



TOOLS FOR TAPPING INTO TALENT

A recruitment training resource



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Developed by Top Drawer Consultants in 2002, and updated in January 2006 with assistance from Jacqui Barratt, RCSA.

Cartoon by Bob Kerr

We would like to thank the numerous recruitment consultants who have shared their ideas, experiences and suggestions through our market research and through participating in workshops.

Module Five: Giving candidates useful feedback

Objective of this module

- To equip participants with ideas and information they can use for giving feedback to unsuccessful candidates from diverse backgrounds.
- To explore and encourage the exchange of ideas about difficult situations they have encountered or are likely to encounter.

Equipment you will need for this module

- Copies of Exercises 8 and 9 for each participant.
- Copies of the information sheet *Resources for job seekers* available for each participant.

Useful preparation for the facilitator

Familiarise yourself with the scenarios in Exercise 9. You may remove those that are not relevant to your industry, and add in others that you know have happened in your industry in the past. If you add more scenarios, take care to ensure that participants cannot identify the people involved.

Before printing out the information sheet *Resources for job seekers* at the end of this toolkit, you may want to investigate and add the contact information for relevant organisations or programmes in your region.

Useful tips for the facilitator

If participants have not thought about providing feedback to unsuccessful candidates, ask them to identify the potential benefits of providing feedback for the candidate, and for your organisation.

Encourage participants to closely examine the reasons why a candidate has been unsuccessful, particularly if their ability to speak English, their accent and their age may be seen as issues. These are often given as excuses and are not always the actual problem.

Encourage participants to be quite specific about how they would give feedback. If they say they would just tell the candidate directly, ask them to explain exactly what they would say, and when, how and where they would say it.

Time required

Thirty minutes. People may want to take longer discussing the answers if you have more time available.

Facilitator's session guide

Introduction (1 minute)

- Present the following:
 - ▮ Unsuccessful candidates often need and want feedback. Sometimes these candidates will have been unsuccessful because of something about them. Other times it will have more to do with the people making the decision, or who the competition is. Giving this feedback, particularly to people whose background may be very different from our own, is not always easy.

Diagnosing the problem (10 minutes)

- Present the following:
 - ▮ Feedback is best received when it is wanted. Check that people want feedback before you give it. The first step in providing useful feedback is clarifying what the real issue is. That will help you decide on the most appropriate strategy to use or suggestion to make. Make sure your feedback is tactful but honest.
 - ▮ Give each participant a copy of Exercise 8.
- In the full group or in smaller groups, ask participants to complete Exercise 8 and identify which suggestions are relevant to your industry, and to share any other strategies or suggestions that they have found useful.

Giving feedback (19 minutes)


- ▮ Give each participant a copy of Exercise 9.
- In small groups, ask people to take 8 minutes to decide how they would handle these situations.
- With the full group, **either** go through each of the scenarios and compare answers, **or** ask participants to identify the scenarios they are most interested in hearing other people's views on.
- Ask participants:
 - ? When have you found it difficult to give feedback to unsuccessful candidates?
 - ? What strategies would be helpful in these situations?

Exercise 8

Suggestions for unsuccessful candidates

If the problem is ...	Possible suggestions you could make	Is this relevant in our industry?	Other advice or strategies you have found useful
<p>their ability to speak English to the standard that is necessary for the job</p>	<ul style="list-style-type: none"> o Enrol in an ESOL (English for speakers of other languages) Home Tutor scheme. o Many polytechnics have ESP (English for specific purposes) or EOP (English for occupational purposes) courses. o Some community centres and churches run social English groups to help migrants practise their English skills. 		
<p>their accent</p>	<ul style="list-style-type: none"> o Find an individual tutor. o Practise slowing down. o Borrow tapes from the local ESOL Home Tutor Association. 		
<p>the way they present at interviews</p>	<ul style="list-style-type: none"> o Enrol with one of the programmes or agencies that support job seekers. o Go to a career counsellor who can help them practise interview techniques. o Ask them to find a friend who will work with them to identify and then practise talking about their strengths. o Provide specific relevant feedback e.g. "Thank you for seeing me, I want to give you some feedback on how you interviewed today. When you answer the questions you need to take time to think of an example that relates to your working environment as opposed to your personal situation. This allows us to get a full picture of what you can do". Then walk through an example they gave during the interview to highlight your point. 		
<p>they don't have the necessary set of skills or knowledge</p>	<ul style="list-style-type: none"> o Contact the relevant industry training organisation for training. o Research the local requirements and standards, e.g. building code. o Use the Career Service to identify what skills are missing and how they can gain these skills. 		

If the problem is ...	Possible suggestions you could make	Is this relevant in our industry?	Other advice or strategies you have found useful
<p>they have unrealistic expectations</p>	<ul style="list-style-type: none"> o Go to the Career Service for career counselling and advice. o You need to uncover what the expectation is. If it is money you need to provide market information e.g. "Over the last 6 months we have placed a number of people within customer service roles and the average salary has been XYZ." Or "For you to achieve your desired salary level you would need to have greater experience. There are people in the market achieving that salary but they would have at least 5 years' experience as opposed to the 18 months you currently have". 		
<p>their CV is poorly presented or not in a style appropriate for New Zealand</p>	<ul style="list-style-type: none"> o Go to the Career Service for help in developing their CV. o Use a CV service. o Borrow relevant books from their local library to get ideas for reshaping it. o Provide a sample of a good CV both in format and content so the individual can see specifically what it is they need to do. Provide them with some CV tips they can go away with but walk them through it, explaining what they need to do. If the CV has been sent via email then attach the tips or sample CV so they learn. The key is to be specific, not generic in your response as this will not assist people. 		
<p>their qualifications are not familiar to New Zealanders</p>	<ul style="list-style-type: none"> o Make a submission to NZQA to get evidence of what their qualifications are equivalent to in New Zealand. 		

If the problem is ...	Possible suggestions you could make	Is this relevant in our industry?	Other advice or strategies you have found useful
<p>they are getting angry, disillusioned or discouraged</p>	<ul style="list-style-type: none"> o Enrol in one of the groups or agencies that support job seekers. o Listen first and take the time, it is only natural they are getting frustrated, we would all feel the same if we had been unsuccessful as many times as some of these candidates have been. o Check to see that their search is targeted and structured and they are not merely sending their CV out for every job vacancy. o Check what agencies they are applying to and advise who are the best consultancies to service their needs e.g. if it is the engineering or medical sector, steer the person to those companies that work within those fields. o Tell them how important it is that they have clarity about what they are looking for not just in terms of the job but with regards to location, salary and organisation they want to join. o We appreciate that many people new to New Zealand say they are willing to do anything and be paid any amount but, in reality, that might suit a short term need but it may not work out in the medium to long term. For example someone says they are happy to travel to Pakuranga when they live in Albany but they don't have their own transport and plan to catch public transport. It might seem OK to do for the first few months but experience would tell us that they will find it very difficult and be looking for a new job soon. Advise the person to take a trip out there and see for themselves the distances and then to contact you if they still believe it is suitable. 		
<p>there is no real problem, but they just aren't being given a chance or the employer is prejudiced</p>	<ul style="list-style-type: none"> o Start with voluntary work. o Try temping, contracting or executive leasing. o Find someone already in the industry who could mentor, coach or advise them. o Join the relevant professional association, e.g. Science Teachers Association. o Register on the NewKiwis internet job site. o Contact EEO Employers Group members directly as they are open to diversity. o Look for the EEO Employers Group logo in advertisements. This indicates Employers of Choice who value diversity.  <ul style="list-style-type: none"> o Keep on trying. 		

Resources for jobseekers: Organisations

The EEO Trust website

This has a list of career and supported employment providers.

See www.eeotrust.org.nz/jobseekers/resources.cfm for more details.

The links section of the website also has a list of organisations that may be of help to jobseekers www.eeotrust.org.nz/links.cfm.

The organisations below may be of interest to jobseekers:

Association of supported employment in New Zealand (ASENZ)

Call them on 04 471 0933 for assistance or visit their website, which has a complete list of supported employment providers. www.asenz.org.nz/providers.html

Postal address: PO Box 50 130, Porirua City

Career Services

This is New Zealand's leading provider of career information, advice and guidance. See their website www.careers.govt.nz for more details or call 0800 222 733 or 0800 109 901.

Postal address: National Office, PO Box 9446, Wellington.

Extra Mile Training

Offers free computer training courses.

Contact them on 09 486 4622 or see their website www.extramiletraining.co.nz for more details.

KiwiCareers

This is a government-funded website containing New Zealand job, industry and training information. www.kiwicareers.govt.nz/

National Association of ESOL Tutor Schemes Inc

There are local associations in many parts of New Zealand, see their website for details www.esolht.org.nz/ or email them natoffice@esolht.org.nz.

Postal address: PO Box 12 114, Wellington.

New Kiwis website

A government-funded website that contains New Zealand job, industry and training information, including contacts of Industry Training Organisations (ITOs) and links to other useful sites.

www.newkiwis.co.nz

New Zealand Qualification Authority (NZQA)

For information on the evaluation of overseas qualifications see www.nzqa.govt.nz

Postal address: National Office, PO Box 160, Wellington.

New Zealand Immigration Service

For information on visas, permits and immigration procedures see call 0508 558 855 or visit

www.immigration.govt.nz

Postal address: National Office, PO Box 3705, Wellington.

Workbridge

Provides funding for training and employment for disabled people. Check your local phone book for contact details of the branch in your community, or call freephone 0508-858-858, or free fax on 0800-080-715.

Postal address: National Office, PO Box 90411, Auckland Mail Centre.

Resources for job seekers: Programmes

Tertiary Education Commission

The TEC works with the tertiary education sector to improve the strategic use of resources, enhance strategic capability building and to implement the Government's Tertiary Education Strategy (TES). See www.tec.govt.nz for more details or contact 0800 4 27773.

Business Mentor Programme

If you would like to apply for a Business Mentor to assist you in the development of your business, contact 0508 103 400 or visit www.businessmentor.org.nz.

Can you help us add to these lists?

If you have found other useful organisations, programmes, websites or books to refer jobseekers to, please let the EEO Trust know, so we can add to these lists.

Email: admin@eeotrust.org.nz

Exercise 9

What would you do?

1. Your candidate is originally from Sri Lanka. She speaks good English, but has a marked accent, and speaks very quickly. She appears to be well qualified, but has been on your books for some time and has had little luck in getting work. You have introduced her to a couple of employers but have seen them just tune out when she starts talking. She is now getting depressed, and is saying that she will do anything at all, so long as she can get a job. This desperation is starting to show. What would you do?

2. John is in his early 30s. He has told you that he has had continuous experience in your sector for the last 10 years. He has recently been shortlisted for a job, but a reference check with a previous employer has revealed that one part of his CV is incorrect. He had a period of six months off due to mental illness. John has now been rejected for the job, as the employer doesn't feel she can trust someone who has lied to her. John is angry, as he feels the employer is discriminating against him because of his mental illness. What would you say to him?

3. Mele is a young Samoan woman who has come with glowing references from previous employers. However, whenever you have put her forward for an interview, the feedback you get from interviewers afterwards is that she does not come across well. They say she is reticent, doesn't volunteer information and won't engage with them. How would you help her?

