

# INTERVIEW PANEL TRAINING

**A whole training session to deliver to young people prior to them being involved in the recruitment process for new staff. This session sits within the resilience focus area of Emotions and Behaviours.**

## Learning Outcomes

- Understand the benefits for involving young people in the recruitment of new staff
- Understand the interview process and young people's role within it
- Understand about unconscious bias and the importance of fair recruitment
- Gain valuable experience and insight into the interview



Time	Activity	Method	Resources
5 mins	<b>SIGN IN, WELCOME, INTRODUCTIONS &amp; CHECK IN</b>	<p>Ask young people to complete Sign In sheet. When the group are settled ask them to introduce themselves and tell us something about themselves.</p> <p>Go through the learning expectations of the session.</p> <p>Explain how we always use a check in at the start of each workshop and how it works. Ask the group to say how they are feeling from 1-10 and if they want to share why.</p>	<a href="#">PowerPoint</a> Sign In Sheet Pen
2.5 mins	<b>RECAP GROUND RULES</b> <i>If relevant or set ones for this session if necessary</i>	<p>Explain to the group, people need to feel safe in order to share their views and experiences. Remind them of any rules agreed previously:</p> <ul style="list-style-type: none"> <li>• Respect other people</li> <li>• Listen to what other people are saying</li> <li>• What people say, stays in the group (unless they or anyone else is at risk)</li> <li>• The more you put in, the more you take out!</li> <li>• Plus any additions from previous sessions if applicable</li> </ul>	<a href="#">PowerPoint</a> Ground rules prepared and written up on a flipchart Pen

10 mins	<b>ICEBREAKER TWO TRUTHS AND A LIE</b>	Ask the group to think of 2 true things about themselves and 1 that is a lie to share with the rest of the group. Perhaps go first to demonstrate an example. Take it in turns to share the 3 statements and discuss with the group. To decide which 2 are true and which 1 is a lie. Once they have decided, declare to the person and reveal the truth. Repeat so everyone has a turn.	<a href="#">PowerPoint</a>  Benefits resource sheet
5 mins	<b>WHY INVOLVE YOUNG PEOPLE IN THE INTERVIEW PROCESS</b>	Discuss with the group why they think they are being invited to involved in the recruitment process of new staff. Ask them to think of the benefits for the organisation they are part of and the benefits to them as young people?  Reference some examples including Article 12 of the UN Rights of the Child and how this underpins young people's involvement. Share other examples of the benefits and discuss with the young people.	<a href="#">PowerPoint</a> Flipchart Pens

5 mins	<b>WHAT PROCESS DO CANDIDATES GO THROUGH?</b>	<p>Discuss with the group what they already know about an interview process and what happens.</p> <p>Give them the 9 different stages of recruitment and ask them to place in order, for example, the first stage is the vacancy and the last is the employee is appointed.</p>	<p><a href="#">PowerPoint</a></p> <p>9 Stages of Recruitment</p>
10 mins	<b>UNCONSCIOUS AND CONSCIOUS BIAS</b>	<p>Discuss with the group what conscious and unconscious bias is.</p> <p>Watch the video and discuss thoughts afterwards.</p> <p><i>This video introduces the key concepts of unconscious bias. It forms part of the Royal Society's efforts to ensure that all those who serve on Royal Society selection and appointment panels are aware of differences in how candidates may present themselves, how to recognise bias in yourself and others, how to recognise inappropriate advocacy or unreasoned judgement. You can <a href="#">find out more about unconscious bias and download a briefing which includes current academic research.</a></i></p>	<p>Power point</p> <p>Internet enabled device</p> <p><a href="#">Unconscious Bias Video</a></p>
5 mins	<b>EQUALITY IN RECRUITMENT AND SELECTION DISCUSSION</b>	<p>Discuss with the group about why they think it is important to have a diverse workforce? Examples may include:</p> <ul style="list-style-type: none"> <li>• When you try to build diverse teams, you fight</li> </ul>	<p><a href="#">PowerPoint</a></p>

		<p>discrimination in the workplace.</p> <ul style="list-style-type: none"> <li>• You aim to give equal opportunities to all employees – even those (or especially those) in underrepresented groups.</li> <li>• Reflects society more accurately.</li> <li>•</li> </ul> <p>People usually relate to those from a similar background. So, when your employees come from various backgrounds, they can understand the needs, interests, and pain points of diverse audiences, too.</p>	
5 mins  With match game 15 mins	<b>WHAT IS A JOB DESCRIPTION AND PERSON SPECIFICATION?</b>	<p>Explain to the group what these are, share some examples so they can gain a better understanding. Discuss with the group what they think about the documents.</p> <p>An additional activity could be to have a selection of job titles and job descriptions / person specifications and see if the group can match them together.</p>	<p><a href="#">PowerPoint</a></p> <p>Job title/description/spec examples</p>
10 mins	<b>TYPES OF QUESTIONS</b>	<p>Ask the group what they think ‘open ‘and ‘closed’ questions are.</p> <p>OPEN-To obtain more information for example please explain and can you tell us ?</p>	<p>PowerPoint</p> <p>Example Questions</p>

		<p>CLOSED– To get a precise answer or detail. Often answered with a yes or no.</p> <p>Ask the group to give some examples.</p> <p>Look at the example questions and ask the group to decide if they are open or closed.</p>	
5 mins	<b>INTERVIEW YOUR PARTNER</b>	<p>Ask the group to work together in pairs. Tell them they need to ask each other 5 questions about themselves and report back.</p> <p>Discuss with the group:</p> <p>What kind of questions did you ask?</p> <p>Were you listening?</p> <p>How did you make sure you could remember what they said?</p>	<p><a href="#">Power point</a></p> <p>Paper and Pens</p>
15 mins	<b>QUESTIONS TO ASK PARTICIPANTS</b>	<p>Remind the group of the job role you are aiming to fulfil.</p> <p>Discuss with the group what the role entails and what the organisation needs that person to do.</p> <p>Discuss with the group what questions they would like to ask the candidates.</p>	<p>PowerPoint</p> <p>Paper and Pens</p>

5 mins	<b>DO'S AND DON'T'S</b>	<p>Ask the group about what they expect in an interview. Share the list of do's and don'ts.</p> <p><i>If there is additional time, there are lots of examples on YouTube to demonstrate to the group.</i></p>	<p>PowerPoint</p> <p>Do's and Don'ts</p> <p>Optional YouTube videos</p>
5 mins	<b>CONFIDENTIALITY</b>	<p>Discuss with the group if they think it is OK to.....?</p> <ul style="list-style-type: none"> <li>• Tell your carers / teachers / social workers you are interviewing for staff &amp; the post?</li> <li>• Tell your friends what you have been doing?</li> <li>• Talk about what one candidate said or did to another candidate?</li> <li>• Interview someone you know, for example: a family member? A Teacher? A Social Worker? A Youth Worker?</li> <li>• Put on social media that you are sitting on an interview panel or that someone got the job?</li> <li>• Tell people the names of candidates?</li> <li>• Tell people what you thought of the candidates?</li> <li>• Tell other people that you don't agree with who got the job?</li> </ul>	PowerPoint

5 mins	<b>CLOSE</b>	Ask the group if they have any feedback or questions. Ask the group to complete the session evaluation forms. And finally, check out with everyone.	Evaluation Forms  Pens
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# RESOURCES

## Why involve young people in the interview process?:

UN Rights of the Child: ARTICLE 12	Benefits to Organisations	Benefits to young people
<ul style="list-style-type: none"> <li>• Every child and young person has the right to express his or her views freely - about everything that affects him or her.</li> <li>• The child's or young person's views must be given due weight depending on his or her age and maturity.</li> <li>• The child or young person has the right to be heard in all decision making processes, including in court hearings.</li> <li>• The child or young person can speak for him or herself, or someone else can speak for him or her.</li> </ul>	<ul style="list-style-type: none"> <li>• It demonstrates commitment to Article 12 of the UN Rights of the Child.</li> <li>• Services become more accessible / more responsive / more efficient, by providing a more effective services for children and young people.</li> <li>• It increases the quality of our services, by selecting candidates whose personal skills and qualities suit the needs of young people and staff who can better relate to young people.</li> <li>• Can challenge presumptions about the needs of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops vital social skills such as negotiation, debate, confidence and problem solving skills &amp; experience for being interviewed in the future.</li> <li>• It creates a better balance of power between young people and professionals.</li> <li>• More likely to appoint staff who respect young people and then young people are more likely to respect them.</li> <li>• It supports the participation and empowerment of young people.</li> </ul>

## What process do the candidates go through?

Vacancy

Design job description & person specification

Application Forms returned

Shortlisting

Interview

Make decision

Job offer

Reference & checks

Employee appointed

## What is a job description and person specification?

Job Title	Job Description	Person Specification
Delivery Driver	responsible for collecting goods and transporting them to clients or customers. Their primary duties include scheduling delivery times, picking up parcels and delivering orders to customers on predetermined routes.	must be courteous and prompt with a commitment to providing customers with a pleasant experience. They must be thorough in making sure products are properly delivered, passionate about making clients satisfied and committed to work safety.
Mechanic	repairs and maintains vehicles. Their top duties include diagnosing vehicle faults, repairing or replacing faulty parts and carrying out periodic maintenance.	Proven ability to diagnose and repair vehicles and follow safety instructions and directions. Proficiency with hand tools and other equipment. Excellent active listening, problem solving, and communication skills. Self-motivated, independent, and reliable with a strong work ethic.
A&E Nurse	Works in hospitals, providing medical care to patients suffering from injuries and acute illnesses. Their duties include taking patients' vital signs, examining them and observing their physical condition, administering medication and performing procedures.	Must be able to work closely with patients and need to be reassuring and calm even in highly emotional situations. Be non-judgmental and able to give patients advice about their conditions and ongoing treatment. Should also be highly organised, methodical, proactive, and willing to help others.
Systems Administrator	Is in charge of a company's internal computer system. Their duties include monitoring the system on a day-to-day basis, updating the system when necessary and training other employees on how to use the system properly.	Have advanced technical expertise, the ability to communicate and collaborate, being flexible and with strong problem-solving skills and have organizational awareness.

**Types of Questions:**

<b>What made you apply for this job?</b>	<b>Give an example of a crisis and how you handled it</b>	<b>What experience do you have of working with young people?</b>	<b>Have you any experience of working with parents?</b>
<b>Do you think this job will interest you?</b>	<b>Do you like working with young people?</b>	<b>How would you improve the project?</b>	<b>Are you prepared to work unsociable hours?</b>
<b>What qualities do you think are important for a person working with young people?</b>	<b>What would you say are your strengths?</b>	<b>Are you experienced in this work?</b>	<b>What can you bring to the role?</b>

## DO'S AND DON'T'S:

DO	DON'T
<p>Be welcoming and friendly</p> <p>Switch off your mobile phone (unless you are using it for the meeting)</p> <p>Offer to repeat questions if needed</p> <p>Speak clearly and not too fast</p> <p>Try to look interested even if you are finding it boring</p> <p>Listen while the candidate is talking</p>	<p>Talk when the candidate is talking</p> <p>Use bad language, slang or jargon</p> <p>Yawn</p> <p>Fidget</p> <p>Use your mobile phone during the interview</p> <p>Look disinterested or bored even if you don't like the candidate</p>

### Optional YouTube Clips:

<https://www.youtube.com/watch?v=htBDNsunGCY>

<https://www.youtube.com/watch?v=2xlumuCc8gE>

<https://www.youtube.com/watch?v=M0zyf05Gllg>

## Feedback form

Please answer the following questions to help us make sure you have got everything you need from the session and to make it even better.

How good do you think this session was?

DREADFUL	0	1	2	3	4	5	6	7	8	9	EXCELLENT
											10

Do you think you learnt anything today?

DREADFUL	0	1	2	3	4	5	6	7	8	9	EXCELLENT
											10

Do you think you will do anything differently following this session?

NOT AT ALL LIKELY	0	1	2	3	4	5	6	7	8	9	EXCELLENTLY LIKELY
											10

What went well?

What did you learn?

What could have been better?

Do we need to change anything for the next time we deliver this session?

Is there anything you will do moving forward following this session?

**This session plan provides an outline to deliver activities focussed around areas of young peoples lives that have been proven to support in improving resilience and emotional wellbeing.**

Within this there are suggestions of a range of activities and formats that you can use to deliver these, such as power points and online resources as well as timings for activities.

These can be delivered in whichever way suits your organisation and group of young people best. Use of the PowerPoint is optional.

Whilst a range of videos, icebreaker activities and games have been suggested throughout please feel free to adapt and change these to suit your setting and your young people.

For further resources, activities, ideas and a wide range of other session plans please visit [Kent Resilience Hub](#), you can also find a range of resources and activities that young people may find useful to manage their own wellbeing at [MoodSpark](#). Click on the different segments below to find resources, activities and sessions that meet that resilience area.

