a candidate. They are good if you need a specific answer eg Is your name John?

Task 1: Who am I? (Energiser and introduction to Listening/Questioning)

Materials

Sticky labels with the names of famous people written on

Task

1. Explain the difference between open and closed questions to the group using the explanation above.
2. Stick a label on the back of everyone in the group and explain that everyone needs to move around the room and mingle. The aim is to try and find out who they are by asking just ten questions (and each question has to be to a different person)
3. All the questions can be 'closed' (yes/no answers) or 'open' (how, what, where, when, who)
4. Ask everyone to sit down when they have asked their ten questions or figured out who they are
5. Remind the group to not give any clues and to only respond to the questions asked.

Time

Stop the activity after 5 minutes if it hasn't finished

Debrief

Was the outcome different depending on the type of question asked?

Which type of question enabled you to find out more detail? When might we use these different types of questions? (Open – to try and find out as much information as possible, Closed – to get a precise answer or detail).

How many questions did it take to find out who you were?

Did you remember all the answers given? How well did you listen to the response given?

What helped you to listen better? (ie. eye contact, away from the bigger group, hand gestures, body language).

What can we learn from this activity that we can take in to the interview process?

Task 2: open & closed questions

Materials

Flipchart, pens and the open/closed question cards from (cut up and mixed up).

Time

Card sorting - 5 mins

Responding to some of the sample questions – 5 mins

Creating questions – allow at least 15 minutes,

1. Reinforce the difference between open and closed questions to the group using the explanation above.
2. Cut out the cards, mix them up and ask the group to divide them correctly into two piles – open and closed questions.
3. Using some of the examples on the cards, get the young people to reply to the questions – it shows how open questions can extract much more information from the candidates.
4. Get the group to agree the set of questions they would like to ask the candidates. They can use or adapt the questions on the cards and other ideas to consider are –
 - *What has been your experience with young people aged 13-19?*
 - *What would you do if put in ----- situation?*
 - *How would you react if a young person was rude to you?*
 - *How would you prepare for your first meeting with a young person?*

Activity B

OPEN & CLOSED QUESTIONS

CLOSED	OPEN
Do you like working with young people?	What qualities do you think are important for a person working with young people?
Do you think this job will interest you?	What made you apply for this job?
Are you experienced in this work?	What experience do you have of working with young people?
Would you improve the project?	What would you say are your strengths?

Do you respect young people?	How do you show respect for young people?
Are you afraid of challenges?	What's the biggest challenge you've ever had and how did you deal with it?
Are you experienced in group work?	What kind of work have you done with groups?
Have you worked in schools before?	What experience do you have of working with schools?
	What's the most creative thing you would do with a potato?

Do you like potatoes?	
Do the hours of work suit you?	Are you prepared to work unsociable hours?
Have you any experience of working with parents?	How would you tell if a young person felt uncomfortable?
Have you done this sort of work before?	Could you tell us of a piece of work you are proud of?
Can you handle a crisis?	Give an example of a crisis and how you handled it.

Activity C

Listening skills and looking at body language

Objective

To help young people develop listening skills and understand the importance of body language in making candidates feel comfortable during the interview process.

Why is listening important?

We should treat each candidate the same. In the same way we want people to listen to us, we should show each candidate that we are listening to their answers.

Materials

Flipchart & pens

Time

Allow 15 minutes for each task. Task 3 is a luxury if you have time.

Task 1: Listen up

1. Ask the group to consider
How do they think the candidate will be feeling at the interview?

How might their body language and other actions show this?

If they feel like this will you get the best interview from them?

2. Now divide into pairs and sit opposite each other.

One person talks for a minute about their favourite film, music, football team, book etc. The other person can't move away, but doesn't listen.

3. Swap roles

Discussion points

How did it feel to be ignored?

How did you know you weren't being listened to?

4. Try it again – this time listen to each other

Discussion points

How did it feel?

How did you know that this time the person was listening to you?

Discuss what you should and shouldn't do during the interview process to show that you are listening to the candidates. For example not giggling or yawning. Use the sheet of Do's and Don'ts as a prompt.

5 levels of listening:

1. Ignoring: Makes no effort to listen
2. Pretend Listening: Pretending or giving the appearance of listening
3. Selective Listening: Hearing selective parts of the conversation
4. Attentive Listening: Paying attention to the speaker, gaining & conveying facts but tend to overlook emotions
5. Active/Empathetic Listening: Listening and responding with full attention to both sounds and other signals such as tone of voice, body language, feeling, you can see and feel the situation from the other persons perspective.

Ask the group if they can give an example for each level of when they have experienced this type of listening and how they felt?

It might be well to discuss a few senario's

For example - what if the candidate doesn't stop talking?

*In this case, get the young people to agree a polite way of ending the conversation or moving on. For example by saying 'I'm sorry, but I'm aware of the time and to be fair to everyone I'm going to ask you to stop and we should move on to another question.

*Adapted from 'Worlds Worst' activity from Participation – Spice it up! By Dynamix)

Write this up on a flipchart and use it as preparation to remind yourself just before the interview starts.

*Adapted from 'Listen! Hear!' activity –The Recruitment Pack by Save the Children

Activity C

Listening skills and body language

Do's & Don'ts for Interviewing

DO	Don't
Welcome the candidate and shake hands if appropriate	Launch straight into questions
Keep some eye contact	Slouch
Listen while the candidate is talking	Talk while the candidate is talking
Switch your mobile phone off	Use your mobile during the interview
Look interested even if it's boring	Yawn or frown

Offer to repeat questions if needed	Fidget
Make arrangements for someone to take notes and explain the role of adult supporter to candidate	Gaze out of the window
Respect the candidate	Look disinterested or bored even if you don't like the candidate
Speak clearly and not too fast	Use bad language or slang/Jargon
Be Yourself	

Activity D

Equal Opportunities

Objective

To make young people aware that we all make assumptions based on the way people look, speak or the way they dress. It's normal to do that, but it is unfair and illegal to act on those assumptions in a recruitment process.

Task 1 - Guess who?

(Activity adapted from 'The Recruitment Pack 'by Save the Children)

This activity will help to explore stereotyping and how that might appear in a recruitment process.

Cut up the cards on the next page and put them in a box. Ask each young person to pick a card and without sharing what it is, draw how they see that person in one minute.

The others guess what occupation they have drawn.

Time

Flexible as you don't need to draw all the cards.

Discussion points

Use the activity to discuss some of the assumptions that may have been made eg do we assume car mechanics are male – what other examples of gender stereotyping came up?

Activity D – Guess Who?

Car mechanic	Footballer
Cleaner	Teacher
Nurse	Fire fighter
Child minder	Youth Worker

Hairdresser	Bank Manager
Librarian	Pilot
Vet	Office worker

Is it fair?- Explaining Equality & Diversity

if you have more time, cut out the text contained in the border and give it to the young people to discuss in pairs. Get them to share their answers with the group and discuss.

You either can read out the statements and use the **agree / disagree** cards used earlier. Once you've read the statement, get the whole group to move according to their views.

Is it fair – Equality and diversity case studies

Case study 1

Jenny uses a wheelchair and has applied for a job at a fast food restaurant. The boss at the fast food chain offered her an interview based on her application form. During the interview the boss admits that he won't be giving Jenny the job as she won't be able to reach the counter to serve customers and using the chip fryer would be unsafe as she can't reach the top.

Jenny doesn't get the job based on her being in a wheelchair. Is this fair?

Answer: No it is not fair. It is against the law under the Disability Discrimination Act. The company should take steps to have the workspace adapted. However, the reason for Health and Safety could be valid.

Ask the group what other forms of disabilities there are and how this might impact in the workplace.**Case study 2**

Mark wants to apply for a job at a women's refuge but is told he can't apply as he is a man and only women are allowed to apply for the job.

He finds out that under section 48 of the Sex Discrimination Act 1975, it is deemed a genuine occupational qualification in special circumstances to advertise for specific personal features (i.e. male workers, or specific religion etc.)

Is this fair?

Answer: Yes it is fair. It's the law under Sex Discrimination Act as it is a General Occupational Qualification. There are some very specific exceptions to the law where a job can be advertised and is looking to employ a person of a particular sex or ethnic origin for reasons of decency or privacy (e.g. working in a woman's refuge) When this happens it is known as a **Genuine Occupations Qualification (GOQ)**

Case study 3

Sarah applies for a job in an office. She is offered an interview based on her C.V., but on her arrival the office manager says there was a mistake and the job has gone already gone. Sarah believes she was told the job had gone because she has pink dreadlocks and several piercings and tattoos.

Is it fair Sarah was refused the job based on how she looks?

Answer: No it's not fair if she was not offered the interview based on her looks. Equality legislation applies to the whole recruitment process, not just the interview. However, what proof does Sarah have that this was the reason; it could be her own belief?

Discuss with group about image and expectation of dress codes in workplace.

Case study 4

Ahmed has got a job working in a factory, he has been told the factory shuts for two weeks over Christmas. Ahmed does not wish to have time off over Christmas as he is Muslim but has asked for time off over Ramadan instead. He has been told 'no'.

Is this fair?

Answer: No it's not fair. He should be entitled to time off over Ramadan and his employer should accommodate his needs. It is however fair to shut over Christmas as this would be a business decision made by the company.

Case study 5

Jordan is 28 and has been offered a job working in a youth club with young people aged between 10 and 17. He is offered the job based on his application form and his interview. He is told he has to wait for a CRB check to come through before he is allowed to start work. When his CRB check comes through, it has 'spent convictions' on it from when he was 17 for shoplifting and fighting. The youth club says they might not be able to give him the job and will have to ask their senior managers for advice.

Is it fair that Jordan has to wait for a meeting to see if he is allowed to work at the youth club?

Answer: Yes it is fair for Jordan to wait for a meeting. Spent convictions are ok but anything related to children and young people that would be deemed a risk would prevent him from working as a youth worker.

What sort of things might be on a DBS check that would definitely mean someone could not work with children and young people?

Case study 6

Ashanti has a job in a hair salon. It was offered to her based on her application form which said she had 5 years experience of working in a hair salon. When the manager of the hair salon wrote to her old employer to get a reference, she was told Ashanti only worked there for 9 months and was fired for stealing stock.

The manager of the hairdressers decides to withdraw the offer of the job as Ashanti lied in her application form. Is this fair?

Answer: Yes it's fair as employers have a right to check references. She should not have lied on her application form.

Case study 7

Jay is offered an interview based on his application form to work in a chocolate shop. When he arrives for the interview the manager decides not to give him the job as Jay is very overweight. The manager is worried that Jay will eat the chocolates while he is at work and create a bad impression to the customers.

Jay is not given the job based on his looks. Is this fair?

Answer: No, it's not fair as assumptions have been made about why Jay is overweight.

These statements have been compiled by YouthCAN as part of their training pack for young people involved in the recruitment process.

Activity E

Recording and scoring interviews and presentations

Objective

For the young people to agree and understand a method of recording the interview and scoring the candidates.

Materials

Paper & pens

Time

Allow 20 minutes

Task

1. Work with the group to agree a method of scoring each candidate and design the score sheet to be used if there is not a standard one.

Some ideas you might include are given below -

Candidate number		
Question	Their answer	Score (circle your score)
		1 2 3 4 5
		Met partly met not met
		Bad Weak OK Excellent

		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> unmet partly met met
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2. Agree who will ask each question and make a note on the score sheet.
3. Get the group to have a go at practising asking and answering the questions – put yourself in the candidates seat! Don't forget to give feedback on their listening skills and body language Get the young people to do a dry run with you as the candidate.
4. Don't forget to explain to the young people that their score sheets will be taken in and kept. If a candidate makes a complaint, the score sheet will be used to show how a decision was made.

Scoring presentations

Camden Children's Fund has developed some very good scoring sheets for recording presentations by candidates. The criteria were set by the young people.

Criteria (what we are looking for)	Candidates			
	1	2	3	4
Did you understand it?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met
Was it well organised?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met
Did it contain good ideas?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unmet Partly met Met

Did it appeal to young people?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Unmet	Unmet	Unmet	Unmet
	Partly met	Partly met	Partly met	Partly met
	Met	Met	Met	Met

And afterwards

Young people may feel guilty about the person they didn't appoint – it may even be a person they knew and so you need to support them. Revisit the selection process and scores – this should reassure them that their process was valid.

Activity F

Considering confidentiality & child protection

Objective

To ensure young people understand and are aware of the need for confidentiality.

To ensure that they are aware of Child Protection and can participate safely in the recruitment process.

What is confidentiality?

Confidentiality is when information is kept private between certain people. It is usually regarding personal issues and includes written information kept in files or information from a conversation. In a recruitment and selection process it is important for everyone to understand that they must

- maintain the confidentiality of candidates who apply for posts
- keep confidential the information they share at interview and how they perform in the interview

Candidates should be told that they should not discuss the process with any of the young people involved.

Materials

Flipchart paper & pens

Time

Task 1 – allow 10 minutes

Task 2 – allow 10 minutes if done with the other 2 tasks

Discussion points

Make sure young people understand what confidentiality is and how it applies to the recruitment process.

Young people care about the idea of confidentiality when they are using their own services or seeking advice and support. In the same way they should understand that they must not discuss the process with others

Task 1 - The Circle of Confidentiality

Ask the group what they think confidentiality is and note this down on a flipchart.

Draw a small circle in the centre of the flipchart paper and 2 larger circles around the outside.

Who is it OK to talk with about the interviews? Write the names in the inner circle

Who is it OK to talk with about what they did that day, but not what people said? Write these names in the middle circle (this might include parents, teachers, their social worker)

Who is it not OK to talk with about the interviews? Write these in the outer circle.

(These might include the taxi or bus driver, candidates)

Use the answers to discuss who it is Ok to talk to about the interviews.

Task 2 - Confidentiality continuum

1. Use the 'Agree' and 'Disagree' cards and place them at opposite sides of the room.
2. Tell the young people to imagine there is a line connecting the 2 signs and ask the group to stand in the centre, between the 2 signs.
3. Someone should read out the statements below and the young people should react to the statements about confidentiality and put themselves on the line, depending on how much they agree or disagree with the statement.

- You can say how many candidates there were?
- You can say you were on an interview panel?
- You can say where the interviews took place?
- You can say the names of the people you interviewed?
- You can say the things you asked the candidates?
- You can say the things the candidates told you?
- You can say the name of the candidate you liked best?
- You can say which candidate wore a really horrible outfit?
- You can say who got the job?
- You can say that you knew one of the candidates?
- You can say that your social worker said that if you appointed John Smith, he would be so rubbish that loads of other workers would probably resign?

Because so many of the statements depend on personal interpretation, few have a very obvious right or wrong answer. For this reason it is important to follow up and discuss some of these statements and follow-up other issues that emerge – for example

You discover that one of the candidates works at your friend's school. Should you tell your friend that his teacher is looking for a new job?

One of the candidates gave a really boring presentation and half way through forgets what he wanted to say. His presentation is a disaster – can you tell anyone?

Knowing a candidate won't prevent you being on an interview panel, but you should let people know. Who would you tell if this was the case? Obvious care needs to be taken if the young person reveals they have had a problem with one of the candidates, this could prevent them taking part in the process.

Young people should understand that you should always break confidentiality if a candidate or anyone else involved in the process (other young people or adults) tries to bully you, influence you or you don't feel safe.

Agree

Disagree

