

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 person from Bournemouth

Thank you to everyone who shared their ideas and activities towards the production of this resource. They have all been included here – either reproduced or adapted slightly.

We need to update the activities, so please give us feedback on what works best and any new ideas you come across.

Sharon Adams
May 2008

Toolkit of activities

The key elements of this toolkit include

- Writing adverts, job descriptions & job specifications
- Interview & question techniques
- Listening skills
- How confidentiality works
- Equal opportunities
- Making decisions

Activity 1: Getting started – A choice of 2 tasks to help explain the overall recruitment process to young people

Activity 2: The Tower Game – an activity to explain essential and desirable criteria to help create a person specification.

Activity 3: Creating a job description and person specification

Activity 4: Creating an advert

Activity 5: Three tasks that consider confidentiality and child protection

Activity 6: Planning how you are going to test candidates in the recruitment process. Thinking about using interview panels, presentations, case scenarios and observed activities and giving ideas for these.

Activity 7: How to ask questions
An activity looking at open and closed questions and helping you agree questions to be used for an interview panel.

Activity 8: Equal opportunities
Task 1 'Guess who?' and task 2 'Making wild assumptions' that both explore the issue of stereotyping.
Task 3 – 'Is it Fair?' explains some of the equal opportunities legislation.

Activity 9: Developing listening skills and looking at body language
Task 1 'Listen up' – to develop listening skills and interpret body language
Task 2 'The world's worst interview' - an activity to review learning and explore fears about a recruitment process.

Activity 10: Recording an interview
Devising a scoring systems for the interview or presentation.

Activity 1 – Getting Started

Explaining the Recruitment & Selection process

Objective

To give young people an overview of the whole recruitment process and help them understand the various stages in the process.

Materials

Copies of the cards on page 4, or you can use the clothes cards from pages 32 to 41. You may wish to create laminated copies for future use. You will also need string & clothes pegs if you decide to take the more creative option on pages 32 – 41!

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 all together as one large group.

Hanging recruitment & selection out to dry

If you fancy something a bit more creative, then use the clothes cards on pages 32 - 41 and get the young people to hang them in the right order on a washing line (you'll need a long piece of string and some clothes pegs!)

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)

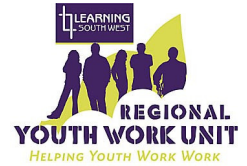
Through discussion, check the young people understand each stage of the process. Your organisation might do things a bit differently, for example take up references before the interviews are held, so adapt the activity as needed.

You can then have a discussion about where the young people will input into the recruitment & selection process.

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Activity 1 – Getting started



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

Activity 2 – The Tower Game

Developing the person specification and thinking about essential and desirable criteria

Objective

- To introduce and explain the idea of essential and desirable criteria used in person specifications.
- To help young people think about and identify the most important qualities they are looking for in their candidates.

Materials

Newspaper (broadsheets are best)
Photocopies of the sheet on page 6 – one per person.
If needed, a small prize for the best tower.

Task

Give the young people 2 sheets of newspaper each and explain that their task is to build the best tower from the two sheets of newspaper. The young people will need to agree on the winner as a group.

Before they start construction, ask them how they are going judge the best tower?

For example, will they look for the tallest, the most sturdy, the most attractive, the most environmentally friendly tower (it uses the least paper!), the one that is quickest to build?

From this list, can they identify which are the most important factors (the essential criteria) for their tower to be judged on and which factors are less important (the desirable criteria). Put the factors on the table provided on page 6– you will need one sheet per tower.

Get the young people to agree how each criteria for the tower will be scored (for example all essential criteria might score 2 points and desirable criteria just 1 point).

Build the towers, score them and reward the winner!

Discussion points

In the recruitment process if candidates do not meet the essential criteria, then you should not appoint them. How was this reflected in the tower game? Could a tower that didn't meet any of the essential criteria win the game?

Funded by



Name:

Tower Criteria	Essential ✓ or X	Desirable ✓ or X	Score

Activity 3

Creating a job description and person specification

Objective

To understand what information is used to create a job description and job specification.

What is a job description?

The job description will describe the tasks that the appointed person will be expected to do and responsibilities they have (eg for staff and money), so this activity assumes that a job description for the post has already been created as your organisation will have an idea of what they expect the post holder to do as part of their job. However, if a new post is being created then young people can be involved in setting the job description.

What is a person specification?

A person specification describes the personal qualities the organisation is looking for in a candidate. In addition to this, qualifications and experience may also need to be part of the person specification. Be clear how much of the person specification the young people can be responsible for - it is likely that the level of qualifications and experience are already set by the organisation and this will have influenced the salary offered.

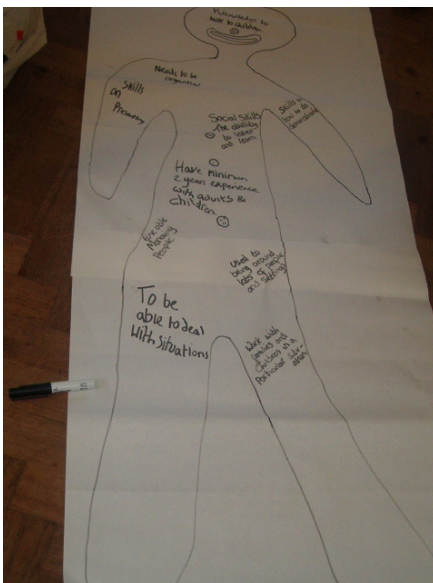
Activity - Developing a person specification

Materials

Flip chart paper and sellotape

Task

1. Tape together 4 or more pieces of flipchart paper. Get someone to lie on the paper and draw round them. You will need 2 outline 'bodies' for this activity. If necessary, you could prepare these in advance of the session.



One of your 'bodies' is the young person needing support. The other is the dream worker being recruited to help them.

2. On the young person, write down things he/she might ask for help with – try and reflect the tasks contained in the job description, but this will depend on how involved the young people are as users of that particular service.

3. On the worker – ask the young people to write what skills or qualities they need to support the young person and deal with their problems.

Some examples of qualities young people look for are –

- Listening skills
- Plans things by involving young people
- Empathy and understanding
- Relates well to young people
- Good at managing their time
- Keeps calm in a stressful situation
- Knowledge of other services
- Treat people the same
- Good communication skills
- Friendly & approachable
- Professional
- CRB checked
- Good written skills
- Reliable
- Can meet deadlines

4. Use the qualities identified by the young people to develop the person specification.

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.

If the young people are taking part in the interview process then they should think about what activities or questions they could put to the candidates to test them against these qualities. See activity 6 for some ideas.

Type up the qualities listed on the 'bodies'. They could be sent to all the candidates with their application pack.

Activity 4 - Creating an advert

Objective

To understand what information needs to be provided in an advert and create one for their post.

Materials

Copies of the relevant newspaper or publication where the advert is going to be placed.
Examples of other adverts
Post-it notes

Task

1. Get the group to pick out adverts they like or dislike and discuss their responses. Use this to identify a wish list for the advert on post-it notes.
2. Identify what are the key things a prospective candidate would want to know about the job. Put these on post-it notes. For example
 - The job title
 - The pay
 - Where the job is based
 - Hours
 - How do they apply
3. Give the young people copies of the job description and person specification. Ask them to highlight the things they think are the most important.

Use your post-it notes to create your advert.

Top tip

Some organisations have strict corporate guidelines on what a job advert must look like, leaving few real opportunities for young people's involvement.

However, you can consider using this activity in different ways. For example get young people to produce an advert in order to recruit other young people to being part of an interview panel, or to recruit them to get involved in a variety of youth projects.

Activity 5

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

Task 1 – What is confidentiality?

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

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 2 - The Circle of Confidentiality

Draw a small circle in the centre of the flipchart paper and a large circle around the outside of the small circle.

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

Who is it OK to talk about what happened, but not what people said? Write these names in the outer circle

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

Task 3 - Confidentiality continuum

Use the 'Agree' and 'Disagree' cards on pages 12 & 13 and place them at opposite sides of the room.

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.

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 which candidate wore a really horrible outfit?
- 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 who got the job?
- You can say that you knew one of the candidates?
- You can say that your youth worker said that if you appointed John Smith, he would be so rubbish that loads of workers would probably resign.

Because so many of the statements above 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 address other issues that may emerge. For example -

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

One of the candidates gives 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 a young person reveals they have had a problem with one of the candidates, this then 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

Section 2

Activity 6 - Planning how you are going to test the candidates in the recruitment process.

Objective

To work with young people to develop a method of testing their candidate against the person specification and/or the qualities they want to see in the person appointed.

Materials

None- but you need to have completed activity 3 and thought about the qualities of the person you are looking for.

Task 1 - How will you test your candidates?

As a group, use the qualities you have identified in **activity 3** and ask young people to think how these could be tested in a recruitment process.

Ways of testing might include

- Devising and asking a series of questions for an interview.
- Asking the candidates to do a presentation.
- Asking candidates to respond to a case scenario (ideas below).
- Set a challenge like an activity or game (see the newspaper game!).

Top tip

Young people can get carried away setting elaborate challenges for their candidates! Remind them that their chosen method must let the candidate show how they can meet the criteria set in the job description and person specification.

Some ideas to consider

Possible case scenarios

If a young person came and told you they were pregnant, what would you do?

If a young person came to a youth club session drunk, what would you do?

Observed activities

These are commonly used techniques as part of a recruitment and selection process. Can the young people identify a current project the candidates could be asked to contribute to eg the planning of a residential weekend or trip.

Observed activities can be done by the candidates only, with the young people observing. Or, they can be a joint activity where young people work together with the candidates – either individually or as a group.

One idea for an observed activity is the newspaper game (see next page) which was developed by young people in Cornwall.

Example of an observed activity

The newspaper game

Each candidate is given ten sheets of paper from a large broadsheet newspaper. The instructions given to them are as follows:

- You are to design and create an outfit out of newspaper.
- You are to create a top, a bottom, and at least one accessory.
- You are to use all ten sheets of newspaper – no more, no less.
- You cannot use tape, pins or any other item for securing the outfit, although it is permitted to tuck the paper into your own clothing.
- You are to make your outfit with the help and support of a young person.
- You have ten minutes to make your outfit.
- You are to walk from one end of the room and back again without any items of clothing falling off to have completed this task.
- You are to wear your outfit during your individual interviews with the young people's panel after this activity.

The activity was not about the best-produced outfit; what the young people were looking to find out was how did the candidates interacted with the young people during the 'making' process.

How was it for the candidate?

You can read about their experience in Section 3 of the toolkit on page 7.

How to ask questions

Activity 7 – Open and closed questions

Objective

To explain the difference between open and closed questions and enable young people to devise a set of questions that can 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 words like how, why, tell me and what. This gets the candidate talking and you can then probe for further information if they don't quite cover all the things you are expecting to hear.

Closed questions mean candidates can only give one answer – either 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 to a question eg Is your name John?

Materials

Flipchart, pens and the cards from pages 17 & 18 (cut up and mixed up).

Task

1. Explain the difference between open and closed questions to the group using the explanation above.
2. Cut out the cards on page 17 & 18, 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. This 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 could use or adapt the questions on the cards and some 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 evening session at the youth centre?*
 - *Do you think a young person with disabilities should be treated differently if they came to the Centre?*
 - *What suggestions do you have for activities with young people?*

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?
Do you like potatoes?	What's the most creative thing you would do with a potato?
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 8 - 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 is 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 (p20) 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.

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?

And / Or

Task 2 – Making wild assumptions!

Look at the animal pictures on pages 21 & 22.

You could hold up the picture for an instant reaction – love or hate!

Get the young people to suggest characteristics they associate with the creatures in the pictures eg sweet, scary, ugly, slimy.

You could find your own images that may be suited to your own recruitment process using people instead of animals. Maybe even using people in your own organisation!? Be prepared for some challenging discussions!

Discussion points

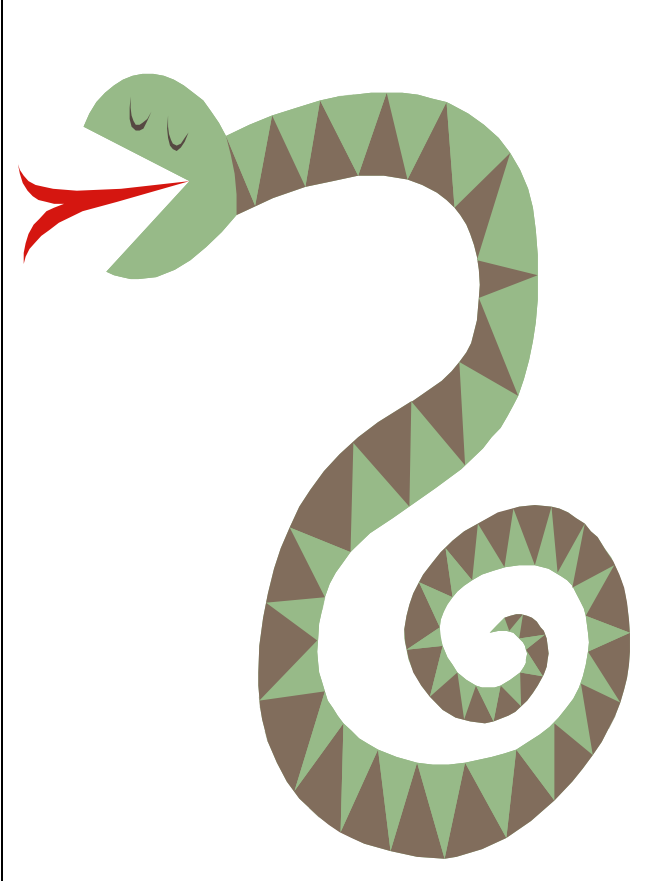
Use the activity to discuss how we also make assumptions from the way people look, their accent, hairstyles, the way they dress etc and you have to be aware of your own bias against people.

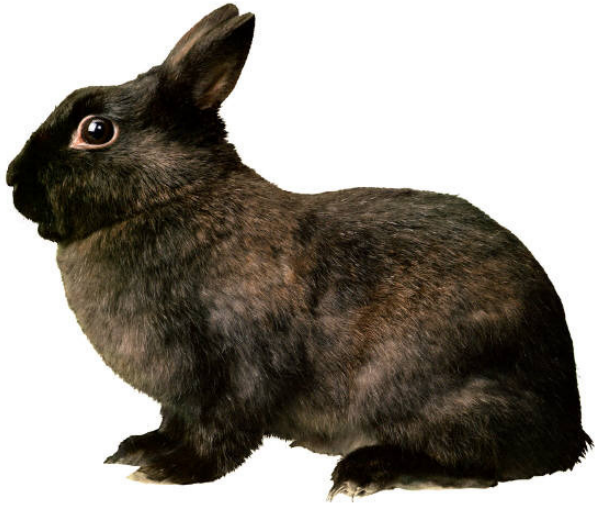
How would they feel about interviewing someone wearing the football shirt of a rival team who has just beaten your favourite side?

Task 1 – Guess Who?

Car mechanic	Footballer
Cleaner	Teacher
Play worker	Fire fighter
Child minder	Youth Worker
Hairdresser	Bank Manager
Librarian	Pilot

Task 2 – Making wild assumptions





Equal opportunities – the legal stuff!

Legislation is always changing and so you should take up to date advice from your own Human Resources department.

It is against the law to discriminate against someone in the recruitment process on the grounds of race, colour, country of origin, nationality, ethnic group, sex, age, marital status, disability, religion or beliefs or their sexuality.

As an overview, some of the main pieces of legislation that explain these laws are -

Disability Discrimination Act 1995 & Disability Equality Duty 2006
Sex Discrimination Act 1975 & 1986
Race Relations Act 1976
Employment Equality (Religion or belief) Regulations 2003
Employment Equality (Sexual Orientation) Regulations 2003
Employment Equality (Age) Regulations 2006

Also

Human Rights Act 1998

There are 16 basic rights in the Human Rights which include the right to respect for your private and family life, your beliefs and the right to freedom of expression.

It means questions about whether candidates are married, single or living with someone should be avoided, you can't ask about children or childcare, questions that reveal a candidates age, or anything else that is personal and not directly related to the job.

Child Protection

This forms an essential part of working with children and young people. The candidate the young people appoint will have to have a CRB (Criminal Records Bureau) check before they can take up the post. A CRB check enables you to get information on the background of the person and whether they have any criminal convictions.

Remind the group that just because you have a criminal conviction, it may not prevent you working with children & young people, it will depend on the type of conviction, how long ago it was and the type of work you want to do.

Task 3: Is it fair? Explaining Equality & Diversity

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

You can read out the statements and repeat task 3 from activity 5 on page 11. Use the **agree / disagree** cards on pages 12 and 13. Once you have read out the statement, get the whole group to move according to their views.

Or, 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.

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 the Sex Discrimination Act as it is a Genuine 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 Occupational 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 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 CRB 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 hairdressers. 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.

Case study 8

A 21 year old man and a woman aged 55 apply for a job as a Personal Advisor at Connexions. They both have the same qualifications but the man has some experience as he has been working in the Youth Service giving information and advice to young people. The woman has 25 years of Social Work experience but hasn't been working in this kind of job for a few years.

The woman is offered the job. Is this fair?

Answer: Both candidates could have been offered this job based on their qualifications but in this case the woman has more experience and that is why she was chosen. If the woman had not applied, the man could have been offered the job as a way of gaining valuable experience though.

Activity 9 - Listening skills and 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

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 on page 29 as a prompt.

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)

Task 2: The World's Worst interview

Ask the group to discuss do's and don'ts using the prompts sheet below

Review learning from this activity by dividing into groups and getting each group to act out the world's worst interview and using that to comment and reflect to reinforce the need for acceptable behaviour.

Also use the activity to share any fears the young people might have and agree a way of dealing with those fears.

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 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)

Other activities to develop listening and communicating skills

The CWDC Participation Project CD contains other activities to help develop listening skills. Particularly useful is the training pack on consulting and involving young people with learning disabilities by Mencap.

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 10 – Recording the interview

Objective

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




Materials

Paper & pens

Task

1. Work with the group to agree a method of scoring each candidate and design the score sheet to be used.

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
		   unmet partly met met

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 (see activity 9). Get the young people to do a dry run with you as the candidate.

4. Use the 'world's worst interview' activity on page 28 to review learning and tackle any concerns.

5. 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.

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?												
	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met
Was it well organised?												
	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met
Did it contain good ideas?												
	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met
Did it appeal to young people?												
	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly met	Met	Unmet	Partly 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.

And finally

Use the checklist on page 12 in **section 3** of the toolkit to check everything is in place for young people’s involvement.

Don’t forget to consider accreditation according to what provision you have locally and also set up a mechanism of feedback from the young people, candidates and other people involved in the recruitment process.



References & Checks





Shortlisting



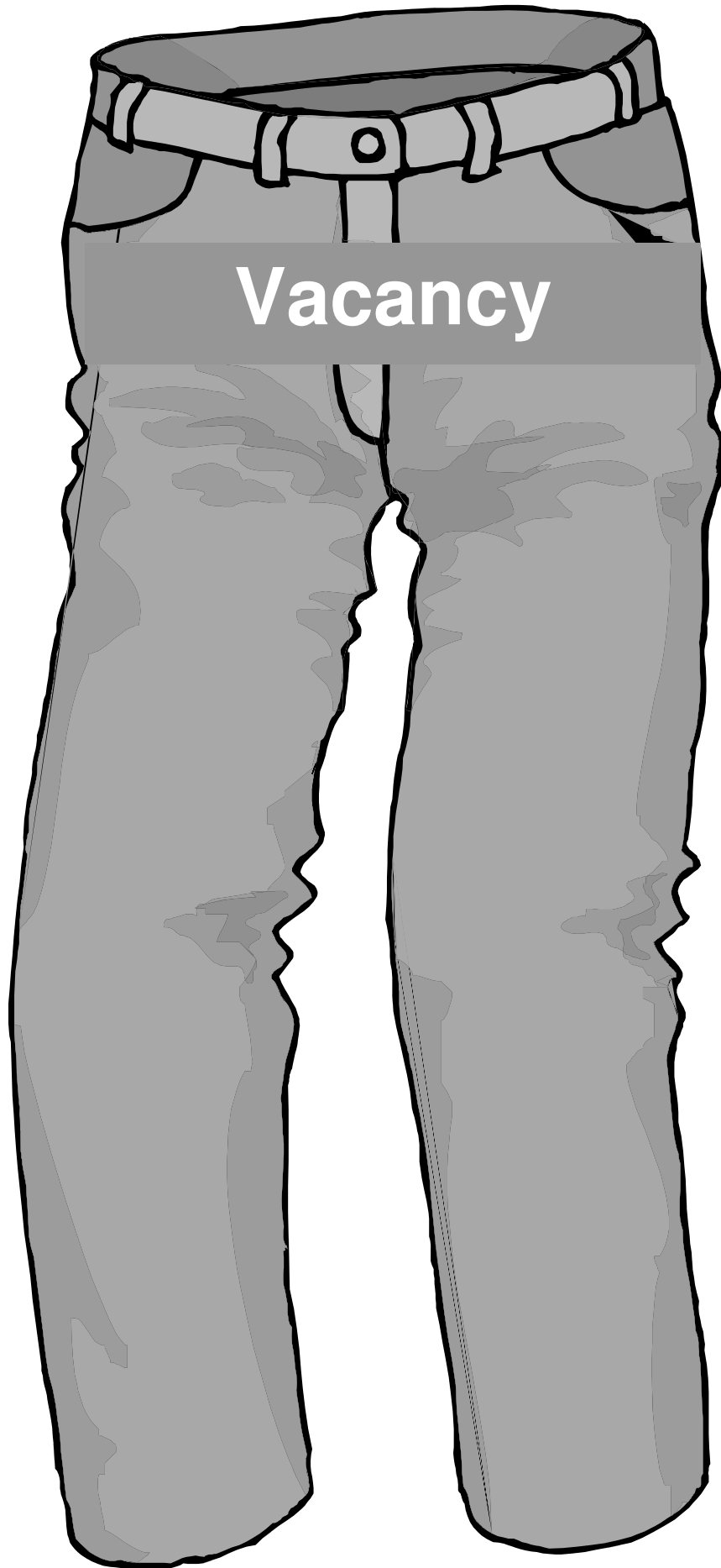
**Job Description and
Person Specification**



Decision



Application forms returned





Job Offer



**New employee
appointed**



Interview