

# Training and Activity Guide

Involving children and young people in recruiting new colleagues to the charity\*



\*Adapted with consent from 'The Recruitment Pack' (Save the Children and Together Scotland, 2005)

## In this guide...

you will find tried and tested activities to help you support young people to be involved in the recruitment process.

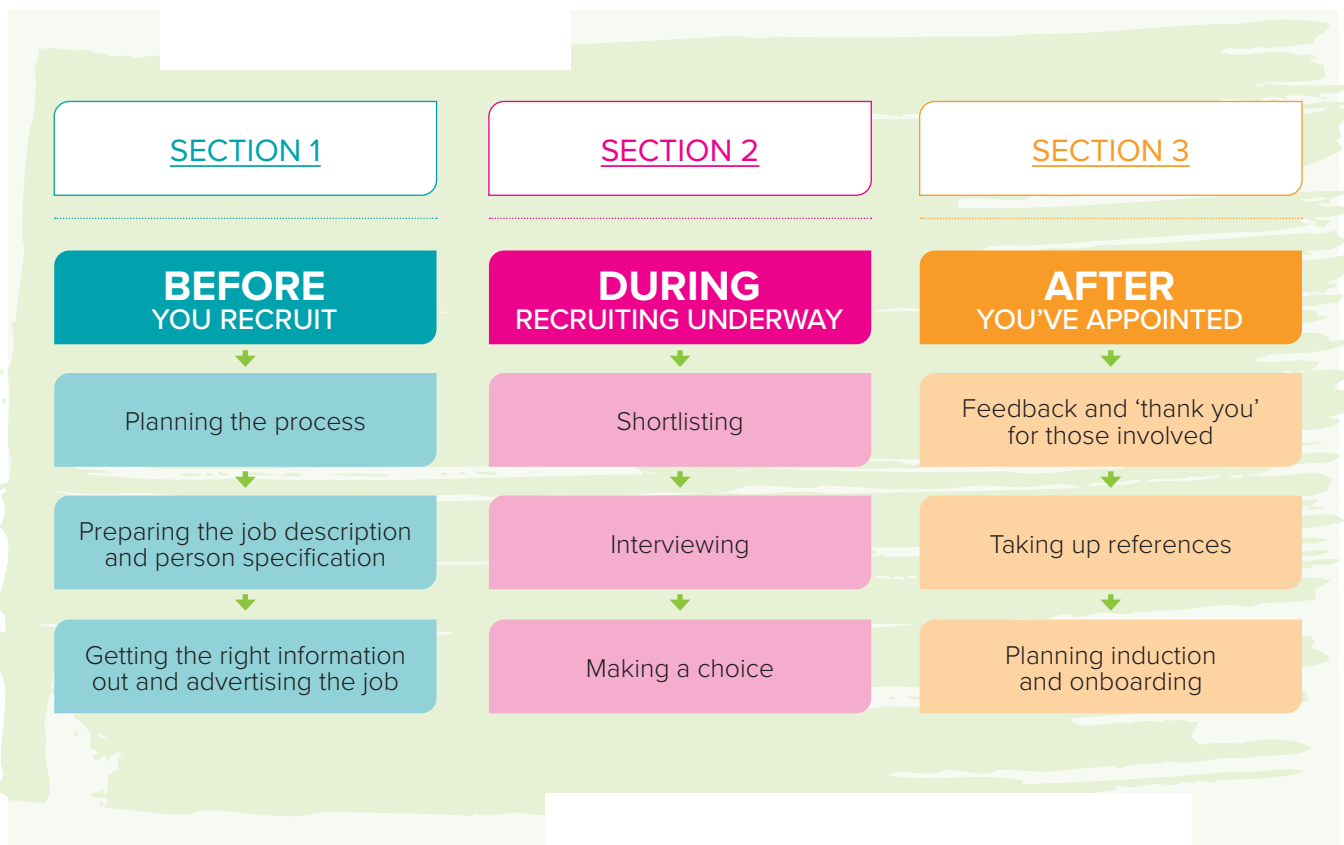
Before children and young people get involved however, it is important that you tell them what the benefits are to them.

Being part of the recruitment and selection process gives young people the chance to:

- Learn more about the agency/organisation.
- Develop a sense of belonging and ownership.
- Influence what their service/project does by ensuring it considers what young people want from staff.
- Learn new skills like teamwork and negotiation.
- Build confidence and self-esteem.
- Improve relationships across friendship or user groups and with staff.
- Prepare and present information to different audiences.
- Improve their CV.
- Get a taster of a process they will also be part of as they apply for college places or jobs.
- Make a difference and have a sense of achievement in a job well done.

## The recruitment journey

This guide will follow the recruitment journey, identifying the ways children and young people can be meaningfully involved in the process.



## Section 1 – Before you recruit

**Activities to support children and young people understand the recruitment process, find out what they want to get from the experience and why their involvement is so important.**

The following activities will help young people to understand the recruitment process, find out what they want to get from the experience.

- How it Works
- Perfect Pizza

**Activities to encourage and support children and young people to contribute their ideas to a job description, person specification and advert.**

The following activities will help young people get involved in drawing up the person specification and the stages which follow.

- Head, Heart and Hands
- The Good/Bad Worker

## Section 2 – Recruiting underway

**Templates and resources to use with children and young people when shortlisting. Plus a bank of 'example' questions for inspiration!**

Sometimes interviews happen on a day when the children/young people are at school. Whilst we make every effort to avoid this, sometimes it is unavoidable. In these instances, you will need to provide the young people with a letter requesting their absence from school/college and explain the reasons why. **See sample letter (Appendix 1)**

The following activities will help young people better understand the importance of confidentiality and give them a better understanding of the basis on which candidates should be short listed.

- Can Tell, Can't Tell
- Shortlisting
- Guess Who?

### **Suggestions about Questions**

Specific questions should be asked in the interview about the candidate's attitude, experience and approach to working with children or young people relevant to the post they have applied for.

### Questions should be:

- Open – but not too general.
- Probing – these fill in the detail and often start with How? Why? What?
- Direct – these are used to establish specific facts.
- Reflective – these are used to check understanding and give the candidate the chance to add further information.
- Free from bias, with a clear meaning, and have no intention to trick anyone.

**See ‘Question Bank’ in Appendix 2 for inspiration**

You may decide you want candidates to undertake an assessment exercise, maybe because you think it is difficult to assess a particular skill or what they know through questioning. For example, you might ask candidates to use a particular software package or prepare and deliver a presentation.

### Templates, resources and activities for involving children and young people in the interview process.

The following activities will help young people better understand the importance of confidentiality, what they would like to ask of candidates and the criteria and basis on which they should be judging and marking candidates.

- First Impressions
- Guess Who?
- Head, Heart & Hands
- Open and Closed Questions
- Can Tell, can’t Tell

### Activities to help children and young people understand the importance of confidentiality and how to assess candidates.

The following activities will help young people better understand the importance of confidentiality and the basis on which they should be judging candidates.

- Can Tell, Can’t Tell
- Guess Who?
- Making a Decision
- Comments Circle



## Section 3 – After you've appointed

### Activities to help children and young people understand the importance of confidentiality and giving feedback.

This element is essentially a task for the person managing the recruitment and selection process, and not one directly for young people. The following activities will help young people understand the importance of confidentiality and the importance of giving feedback to candidates.

- Can Tell, Can't Tell
- How it Works

### Activities to help children and young people reflect on their experience and evaluate the process.

Young people who have been involved can give verbal feedback to others about the process in the group/club. To feedback to all young people engaged in the service those involved could write a short bulletin or newsletter about the process and what decision was made.

Confirming that a successful candidate will take up a post can take some time. It is important to keep in touch with young people who have been involved and explain any delays.

To help evaluate the process the person managing could conduct interviews with groups, asking what they liked about being involved and what could be done better if they did it again.

The following activities will help identify what young people thought of being involved in the recruitment process.

- High in the Sky
- Fill in the Blanks



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Have a go!



# Perfect Pizza



**NUMBERS**  
Group of any number



**TIME**  
15 minutes



**MATERIALS**

- flipchart
- paper
- markers
- scissors
- tape/blue-tack



**WORKSHEET**  
1

## Why we do it

To find out what participants want from the training, what they are looking forward to and what they may need support with.

## Preparation

- Draw a large pizza. It should be big enough for the group to stick all their suggestions on.
- [See worksheet 1 on page 24](#)
- Cut out enough mushrooms, cheese, etc for each participant.

## How to do it

1. Give participants the pizza topping shapes mushrooms, cheese, etc that you have prepared.
2. Ask participants to write/draw the following on each food shape:
  - Mushroom: What are you looking forward to?
  - Cheese: What do you want to find out?
  - Tomato: What are you worried or not sure about?
  - Alternatively make up your own questions.
3. Allow participants a few minutes to write/draw their responses. When finished stick the food on the pizza.
4. Discuss the responses. Make sure that anything participants need to know or are anxious about is covered in the training.

## Why young people like it...

**'This is a quick, fun way of finding out how people are feeling.'**

## Hints and tips

- Alternatively give each person an individual pizza slice. It can be put on the wall anonymously or shared with the trainer.
- The perfect pizza can be used as an evaluation exercise. Participants would write what they liked on the mushroom, what they didn't like on the cheese and what they would change on the tomato.

## How it works



### Why we do it

To explain the recruitment process.

### Preparation

- Make photocopies of [worksheet 2 on pages 25-27](#). Cut out one set of cards for each group.  
*Note: This worksheet contains general information about the process.*
- For more information about any part of the recruitment process refer to [section one](#).

### How to do it

1. Divide participants into small groups.
2. Give each group a set of cards, flipchart paper and some blu-tack.
3. Ask groups to stick the cards on the flipchart in the order they think is correct.  
Allow 5 minutes.
4. Bring groups back together. Go over the correct order giving information about each part of the process.

### Why young people like it...

'This activity helped me understand all the different bits.'

'How it works really simplified everything for the group. After the activity I felt they had a real sense of how everything worked.'

### Hints and tips

- You could offer a small prize for each part the groups have in the right place.
- Rather than sticking the cards on a flipchart, enlarge the cards and ask participants to arrange them on the floor



# Head, Heart and Hands



**NUMBERS**  
Small group



**TIME**  
40 minutes



**MATERIALS**

- flipchart
- paper
- markers
- football manager
- job description

## Why we do it

To enable participants to identify the skills, experience and knowledge the person will need to do the job and to come up with questions.

## Preparation

- On flipchart paper draw the top half of a person. Glue on the football manager's face and draw a large heart and hand on the body.
- Prepare a simplified version of the job description and person specification  
*e.g. 'A commitment to engage children and young people as stakeholders in the organisation' may change to 'Listens to young people's views and believes it 's important.' Or 'In depth and wide ranging knowledge of public policy interests affecting children and young people across different sectors ' could change to 'knows the issues affecting young people'.*

## How to do it

1. Explain to the group that a vacancy for a football manager has come up.
2. Give each group the flipchart and ask them to list/draw the following:
  - Around the head: What do they need to know?
  - Around the hand: What kind of experience do they need to have? What have they done before?
  - Around the heart: What kind of person are they? What characteristics do they need to do the job?

Possible responses include:

  - **Head:** Rules of the game, buying players, about other rivals.
  - **Hand:** Has played football or been a manager before.
  - **Heart:** Strong to make tough decisions, passionate about football.
3. Repeat with another job the group may be familiar with e.g. singer, actor, Prime Minister, etc.
4. Introduce your job description explaining that this outlines the responsibilities the person will have.

Continued >

5. Ask participants to repeat the activity focussing on what the candidates will
  - a) need to know
  - b) have done and
  - c) be like in order to do the job.
6. Put the flipchart where everyone can see it. Explain that you will now use the responses to come up with questions for the interview. For example
  - **Head:** Need to know about children 's rights.  
Q: What is your favourite children 's right and why?
  - **Hand:** Need to have worked with children and young people.  
Q: What is the most enjoyable thing you have done with a group of young people?
  - **Heart:** Need to care about their staff.  
Q: If you came into work one day and noticed that one of your staff was unhappy what would you do to cheer them up?
7. Continue until the group have come up with questions they feel comfortable with and which relate to the job description/person specification.

### Why young people like it...

'This activity helped me **think about the person we wanted to get.**'

'I liked this as it was **easy to understand** and it helped me **find out more about the job** the person would be doing.'

'This is an excellent activity. **The quality of the questions was exceptional.**'

### Hints and tips

- This activity can also be used to develop the job description. The information young people provide can be included in the essential and desirable criteria and in the person specification.

# The Good/Bad Worker



**NUMBERS**  
Group of any number



**TIME**  
30 minutes



**MATERIALS**

- flipchart
- paper
- markers

## Why we do it

To identify the qualities that young people think the person will need to do the job.

## Preparation

- Prepare a simplified version of the job description and person specification  
e.g. 'A commitment to engage children and young people as stakeholders in the organisation' may change to 'Listens to young people's views and believes it 's important.' Or 'In depth and wide ranging knowledge of public policy interests affecting children and young people across different sectors ' could change to 'knows the issues affecting young people'.

## How to do it

1. Read the simplified job description to the group.
2. Hand out flipchart paper and markers.
3. Ask the group to draw a person. It can be as large as they want.
4. Explain to the group that they should now write or draw qualities on the body identifying what they think makes a good worker, e.g. BIG ear for good listening, etc.
5. Next, ask the group to draw another person on a second sheet of paper. Around it they should write or draw the qualities they would not want in a worker e.g. doesn't listen to young people.
6. Discuss the group's responses. Include them in the person specification.

## Why young people like it...

**'I didn't know I could be this creative and it was really fun to do.'**

## Hints and tips

- If you have a large group split them into two and ask one group to work on the good worker and the other group on the bad worker.
- Work with an art worker and make a large mural using paints. This could be the young people's 'dream worker' or 'ideal worker' and could use symbols and/or words. This could then be displayed in the work setting.
- This activity can also be used to develop the job description. The information young people provide can be included in the essential and desirable criteria and in the person specification.

# Shortlisting



**NUMBERS**  
Group of any  
number



**TIME**  
30 minutes



**MATERIALS**  
• paper  
• pens  
• mock app/  
score sheet

## Why we do it

To provide participants with information about the process of short listing and to illustrate ways in which young people can be involved.

## Preparation

- Even if young people are not directly involved in shortlisting they should have an understanding of what the process is. All young people should know:
  - 1. What shortlisting is.
  - 2. How the process of comparing application forms against the person specification works/is done.
- Make up a mock application form. As a group go through the process of matching the information to the criteria in the person specification. This will help the young people develop a method of how to go over the application forms and where to find information. Once the group feels comfortable and are sure of what they are looking for each individual can go through the application forms and score each candidate.

## Some questions that may arise include:

- What if I want to interview everyone?
- What if we know the candidate and we know they have more experience but they haven't written it on their form?
- What if we can only interview one person?
- What happens if no-one meets the criteria?



# Guess who?



**NUMBERS**  
Group of any number



**TIME**  
25 minutes



**MATERIALS**

- flipchart paper
- markers
- A5 cards
- a box or envelopes

## Why we do it

To explore the negative impact stereotyping can have on the recruitment process.

## Preparation

- Prepare small cards with occupations written on them  
*e.g. plumber, police officer, pilot, farmer, DJ, bank manager, doctor, builder, hairdresser, youth worker, librarian.*
- Fold the cards to ensure the information can't be seen. Put them in the envelope or box.

## How to do it

1. Invite someone from the group to pick one of the occupation cards. Explain that they have one minute to draw the type of person they think would apply for the job.
2. Invite other participants to guess which occupation the drawing represents.
3. Repeat the activity until everyone has had a chance to draw or until all occupation cards have been used.
4. Discuss the drawings and the responses. Challenge assumptions by asking questions *e.g. are all plumbers male? Do all librarians look like this?*
5. End the activity by discussing our tendency to stereotype *e.g. all boys like football, all girls can sew, etc.*
6. Explain that to ensure a fair selection we need to be aware of our own bias against *e.g. people with different accents, people with piercings, people with different clothes, etc.*
7. Discuss ways in which participants can ensure each candidate is treated fairly.

## Why young people like it...

**'Everyone should have a fair chance – we should treat them the way we would want to be treated.'**

**'This activity allows everyone a chance to think about their own prejudices and why it's important that we don't let them affect the way we judge people in interviews.'**

## Hints and tips

- If you have a large group divide the group into pairs. Each pair can pick a card and present their drawing to the other participants

# First Impressions



## Why we do it

To illustrate that decisions should be made on the information candidates provide and that first appearances can be deceiving.

## Preparation

- From a newspaper, magazine or the internet cut out 4 photographs or pictures of people of different ages, gender and race. Stick the photographs on the wall.
- Photocopy and cut out [worksheet 3 on pages 28-31](#).
- Explain 'Diversity, equality and anti-discrimination'

## How to do it

1. Explain to participants that the photographs are candidates for a job.
2. Read out the first piece of information about each candidate. Stick it under the photograph it relates to.
3. Ask participants to write down who they would give the job to. Discuss why they chose this person.
4. Now read out the second piece of information about each candidate and stick it underneath the photograph. Again ask participants to write down who they would give the job to. Discuss their responses. Have they changed their mind? Why?
5. Continue the same process until all the information has been revealed.
6. Ask participants if they found it easy to choose between the candidates. Emphasise that you cannot assess someone's suitability for a job when you have limited information about them. Highlight that candidates should not be judged on their outward appearances or what we think we know about them. We should base our judgements on the information the candidate provides in the interview.
7. Discuss how will participants ensure the interviews are fair?

## Hints and tips

- As an alternative or complementary activity, ask the group to match the sets of information to each of the photographs. Explore why they matched the way they did, e.g. did they assume that it was a female who cared for an elderly mother, or that the football coach was a male? or did they find it hard to decide?
- Challenge any assumptions participants may make by using questions, e.g. does someone's religion matter? If a person has a disability can they do the job?

# Listen! Hear!



NUMBERS  
2



TIME  
20 minutes

## Why we do it

To illustrate the importance of listening to candidates during the interview and identify ways we show we are listening.

## How to do it

1. Split participants into pairs. One person will be A and the other B.
2. Explain that person A will have one minute to speak to their partner about their favourite film, food or singer, etc.
3. Person B should not listen.
4. Swap roles. Person B should now speak and person A should not listen.
5. Bring the pairs back together. Discuss the activity.  
How did it feel not to be listened to? How did participants show that they weren't listening? How were they sitting? What was their body language/eye contact like?
6. Now split the participants into different pairs.
7. Repeat the activity with participants listening to each other.
8. Bring the pairs back together and discuss how it felt to be listened to? How did participants know they were being listened to? What did their partner do that showed them they were listening?
9. Discuss how participants can show that they are listening to candidates in the interview.

## Why young people like it...

'It gets really annoying when you are trying to speak to someone and they are not listening.'

'We came up with really good ways of showing candidates we were listening, it included not clicking our pen and closing the windows so we weren't distracted.'

# Open and Closed Questions



## Why we do it

To assist the participants with recognising and devising open and closed questions.

## Preparation

- Copy and cut out the questions on [worksheet 4 on page 32](#). Put them in the envelope/box.
- Prepare 2 flipcharts.
  - On one write OPEN QUESTIONS e.g. What do you do in your spare time? What is your favourite band?
  - On the other write CLOSED QUESTIONS e.g. Do you like cheese? What is your name?

## How to do it

1. As an energiser divide participants into pairs. Explain that person A has one minute to ask person B questions; however, person B cannot answer yes or no! Repeat the activity swapping roles.
2. Bring the group back together and divide participants into 2 teams.
3. Invite someone from team 1 to select a question from the box. This person now has 10 seconds to decide, with their team, if the question is an open question or a closed question. Once they have decided, the group stick the question on the open or closed flipchart.
4. Ask someone from team 2 to pick a question. Again they have 10 seconds to decide with their team which flipchart it should go on.
5. Repeat until all the questions have been removed from the box.
6. Bring the group back together. Ask participants to answer the questions on the flipchart. What are the differences between the questions and the answers? Which questions provide the most information?
7. Explain the difference between open and closed questions.  
*The following information may help: Open questions Open questions allow a person to reflect and speak as openly and as freely as they like e.g. What do you think about...? Could you tell me about...? Closed questions Closed questions are used to find out specific pieces of information. They usually lead to a yes/no answer or a one or two-word answer. e.g. Did you enjoy that? Is your name David?*
8. As a group review the questions on the flipcharts and move any that participants now recognise as being in the wrong place.

## Hints and tips

- If you have time divide the group into pairs. Pick a topical subject and allow each pair two minutes to question each other on the issue. They can only use open questions.



# There's Been a Robbery



## Why we do it

To demonstrate the difference between taking notes and relying on memory and to emphasise the importance of taking notes during an interview.

## Preparation

- Photocopy [worksheet 5 on pages 34](#). Cut out one set of cards for each group.

## How to do it

1. Explain that there has been a robbery.
2. Ask for a volunteer. He or she will be the police officer who is investigating the robbery. The other participants are witnesses.
3. Send the police officer out of the room.
4. Read robbery report one on worksheet 5, to the participants. Challenge them to remember as much possible without taking notes.
5. Invite the police officer back into the room. Using the prompt questions on worksheet 5 allow him or her three minutes to question the participants. Record the responses on flipchart paper.
6. Read robbery report one again. Compare the information on the flipchart to the report. How much did they remember?
7. Thank the volunteer. Ask for another volunteer.
8. Repeat the activity using robbery report two. This time allow the participants to take notes.
9. Again compare the information on the flipchart to robbery report two.
10. Discuss the differences between taking notes and relying on memory. What was easier?
11. Next discuss why it's important to take notes during interviews. What kind of information should they write down? When should they write information down? Who will take notes? How will the notes from the interview be used to make a decision?

## Why young people like it...

'It's amazing how little you remember when you are relying on your memory!'

## Hints and tips

- If you have a large group allow 2 or 3 participants to be police officers.

# Can tell, Can't tell



**NUMBERS**  
Group of any number



**TIME**  
25 minutes



**MATERIALS**

- flipchart paper
- paper
- markers
- blue tack

## Why we do it

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

## Preparation

- Make two signs. On one write 'CAN TELL' and on the other write 'CAN'T TELL'.
- Stick them on opposite sides of the room making sure both signs are accessible.

## How to do it

1. Ask participants to move to the centre of the room.
2. Explain that you are going to read out a list of questions. Emphasise that the questions are from people who were not directly involved in the recruitment process. Ask participants to move to CAN TELL if they think they can share information and CAN'T TELL if they feel they shouldn't. After each question discuss why participants moved to that sign. Q:
  - How many candidates were there?
  - Who was on the panel?
  - What were the names of the people who got interviewed?
  - How long did the interviews last?
  - What did you ask the candidates?
  - What did they say?
  - Who did you like the best?
  - Who got the job?
  - What time were the interviews at?
  - Did you know any of them?
  - Where did the interviews take place?
5. Explain that certain information about the recruitment process needs to be kept confidential. Discuss what this means. *e.g. the Data Protection Act 1998 means that application forms cannot be shown to anyone who isn't involved in the recruitment process.*
6. Emphasise the importance of only talking about what happened in the recruitment process to those who were involved. Discuss questions like
  - Who can I talk to about what happened?
  - If anyone in the youth club/school asks me what happened what should I say?
  - What if I know one of the candidates and they try and talk to me about what happened?
7. Agree with the group what information can and can't be shared and who they can share it with.

## Hints and tips

- Make your own confidentiality agreement. Discuss how participants will keep information about the recruitment process confidential. Encourage everyone to sign it. The agreement could be shown to other young people to make them aware that the process is confidential.

# Making a Decision



**NUMBERS**  
Small group



**TIME**  
30 minutes



**MATERIALS**  
• flipchart  
• paper  
• markers

## Why we do it

After interviewing the panel meet and go over their score sheets. Totalling up the scores usually gives a good indication of who best meets the person specifications. However, if young people have difficulty agreeing, the following activity may help to highlight what panel members think each candidate can do and can't do.

## Preparation

- On flipchart paper draw a table. On one row write 'CAN DO', on the other 'CAN'T DO'. On the columns write the candidate's name.

## How to do it

1. Begin by discussing candidate one. Ask participants to list everything they think the candidate can do. Emphasise that their responses should be based on the criteria you set before the interview and the information the candidate provided in the interview  
*e.g. ability to communicate with young people, has experience, has good ideas, etc.*
2. Next, discuss candidate 2, 3, etc.
3. Now discuss what participants think each candidate can't do.
4. The responses from the flipchart and the score sheets should now indicate who the preferred candidate is.
5. If panel members have different views it is important to ensure that everyone gets an equal chance to speak. The comments circle activity may help.

## Hints and tips

- If young people are advising an adult panel it may not always be necessary for them to decide on one person. They may choose to suggest 2 or 3 candidates that could do the job.
- Agree with the interview panel beforehand who will make the final decision. This will normally be the chair of the panel. Everyone on the panel should be aware of this before the interviews begin.

# Comments Circle



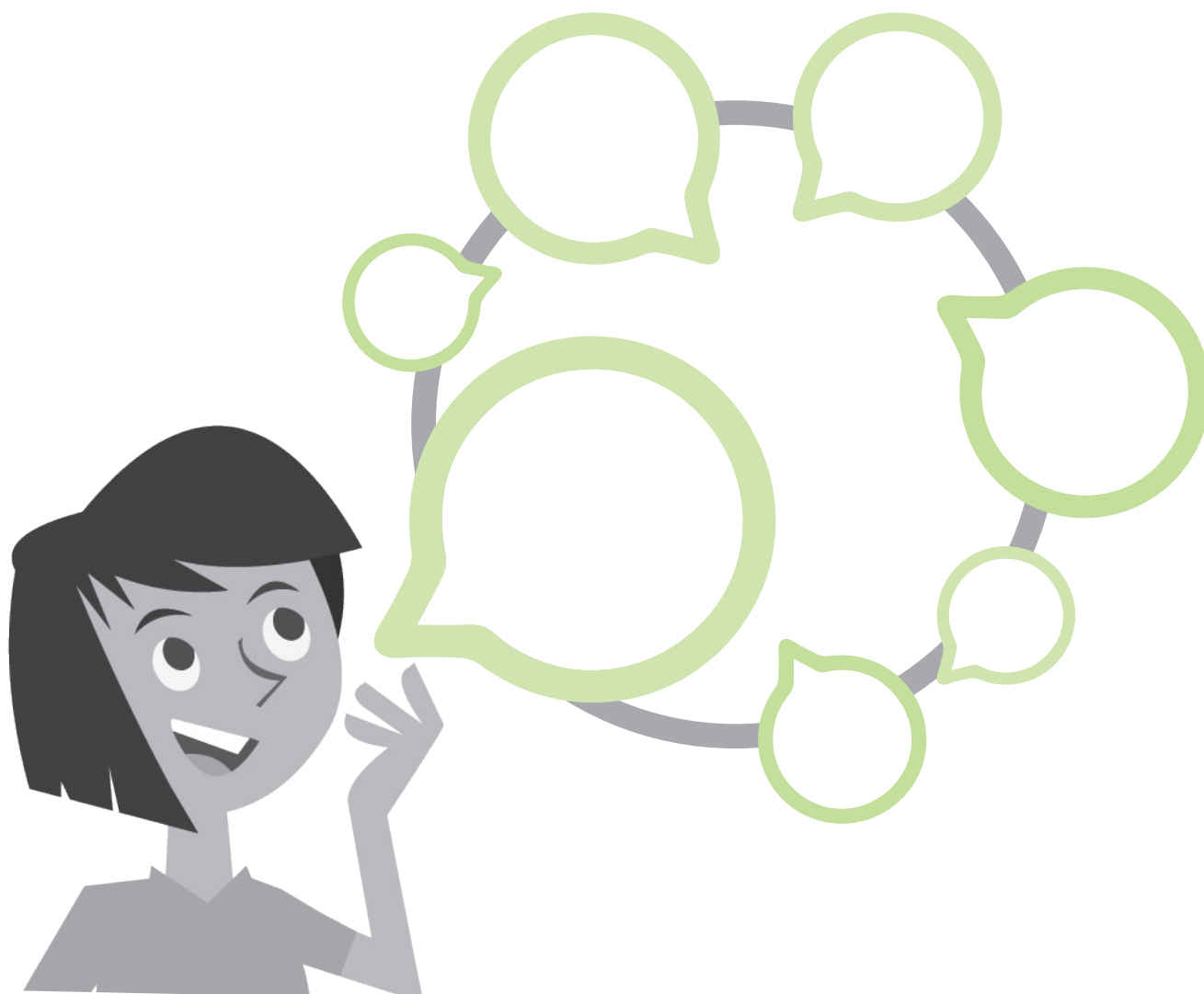
**NUMBERS**  
Small group



**TIME**  
20 minutes

## How to do it

1. Ask the group to sit in a circle.
2. Explain that each participant will have 1 minute to share his or her thoughts on each candidate. While they are speaking no one else is allowed to talk.
3. Begin by discussing the first candidate. Go around the circle until everyone has had a chance to speak.
4. Continue until you have discussed all the candidates.



# High in the Sky



**NUMBERS**  
Group of any number



**TIME**  
20 minutes



**MATERIALS**  
• flipchart  
• paper  
• markers

## Why we do it

To find out what participants thought about activities and to review their experience of being involved in the recruitment process.

## Preparation

- Draw or make a rainbow, sun and cloud. They should be large enough for participants to write or stick their comments on.

## How to do it

1. Ask participants to write the good bits about being involved in the recruitment process on the sun.
2. Next, ask participants to write their comments about what didn't go so well on the cloud.
3. Finally, ask participants to write what they would have changed or how to make things better on the rainbow.
4. Discuss participants responses.



## Hints and tips

- Alternatively give participants their own individual sun, rainbow and cloud page. If you are using the activity with a large group ask participants to write their comments on post-its and stick them on. Comments could be shared verbally and written on the cloud, etc, by the facilitator.

## Fill in the Blanks



**NUMBERS**  
Small group



**TIME**  
15 minutes



**MATERIALS**

- pens
- paper
- box/ envelopes

### Why we do it

To find out what participants thought about activities and to review their experience of being involved in the recruitment process.

### Preparation

- Prepare pieces of paper with unfinished sentences written on them. You should have enough for everyone in the group. These may include:
  - The best thing was...
  - Something I learnt was...
  - if I was to do it again I would...
  - A favourite memory was...
  - Something funny that happened was...
- Put the unfinished sentences in the box or envelope.

### How to do it

1. Ask participants to sit in a circle.
2. In turn, ask each participant to remove a sentence from the box and complete it as honestly as possible.
3. Continue until everyone has had a turn or until all the sentences have been completed.

### Hints and tips

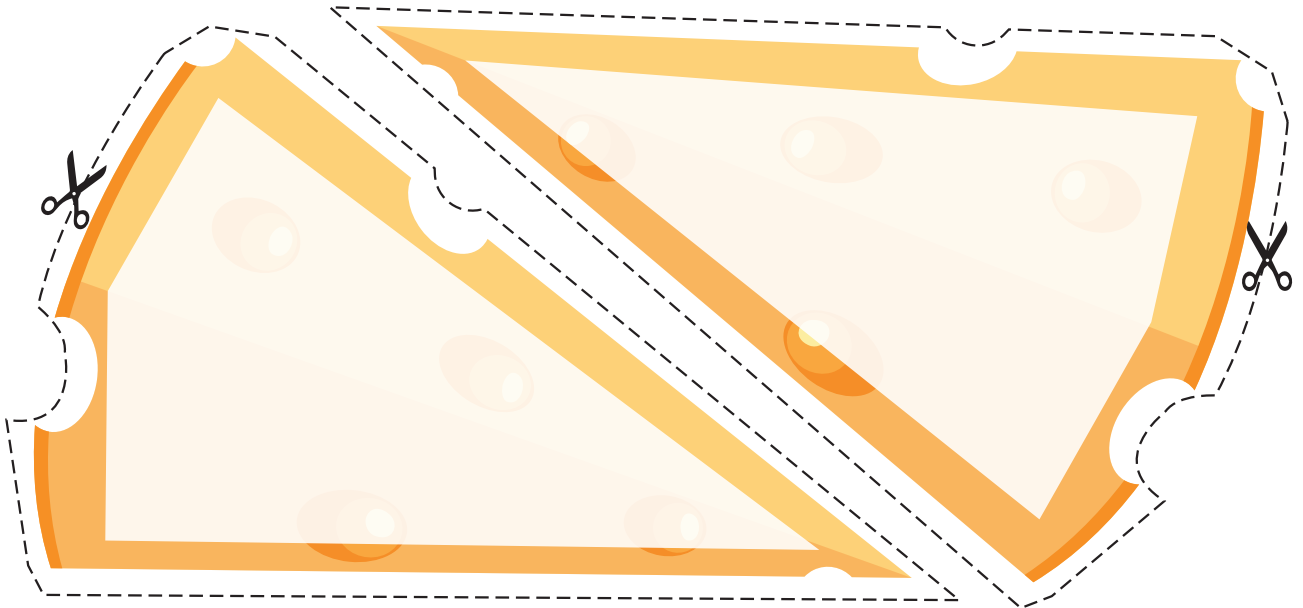
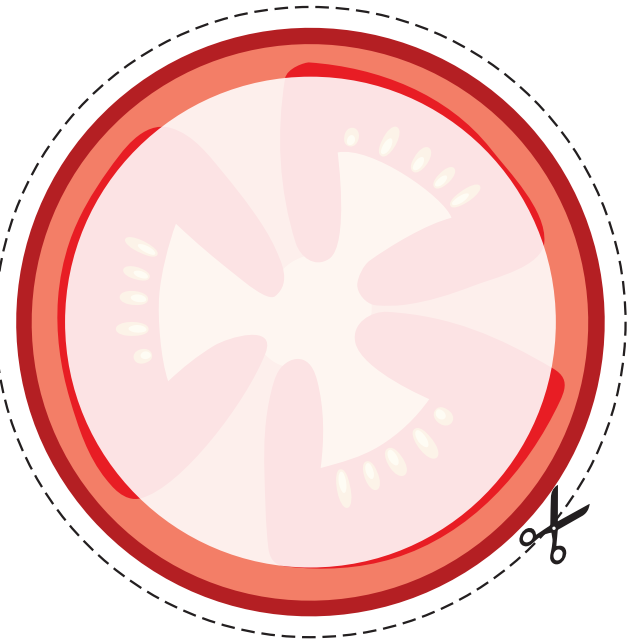
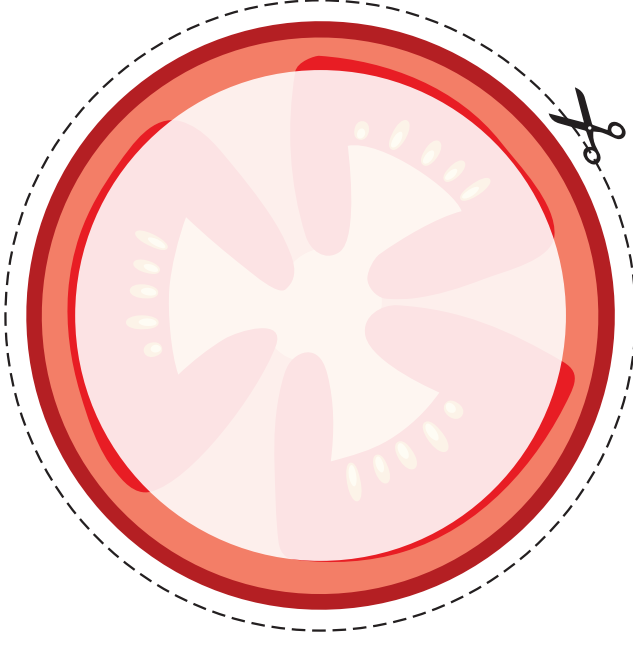
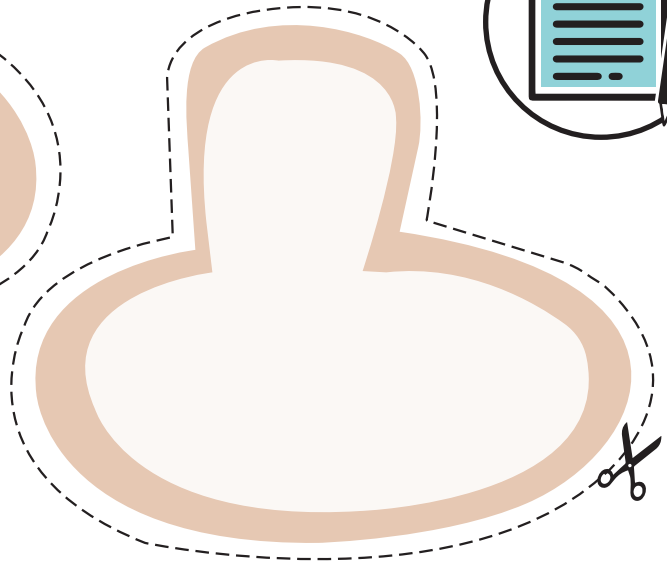
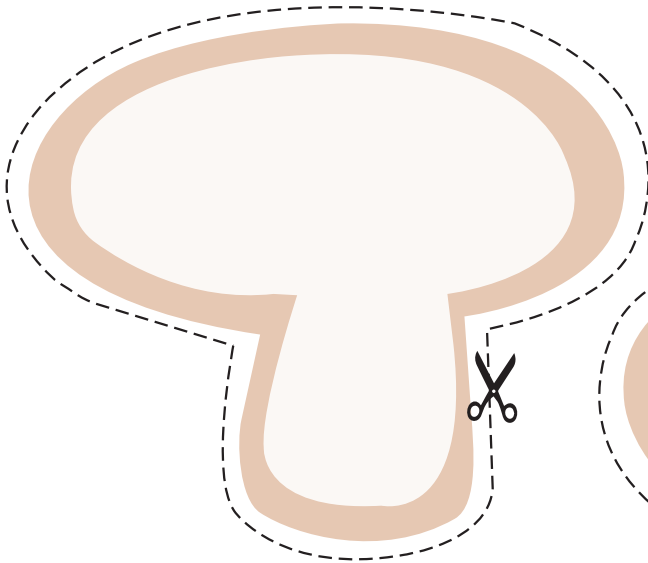
- Alternatively unfinished sentences can be written on a sheet and participants can complete them individually. They can then be put on the wall or shared with the trainer.

# Worksheets

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# Perfect Pizza shapes





## How it works activity cards



### Writing the job description?

Explains what they will do

BEFORE

### Writing the person specification?

Explains the ideal person to do the job

BEFORE

### Advertising the job

Letting people know the job is available

BEFORE

### Getting the right information to people

Sending out application forms

BEFORE



## How it works activity cards

### Shortlisting

Choosing who you will invite for an interview

DURING

### Taking up references

Asking people who know them if they are suitable

DURING

### Interviews

Finding out more about them

DURING

### Making a decision

Choosing who you will give the job to

DURING



## How it works activity cards

### Offering the job

Letting the person know

AFTER

### Feedback to candidates

Letting people know how they did in the interview

AFTER

### Induction

Showing them their new workplace

AFTER



# First impressions information cards



**CANDIDATE ONE**

**Can speak 4 languages**

**Went to university**

**Is a Christian**

**Runs a local scout group**



## First impressions information cards

### CANDIDATE TWO

**Is a single parent**

**Is deaf**

**Volunteers at a local youth group**

**Used to be a professional  
football coach**



## First impressions information cards

### CANDIDATE THREE

Hasn't worked for three years?

Cares for an elderly mother

Loves animals especially cats

Used to present children's TV programmes



## First impressions information cards

### CANDIDATE FOUR

**Has no children**

**Was in prison for drugs but is  
'clean' now**

**Loves going to the cinema**

**Is a community centre manager**



## Open and closed question cards



What is your favourite food?

Do you like milk?

What did you do at school/work yesterday?

Do you have homework?

Did you watch the news last night?

What did you watch on TV last night?

Do you think young people should be involved in interviews?

How can adults really listen to young people?





# Open and closed questions cards

What is it about the training you are enjoying?

Are you enjoying this training?

Tell me about your family?

Do you have a brother?



# There has been a robbery reports



## Robbery report ONE



*I was walking into a shop one morning and a man came running out. He knocked me over and kept running up towards the bus stop. He was carrying a white bag in his right hand and it looked like he had a gun in the left hand. He was wearing a brown jacket that was torn on the shoulder. a blue and green striped shirt and blue jeans. He had skinny legs and a big stomach. He wore wire-rimmed glasses and black shoes. He was bold and had a brown moustache. He was 6ft tall and probably in his mid-thirties.*

## Robbery report TWO

*The Robbery took place on the 10:15 train to Glasgow Queen Street. A tall woman who was probably 5ft 10 came on and sat beside a man with a blue jacket. She was between 35 and 40 but looked really young. She was elegant and wore a long black skirt and heeled shoes. She was wearing a black jacket with a large pink flower on the right hand side. Her hair was brown and in a ponytail. Just as the train was going into the tunnel she spilt water on her skirt. The man sitting beside her went to get paper towels. As soon as he left she took his briefcase and went into the next carriage.*

## Police Officer Information – Prompt Questions

You are a police officer. You have been sent to investigate a robbery. You must find out as much information as you can. The following questions will help you with your investigation.

- **Where did the robbery take place?**
- **When did it take place?**
- **What did the robber steal?**
- **What did the robber look like?**
  - ∞ How tall were they?
  - ∞ Were they male or female?
  - ∞ What age were they?
  - ∞ What were they wearing?
- **Where did they go?**
- **Who else was there?**



# Appendices

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## Appendix 1

# Letter requesting young person's authorised absence from school/college

Re Request for Leave of Absence:

Dear Headteacher/Principal

Your student /pupil (insert name) has been invited to take part in the recruitment of a (insert role and information about the organisation you are interviewing for). (Insert name), with a group of young people, has planned the interview panel process. The interview will take place on (insert date).

As this is an educational visit, I would be grateful if you could ensure that his/her attendance is marked as an authorised absence and if possible treated as if she were on a school/college trip.

Your student/pupil will be supported to attend this event by; (insert staff member name) (see above details)

Parental/guardian consent for your pupil/student has been obtained if appropriate.

If you have any queries regarding this request please contact the person named above.

Thank you in advance for your support in enabling your student/pupil to take part in this opportunity

Yours sincerely

## Appendix 2

# Young People's Panel – Sample Question Bank

1. Can you give an example of how you used your initiative to make sure young people are getting a service that is best for them?
2. Give an example of how you have challenged discrimination? How can you ensure this is not happening in the services you manage?
3. What are the issues facing young people? And what can you do as an Assistant Director/ CSM/Project Worker to make sure the services you are providing help those young people and their families?
4. How are you going to target young people who don't use the service?
5. What experience do you have working with young people?
6. Why should we give you the job?
7. What qualities do you have that will help you in your role as an Assistant Director/CSM/ Project Worker?
8. Give an example of how you would listen to someone
9. Have you solved problems when you have been working with young people in the past? Tell us what your approach was
10. How would you listen to young people's views and how would you act on the information?
11. Can you tell us a little about yourself and how your experiences have brought you to apply for this role?
12. What do you think are the 3 most important things to young people today?
13. How will you ensure you are listening to the children and young people who use Barnardo's services?
14. How will you ensure that service user's experiences help shape your decisions?
15. If you could be any animal which one would you be and why?
16. Can you tell us 3 things you would like to achieve in your first year in post and why?
17. If you were able to pick 1 person past or present who you would like to meet who would it be, what would you ask, and why?
18. Pretend you are pitching at the Dragons Den, please tell us three reasons why the Dragons should invest in you?
19. People leave jobs for different reasons, what reasons have you had in the past for leaving your various previous jobs?
20. Barnardo's works with the most vulnerable people in society and relies heavily on public donations for its funding. What do you think are the responsibilities this places on its staff?
21. What are the differences do you think, between working for a voluntary organisation and for a commercial organisation or a local authority?

22. Tell us how you ensure that children or young people contribute to or are involved in the services, which you provide for them.
23. Can you give an example of how you have changed your practice as a direct consequence of listening to a child or young person?

**Plus, please choose one Safeguarding question from below:**

1. At Barnardo's, we believe that all staff and volunteers share responsibility in promoting the welfare of children and vulnerable adults and protecting them from harm. This action is called safeguarding. In maintaining a safeguarding culture, staff are expected to be vigilant in identifying concerns. If you witnessed or overheard something at work that gave you cause for concern, what action would you take?
2. What are the main reasons that have led you to want to work with children/vulnerable adults?
3. Safeguarding and promoting the welfare of children and vulnerable adults and protecting them from harm is at the heart of everything that we do. Can you tell the panel about a piece of work you have done or been involved with that supports keeping a safe environment for children and/or vulnerable adults?
4. At Barnardo's, we believe that promoting the welfare of children and vulnerable adults and protecting them from harm is everybody's business. What would you do if you were concerned about a person's behaviour towards children and/or vulnerable adults?
5. What knowledge or experience do you have of safeguarding issues?



**Believe in  
children**



**Barnardo's**

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