

RECRUITMENT AND SELECTION TRAINING



GUIDANCE AND EXERCISES

DRAFT

GUIDELINES FOR FACILITATORS OF YOUNG PEOPLE INTERVIEW PANELS

These are intended as guidelines as each organisation is responsible for producing its own procedures.

1. The decision to have a young people's interview panel should be made by Manager at the point of placing advert, to ensure that information is included in application pack.

If not, the decision should be made at the short listing stage at the latest, so that potential candidates can be informed prior to interview.

Wherever possible, interviews should take place outside of school hours.

2. Once the decision has been made, it is the responsibility of the Chair of the adult panel to contact a facilitator and inform them of the time/date/venue.
3. Once informed, it is the responsibility of the facilitator to organise the young people's panel.

The facilitator must first seek the permission of the parent/carer, before approaching the young people. Once granted, it is the responsibility of the facilitator to write to the school to seek permission, if interview can only be arranged during school hours.

Only young people who have been given permission from school should be participating in Interview Panels.

4. The young people's panel should be representative of the service they are recruiting for.

The panel should wherever possible consist of 3 young people of mixed gender/age/ability.

Two young people who have completed the interview skills training course should participate in interview panels. The third young person may have less experience.

YOUNG PEOPLE thought to be under the influence of any substance should not be involved in interview panels.

5. It is the responsibility of the facilitator to liaise with the Chair of the adult panel and to request a copy of the job description, person specification and supporting information submitted by candidate.
6. The facilitator should then arrange to meet with the young people, prior to the interview taking place. The aim of this meeting is to prepare both the young people and the questions young people will be asking at the interview.
 - a) Which young person will be chairing the panel?

b) Who will be asking what question, and in which order will they be asked.

It is also at this stage that it should be explained to the young people, that although their contribution is valued, the final decision to appoint/reject a candidate lies with the adult panel. It must be explained that one of the reasons for this, is that because the adult panel have copies of the application form, they will sometimes have access to additional information, which could determine the final decision.

7. Questions must be asked using agreed pro forma. The panel should only ask a total of 6 questions.
8. Young People's Panel should score candidates according to the agency/ Authority's agreed system.
9. It is the responsibility of the facilitator to organise refreshments/lunch and payment for young people. This should all be done prior to the day of the interview. Costs should be agreed with line manager and funds taken from team budget. Local Authority responsible for payment.
10. Payment should be in line with Local Authority policy. The recommended rate is £4.00 per hour.
11. All day interviews can be very difficult for young people. Facilitators are therefore advised to take along games/quizzes for young people to complete.
12. Whenever possible, interviews should start with the adult panel first, this will avoid young people having to wait around unnecessarily, and allow time for young people to meet up and final preparations to be made, prior to the actual interview taking place.
13. The role of the facilitator is to enable young people to conduct the interview. The facilitator should only become involved to clarify issues or when it is clear the young people are experiencing difficulties.
14. After all 6 questions have been asked, the Chair of the panel should ask if they have any general questions to ask the panel. It should however be made clear that the formal part of the interview has ended, and that questions posed by candidates will not be scored.
Young people should be encouraged to write any comments they may have on the pro forma provided, at the interview stage.
15. After each interview, time should be spent looking at scores awarded and any issues raised. The role of the facilitator is to ensure that the young people have scored candidates according to their performance at the interview, and have not based their views on personal preferences/characteristics.
16. Following the completion of all the interviews, it is necessary that both the young people panel and the adult panel meet, to discuss each candidate

in turn. Should there be differences in opinion, it must be understood that the final decision lies with the adult panel. It is however the responsibility of the Chair of the adult panel to ensure a clear explanation is given to the young people, so that they fully understand the reasoning behind the decision.

17. Wherever possible a decision should be made at this meeting, so that the young people are clear which candidate has been offered the position.
18. If it is not possible to make a decision, it is the responsibility of the Chair of the adult panel to inform the facilitator of the young people panel, who should in turn inform each young people individually.
19. Following the completion of an interview, a letter should be sent to each of the young people, by the Chair of the adult panel, thanking them for their contribution.

Our experiences of running the course

You will need one large room and two or three break out rooms to run the training properly

You will need a venue with something for the young people to do during breaks.

Food will be an issue. Please ensure the lunch/snacks are young person friendly!

It is a good idea to have sweets/rewards available at the end of the day.

Be prepared for some young people to draw rather than write.

You will need two workers for each break out group and at least one floater.

Using mixed age groups works better.

Ice breakers should be ones that move the young people around. Also try to build in an ice breaker that splits the young people into groups for you.

EXERCISES

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Suggested two day training plan

Day One

10.00 - 10.10	Introduction. Icebreaker. Ground rules
10.10 - 10.20	Process exercise
10.20 - 10.30	Why young people should be involved exercise
10.30 - 11.00	Post holder qualities exercise
11.00 - 11.10	Break
11.10 - 11.30	Understanding job descriptions exercise
11.30 - 12.00	Advert exercise
12.00 - 12.10	Confidentiality exercise
12.10 - 12.45	Stereotyping exercise
12.45 - 1.30	Lunch
1.30 - 1.50	Discrimination exercise
1.50 - 2.20	Jargon exercise
2.20 - 2.40	Recap and finish

Day Two

10.00 -10.15	Icebreaker. Recap
10.15 -10.45	Questions exercise
10.45 -11.05	Listening exercise
11.05 -11.15	Break
11.15 -11.30	Non verbal communication exercise
11.30 -12.30	Interview questions exercise
12.30 -1.15	Lunch
1.15 -1.35	Scoring interviews exercise.
1.35 -1.45	Setting up interviews exercise
1.45 -2.00	Break
2.00 -3.00	Doing an interview exercise

Process Exercise

LEARNING OUTCOME: The different steps involved in recruitment and selection

TIME: 10 minutes

RESOURCES: Handout cards.

- Split the group into two.
- Explain that on the cards are all the stages involved in recruitment and selection
- Ask the groups to put them in the correct order.
- Feedback and compare then show the correct order.
- Put up the correct order on a wall so they can see where they are up to as they go through the exercises.
- This exercise can be made more fun by using Velcro on the backs of the cards and the wall. This gives the groups more chance to move them around easily.

WRITE JOB DESCRIPTION AND PERSON SPECIFICATION

WRITE ADVERT

ADVERTISE

SHORTLIST

INTERVIEW

SCORE CANDIDATES

OFFER JOB

CRB CHECK

APPOINT

Why young people should be involved

LEARNING OUTCOME: Why children and young people should be involved in recruitment and selection

TIME: 10 minutes

RESOURCES: Pieces of card. Wall space or flipchart paper. DVD

- Split group in two.
- Give out blank half A4 cards.
- Play the DVD of adults saying why children should not be included.
- Ask groups to write on each card one reason why children and young people should be involved in recruitment and selection.
- Get each group to place their reasons on flipchart or wall and explain their answers.
- Leave flipchart up to remind them why they are at the training.
- Play the DVD of adults saying why children should be included.
Compare answers

Post holder Qualities

LEARNING OUTCOME: To gain an understanding of the qualities needed for the post holder and to define the role of the post.

TIME: 30 minutes

RESOURCES: Pens, flipchart paper, large sheets of paper. Cards with qualities of workers printed on e.g. friendly, knowledgeable, qualified etc

Either Use Qualities of Worker handout

Draw a person shape on a flipchart

Draw around one of the young people on a large piece of paper

- Split group into manageable sizes, each with an adult to support
 - Ask the young people to think about the qualities needed for the job. Use the cards with suggestions to start them off. Ensure the job is one the group are familiar with.
 - Write these on the handout/flipchart/paper
 - Discuss outcomes as a group
-
- Using Roles of worker handout get the young people to individually prioritise the roles required for the job. Most important at the top of the ladder and least important at the bottom. As a group compare roles and agree a consensus.
 - Feedback to main group
 - Display the ladder throughout the training.

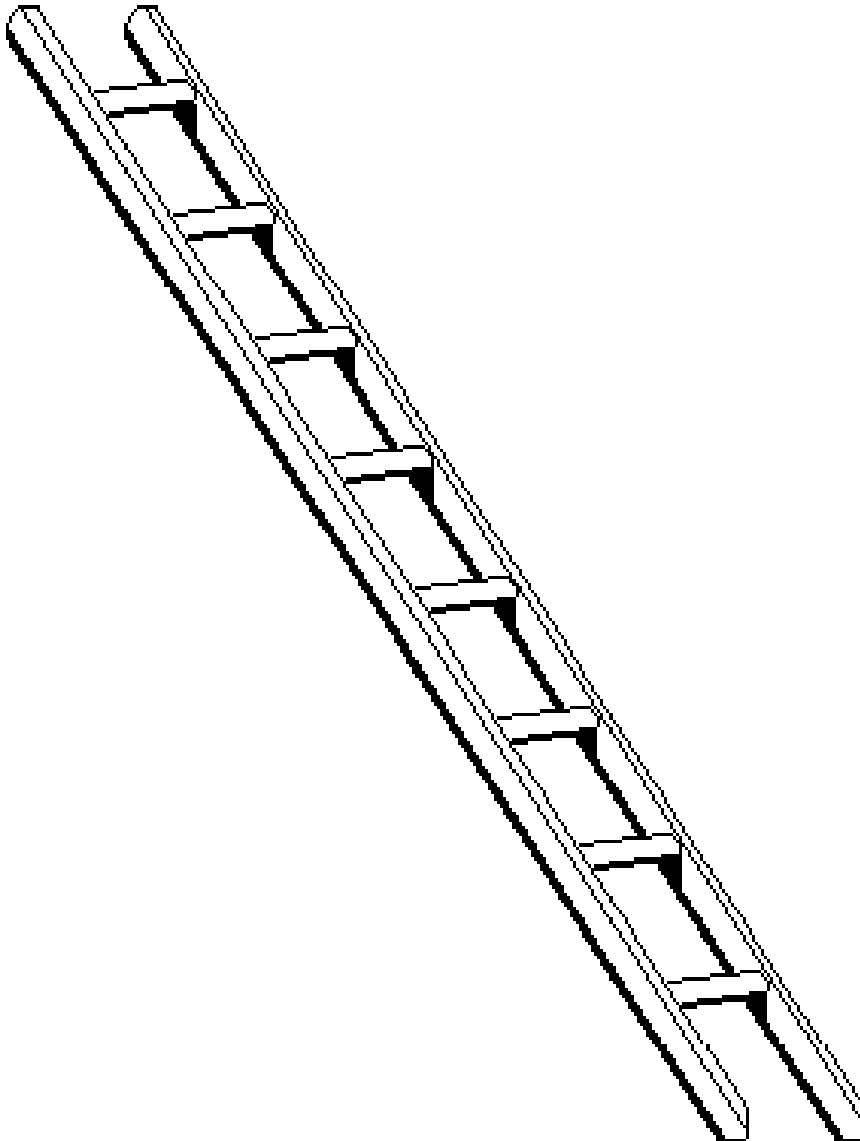
What qualities would you want a

to have?



Roles of the worker

Most important



Least important

Job Title _____

Understanding Job Descriptions

LEARNING OUTCOME: Understanding job descriptions and person specifications

TIME: 20 minutes

RESOURCES: Flipchart paper. Job description and person specification for chosen job

- Stay in same groups as in the last exercise
- Use information from handouts to fill in empty job description and person specifications
- Have job description and person specifications handy to help stimulate ideas.

JOB DESCRIPTION

Job Title:

Responsible to:

Grade:

Job Summary:

Major responsibilities:

Person Specification

<u>ATTRIBUTE</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>HOW IDENTIFIED?</u>
<u>RELEVANT EXPERIENCE</u>			
<u>EDUCATION AND TRAINING</u>			
<u>SPECIAL SKILLS AND KNOWLEDGE</u>			
<u>ADDITIONAL FACTORS</u>			

Advert exercise

LEARNING OUTCOME: The importance of a good advert

TIME: 30 minutes

RESOURCES: Coloured pens, arts and crafts equipment, flipchart paper

- Using the same groups, design a job advert for the post
- Be as creative as possible.
- Ensure basic information is included.
- Put up adverts on wall.

Confidentiality

LEARNING OUTCOME: The importance of confidentiality

TIME: 10 minutes

RESOURCES: Flip chart paper. List of information from a job application form. E.g. name, qualifications, address, personal statement etc

- Introduce the issue of confidentiality
- Discuss as two groups. Which information should be confidential?
- Feed back to main group
- Reveal that all information is confidential

Job Application

Please tick

	Confidential	Not Confidential
Name		
Age		
Address		
Telephone number		
List of schools/college/university		
Qualifications		
Previous Employment		
Current job		
Current wage		
Personal Statement		
Offence History		
Racial monitoring form		

Stereotyping

LEARNING OUTCOME: How stereotyping people can affect the interview process.

TIME: 20 minutes

RESOURCES: Flipchart paper

- Get into groups.
- Get group members to discuss how people may stereotype them before meeting them. E.g. in care therefore bad, young man so a criminal etc.
- Put some pictures of people onto cards. Ask the groups for their first impressions of the people.
- CAUTION: You may require lots of time to discuss the issues that arise!
- If possible tell the group what each person actually does.
- Discuss how interviewers should not make judgments on how a candidate appears dresses or speaks.

Discrimination

LEARNING OUTCOME: To understand discrimination and equal opportunities in relation to recruitment and selection

TIME: 30 minutes

RESOURCES:

Discrimination Exercise

- Split young people into 2 groups –Decide how you are going to split young people into 2 groups EG based on eye colour or hair colour or clothing etc etc
- Don't explain how you are separating them or why (for a while)
- Give one group privileges eg 10 min break and/or treats etc etc
- Make other group do work or something un enjoyable

Outcome should be that the group being made to work will start complaining that it is unfair eg – just because they've got eg brown eyes doesn't mean that they should be treated differently

Concentrate on how being treated differently made each group feel leading into general discussion about discrimination and importance of equal opportunities

Jargon

LEARNING OUTCOME: To gain an understanding of some of the jargon contained within specific jobs and understand the power of language in recruitment and selection.

TIME: 30 minutes

RESOURCES: Handout

METHOD

- Make an A-Z list, either verbally or written, of the slang used by young people that adults might not understand, e.g. start going around in a circle for suggestions.
- Use the examples of jargon. Get the young people and adult to describe the word without saying it. The rest of the group try to guess the word.
- Add your own jargon as appropriate.

EXAMPLES OF JARGON

PLACEMENT

CONTACT

PARTICIPATION

ASSESSMENT

PEP

LAC

PATHWAY PLAN

CASE WORK

CARE PLAN

AFTERCARE

Questions

LEARNING OUTCOMES: Understanding different types of questions and which should be used in interviews.

Time: 30 minutes

Resources: DVD

- Get the group to watch the interview
- Discuss different types of questions with the help of the handouts
- Watch DVD again and get each person to try and work out what type of question is being asked.

Video Questions:

Do you have a qualification in teaching? (Closed)

Why do you want this job? (Open)

I was interested to hear you say that you like teaching maths; can you tell me more about that? (Probing)

What would you do if a child misbehaved in your class? (Hypothetical)

You like teaching the naughty children, don't you? (Leading)

Can you give me an example of when this has happened? (Probing)

How do you think you'll get on with the other teachers? (Open)

What would you do if you had an argument with one of the teachers? (Hypothetical)

You like this school, don't you? (Leading)

You worked at your last school for 5 years? (Closed)

QUESTIONING SKILLS

Five types of questions that can be used during interviews:

- Open questions
- Closed questions
- Probing questions
- Leading questions
- Hypothetical questions

OPEN QUESTIONS

This type of question encourages the interviewee to “open up” because it is designed to encourage the candidate to give more than a single word answer. Such questions tend to start with words such as:

- Why
- Who
- What
- When
- How
- Where

Or with such phrases as

- “Tell me about a time when.....”
- “Explain to me about how you.....”

You could start each of the broad sections of your interview with an open question.

CLOSED QUESTIONS

These questions can be answered with a single word answer such as “yes” or “no”, “blue” or “green”. However, a candidate may choose to elaborate on an answer. Closed questions can help you to:

- Check facts – for example – “Do you have a qualification in maths?”
- Make sure that you have understood information correctly – for example, “You have been working as a social worker for the last five years?”.
- Close down, or move on an over-talkative candidate

PROBING QUESTIONS

These are a particular form of open question that can be used to:

- Extract more detailed information about a candidate's experience
- Probe broad statements a candidate may have made in the course of a previous answer.

Probing questions use the answer received for one question as the basis for taking the discussion further with your next question. For example:

“You say you enjoyed the challenge of that project. What particularly did you enjoy about it?”

“Can you give me an example?”

Some questioning techniques, however, are inappropriate for use in a selection interview. Unfortunately, they are often used either inadvertently or in the belief that they will provide insight into the interviewee's character.

LEADING QUESTIONS

These questions are phrased in such a way as to make it clear to the candidate what answer the interviewer is expecting. They are often used inadvertently when an interviewer has made up their mind about a person and asks a question which will elicit the response they are expecting to hear. For example:

“You do like working in a team, don't you?”

“So, you feel you would be able to handle this aspect of the job well, then?”

The technique reveals nothing more about the candidate, and may actually force them into a false position, because they are aware of how they are expected to sound

HYPOTHETICAL QUESTIONS

These ask candidates to imagine how they might behave in an imaginary situation. They can be ok for testing basic knowledge but for more complex situations they tend to test only how well the candidate can imagine the situation, rather than what he or she would actually do. These questions can simply show how experienced an individual is in an interview situation.

Listening

LEARNING OUTCOME: To gain an understanding of the importance of listening. To understand that an interview should be a two way process.

TIME: 20 minutes

RESOURCES: Flipchart, pens.

PART 1

- **Either: Work in pairs**
Ask the pairs of young people to sit back to back or
Give out the first handout to one of the pair.
- Ask one young person in the pair to instruct the 2nd young person how to draw the image.
- The 2nd young person **MUST NOT** ask any questions, they must draw an image solely on the instructions given.
- Discuss how participants felt during the game in relation to listening/instructions
- Repeat the exercise swapping the roles around.

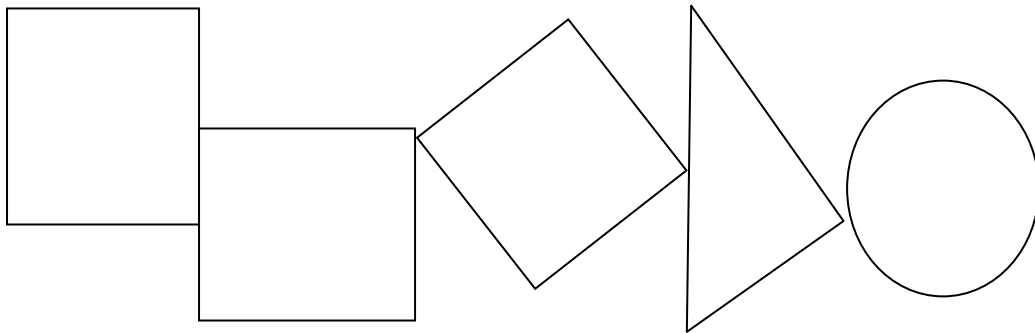
PART 2

- Pair up and this time allow communication

Discuss how communication aids the process and relate to interview situation.

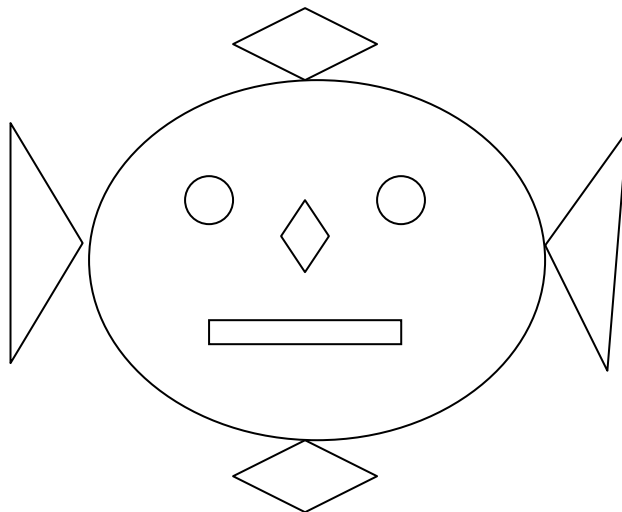
ONE WAY COMMUNICATION (A)

Describe clearly this series of shapes
You may NOT repeat your instructions a second time
You are not allowed to answer any questions



ONE WAY COMMUNICATION (B)

Describe clearly this series of shapes
You may repeat your instructions a second time
You are allowed to answer any questions



Non Verbal Communication

LEARNING OUTCOME: to gain an understanding of the importance of non-verbal communication

TIME: 15 minutes

RESOURCES: Labels, hats

METHOD

- Give everyone a card with a different emotion on it.
- Ask them to act out their emotion without using words. The others have to guess the emotion.
- Discuss the importance of non-verbal communication in interviews.
- Discuss communication skills sheet

COMMUNICATION SKILLS

When interviewing body language gives out important messages

- Be warm and friendly
- Use open gestures
- Maintain eye contact
- Avoid “toying” with your pen and other objects on the table
- Avoid excessive note-taking

Your voice is also important

- Use a warm tone of voice
- Use a relaxed pace

Interview questions

LEARNING OUTCOME: Writing appropriate interview questions

TIME: 60 minutes

RESOURCES: Flipchart

- Split into groups
- Go back to notes on person specification and job description and write 8 questions on flipchart
- Feed back to group the questions you have chosen and why
- Discuss any questions that may have been missed off.
- You may want to save these questions and use them in real life situations.

Scoring Interviews

LEARNING OUTCOME: Marking interviews

TIME: 20 minutes

RESOURCES: Question marking sheets. Make sure there are enough for all the planned interviews.

- Go back into group used earlier.
- Choose which marking system is preferred by the group.
- Put questions into question marking sheet.
- Discuss what would be a poor, okay and good answer to each question
- Feed back to main group.

NAME OF CANDIDATE:

INTERVIEWER:

QUESTION	What answer are we looking for?	/10
1		
2		
3		
4		
5		
6		
7		
8		

Question	What answer are we looking for?	Score (tick)
1.		Good Okay Poor
2.		Good Okay Poor
3.		Good Okay Poor
4.		Good Okay Poor
5.		Good Okay Poor
6.		Good Okay Poor
7.		Good Okay Poor
8.		Good Okay Poor

Setting up interviews

LEARNING OUTCOME: How to set up a room for interviewing

TIME: 10 minutes

RESOURCES: Chairs.

- Get each group to set up the interview 'room' in a space in the larger room.
- Discuss where candidate and interviewers will sit, spacing, eye levels, comfort etc.

Doing an interview

LEARNING OUTCOME: Experiencing doing an interview.

TIME: 60 minutes

RESOURCES: Willing volunteers to be interviewed. Ideally one good, one bad!

- Get members of the groups to interview using the questions they have developed
- Select a panel chair and get them to go and get the candidate, introduce panel member and ensure candidate is comfortable.
- Split the questions between the panel members.
- Panel members mark their scoring sheets.
- The rest of the group watch the interview and fill in the observation sheet.
- Group feeds back to the panel members.

OBSERVERS INTERVIEW EVALUATION SHEET

Was the candidate put at ease?	
Did the panel members gain eye contact with the candidate?	
Were the questions put clearly to the candidate and if not did the questioner re-phrase them successfully?	
Did the panel members appear to listen to the answers given by the candidate?	
Did the panel ask follow up questions?	
Did the panel give the candidate the opportunity to ask questions?	
Did the questions elicit sufficient information from the candidate to enable them to evaluate the criteria effectively?	
Was the candidate treated fairly by the panel?	
Based on what you have seen so far, can you suggest any ways in which the process can be improved?	