# Step 5: Attracting candidates

## 5.1 Writing the advertisement

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| **Recommendation** | **Considerations and Actions** |
| Ensure clarity around role descriptions and that the required criteria to be assessed are clearly articulated in the job advertisement while not signalling pre-selection for particular candidates | * Avoid generic advertisements, instead specify criteria that are *essential* for this individual role.   **Examples:**   * + ”Proven experience in identifying project risks and working with risk management approaches and mitigation strategies”   + “Demonstrated ability to work collaboratively across varied stakeholder groups”   + “Ability to teach large and diverse student groups”   + “Experience with electronic data capture systems” * Emphasise the essential skills required to perform the tasks; separate out from criteria that may be desirable   **Research:**  Australian research indicates that advertisements with more than five selection criteria deters applicants, particularly women.[[1]](#footnote-1)   * Avoid narrow person descriptions to attract the widest range of applicants * While key criteria to do the job are essential, ensure position profiles are formulated broadly enough that they do not signal pre-selection through specific requirements.[[2]](#footnote-2)   **See also Steps 2 and 4: Scoping the Position and Selection Criteria** |
| Avoid phrasing that indicates a specific demographic profile is preferred or which may be biased or discriminatory | * Ask someone (or two or three people) who are different from you to check the role description and advertisement for exclusionary wording |
| Use gender-neutral language to encourage all groups to apply. | * When job advertisements include more masculine (eg; ‘determined’) than feminine wording (eg, ‘collaborative’), participants perceive men as the norm within these occupations and women find these jobs less appealing and are less likely to apply[[3]](#footnote-3).   **Tools to assess language in job advertisements**   * + [Gender Decoder for Job Ads](https://gender-decoder.katmatfield.com/)   + [Applied Job Description Analysis Tool](https://appliedhelp.zendesk.com/hc/en-us/articles/360010333513-Overview-of-Applied-s-Job-Description-Analysis-Tool#:~:text=Applied's%20Job%20Description%20Analysis%20Tool%20is%20a%20stand%20alone%20tool,complement%20your%20role%20building%20efforts.&text=The%20tool%20is%20focused%20on,result%20of%20reading%20the%20description)   + [Textio](https://textio.com/)   + [TalVista](https://www.talvista.com/getting-started/write-amazing-job-descriptions/) |
| Support applicants to provide their best application | * Consider providing applicants with guidelines or examples of expected response format   **Example:**  “Applicants are encouraged to clearly address and demonstrate how they meet each of the above criteria.”   * Advise applicants on the process   “Applicants called for interview will be required to sit a short test to assess their ability to write a message for social media”   * Include a relevant contact person on the advertisement with whom applicants could seek any further clarification about the role or request reasonable accommodations for the recruitment process   **Research:**   * Young jobseekers report not knowing where to begin to construct an application that effectively sells their skills and potential[[4]](#footnote-4). * When a Victorian government department specifically offered in the advertisement to consider specific requirements and any adjustments to the recruitment process, people with disability progressed further through the process [[5]](#footnote-5) |
| Alternative or additional approaches to written job applications and interviews are good indicators of future job performance | * Practical, hands-on approaches such as gamification and work-simulation exercises, that engage the skills and competencies required in the role may widen the pool of talent and maximise a fair go for a broader range of cohorts, especially for people with disability and where written application processes do not assess the key skills required[[6]](#footnote-6) * Work sample tests and asking applicants to solve work-related problems that mimic the kinds of tasks the candidate will be doing in the job, are excellent indicators of future job performance.   + [University of Western Australia Work Tests](https://www.hr.uwa.edu.au/policies/policies/selec)   + [Australian National University Work Samples](https://services.anu.edu.au/human-resources/recruitment/selection-techniques/testing-and-work-samples) |
| Welcome and encourage applicants with diverse needs | * Use the University of Auckland’s [Safe, Inclusive, Equitable logo](https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/about-equity/safe-inclusive-equitable-university/Equity%20SIE%20e-sig.jpeg) * In addition to the required equity statement on all advertisements[[7]](#footnote-7), consider providing more information or examples. For instance: * In a recently advertised position, the Faculty of Science (UoA) included the following text:   “We welcome applications that will enhance the diversity of our staff and strengthen our links with diverse communities. Our staff and students can connect with our flagship Tuākana, Women in Science, Parenting and Rainbow networks, and our Waipapa Marae.”   * The University of Sydney includes:   “The University of Sydney is committed to diversity and social inclusion. Applications from people of culturally and linguistically diverse backgrounds; equity target groups including women, people with disabilities, people who identify as LGBTIQ; and people of Aboriginal and Torres Strait Islander descent, are encouraged..”   * Check images and language in public facing material and websites and consider who represents your faculty/division   **Question:** Could Māori, Pacific, Asian, rainbow, gender diverse or disabled men and women see themselves working in your team? |

## 5.2 Seek diverse applications

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| Actively reach out to a diverse range of potential candidates | Actively search for talent away from traditional sources, and/or in areas which will attract groups that are under-represented in the staff cohort of the occupational group or organisational unit   * University networks, eg; Staff with Disabilities Network, Staff and Students from Refugee Backgrounds, Rainbow Network, etc. Refer to the office of the PVC Equity for contact details * Use external and internal professional networks, eg, Women in Science, LGBTQI+ Network, Staff with Disability Network, PVC Pacific office, Women in Law … * Build relationships with local iwi organisations and ethnically diverse networks * Encourage department members to make personal connections, generate potential contacts and to ‘shoulder tap’ appropriate contacts from under-represented groups   Websites to reach diverse audiences include:   * [Getaflex](https://www.careermum.co.nz/business-directory/getaflex/) – Job platform focusing on flexible jobs for professionals * [Wiseones](https://www.wiseones.co/) – Employment platform for those 45+ yrs * [Workbridge](https://workbridge.co.nz/) - Disability employment service * [Workbridge at the University](https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities/support-for-current-students/careers-and-employment.html) linking completed or final year UoA disabled students with hiring managers * [Mahi.co](https://mahi.co.nz/) – Māori recruitment platform * [Mana Recruitment](http://www.manarecruitment.co.nz/) – Māori recruitment platform * [Maori and Pacific Jobs](http://www.maoripacificjobs.co.nz/) |
| Target the advertisement in order to encourage Māori or equity group members to apply | **Case Study**  A modified advertisement encouraging people with disabilities to apply, led to more people with disability applying[[8]](#footnote-8) |
| Introduce Special Measures to ensure equal outcomes | [Positive actions to achieve equality](https://www.hrc.co.nz/enquiries-and-complaints/faqs/positive-actions-achieve-equality/) (special measures) are  permissible under the New Zealand Bill of Rights Act 1990  s 19 (2) and the Human Rights Act s73 (1) under certain  conditions and are intended to be temporary. These are used to ensure equal outcomes rather than equal treatment[[9]](#footnote-9) and are based on information that shows that the present position is unequal.  **Example:**  If a faculty is significantly under-represented with Māori academic staff they may be able to advertise specifically for a Māori lecturer.  **See Step 2: Scoping the Job** for more detail and discuss with HR. |
| Ensure recruitment process is accessible to all | * Advertise in a variety of formats; online, print, radio, equity group organisations, etc * Check all methods for advertising and all links and images included are accessible to people with disabilities * Use the [Accessibility Checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f?ui=en-us&rs=en-us&ad=us) * Ensure applications can be made in a variety of formats; online, print, etc |
| Ensure recruitment consultants and agencies actively implement equity practices | * Only use consultants who can demonstrate their processes are free from bias and who actively seek Māori, women and equity groups * Check consultants understand and practice [reasonable accommodation](https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/equity-information-for-staff/staff-disabilities-impairments/reasonable-accommodation.html) |

1. SEEK*, Laws of Attraction*, 2017; https://insightsresources.seek.com.au/lawsofattraction [↑](#footnote-ref-1)
2. [Gender in academic recruitment and selection, Drew & Canavan 2020](https://library.oapen.org/bitstream/handle/20.500.12657/39923/?sequence=1#page=46)

   [↑](#footnote-ref-2)
3. <https://gap.hks.harvard.edu/evidence-gendered-wording-job-advertisements-exists-and-sustains-gender-inequality> [↑](#footnote-ref-3)
4. SEEK*, Laws of Attraction*, 2017; https://insightsresources.seek.com.au/lawsofattraction. [↑](#footnote-ref-4)
5. [Recruit Smarter - Technical Report.pdf (unimelb.edu.au)](https://minerva-access.unimelb.edu.au/bitstream/handle/11343/216828/Recruit%20Smarter%20-%20Technical%20Report.pdf) [↑](#footnote-ref-5)
6. Deloitte Australia, *Play to Win: How gamification can give companies an edge in innovation and strategy execution,* 2017; http://blog.deloitte.com.au/play-to-win-how-gamification-can-give-companies-an-edge-in-innovation-and-strategy-execution/. [↑](#footnote-ref-6)
7. * “*The University is committed to meeting its obligations under the Treaty of Waitangi and achieving equity outcomes for staff and students in a safe, inclusive and equitable environment. For further information on services for Māori, Pacific, women, LGBTI, people with disabilities, parenting support, flexible work and other equity issues go to* [*www.equity.auckland.ac.nz*](http://www.equity.auckland.ac.nz)*”.*

   [↑](#footnote-ref-7)
8. [Recruit Smarter Technical Report Victorian Government Australia 2018](https://minerva-access.unimelb.edu.au/bitstream/handle/11343/216828/Recruit%20Smarter%20-%20Technical%20Report.pdf) [↑](#footnote-ref-8)
9. Implementing the Gender Pay Principles. Ministry for Women August 2019 [↑](#footnote-ref-9)