

# Recruiting young people facing disadvantage: an evidence review

Scientific summary

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## 1. Background

Youth Futures Foundation is an independent, not-for-profit organisation dedicated to improving employment outcomes for young people from marginalised backgrounds. Youth Futures' mission is to narrow employment gaps by investing in evidence generation and identifying effective interventions aimed at improving employment outcomes for young people. For this reason, Youth Futures approached the Center for Evidence-Based Management (CEBMA) to undertake a review of the scientific research literature regarding the impact of practices that employers use to recruit and select young people from marginalised backgrounds. This review presents an overview of the findings.

## 2. What is a Rapid Evidence Assessment (REA)?

Evidence reviews come in many forms. One of the best-known is the conventional literature review, which provides an overview of the relevant scientific literature published on a topic. However, a conventional literature review's trustworthiness is often low: clear criteria for inclusion are sometimes lacking and studies may be selected based on the researcher's individual preferences. As a result, conventional literature reviews are prone to severe bias. For this reason, 'rapid evidence assessments' (REAs) are used.

An REA is a specific research methodology that aims to identify the most relevant studies on a specific topic as comprehensively as possible, and to select appropriate studies based on explicit criteria. In addition, the methodological quality of the studies included is assessed by independent reviewers using explicit criteria. In contrast to a conventional literature review, an REA is transparent, verifiable and reproducible, and, as a result, the likelihood of bias is considerably smaller.

## 3. Main question: What does the review answer?

What is known in the scientific literature about the impact of practices that employers use to recruit and select young people from marginalised backgrounds?

This in turn raises further questions:

1. What is meant by a marginalised background?
2. What practices used to recruit and select young people from marginalised backgrounds are most widely studied/evaluated?

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3. What is known about the effectiveness and impact of these practices?
4. How can bias in the selection of young people from marginalised backgrounds be minimised?

### 4. Search strategy: How was the evidence sought?

Three databases were used to identify studies. The studies identified were peer-reviewed academic journals published between 1980-2021, with a focus on 2000-2021 for primary studies.

Our search used a combination of terms including, but not limited to, 'recruitment', 'selection', 'youth', 'young', 'marginalised' and 'disadvantaged'.

An overview of all search terms, databases and queries is provided in Appendix I.

### 5. Selection process: How were publications and papers selected?

Selection of the scientific publications and papers took place in three phases.

First, titles and abstracts of the 889 + 115 scientific publications and the 2,226 papers identified were screened for relevance based on the title and abstract. In case of doubt or lack of information, the publication/paper was included. Duplicate publications/papers were removed. This first phase yielded 194 scientific publications and 60 papers.

Second, the publications/papers were screened for relevance based on the full text. This second phase yielded 42 scientific publications and 21 papers.

Third, the 42 scientific publications were screened using these inclusion criteria:

1. Type of studies: Focusing on empirical studies.
2. Measurement: Only studies in which the attributes of successful recruitment and selection practices are quantitatively measured.

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In addition, the following exclusion criteria were applied:

1. Descriptive studies on gaps (wage, employment status, education) between disadvantaged and non-disadvantaged youth.
2. Studies on the outcomes (consequences) of youth unemployment.
3. Studies on the early antecedents of youth unemployment.
4. Studies on outcomes other than employment, such as health status, mental wellbeing, etc.

### 6. Data extraction: What data was extracted?

From each study, information relevant to the review question, such as year of publication, research design, sample size, population (e.g., industry, type of employees), type of practice, possible moderators or mediators, main findings and effect sizes, were extracted. An overview of all data extracted is provided in Appendix III (scientific publications) and Appendix IV (papers).

This third phase yielded a total number of 27 scientific publications and 8 papers. An overview of the selection process is provided in Appendix II.

### 7. Critical appraisal: How was the quality of the included studies judged?

#### Methodological appropriateness

The classification systems of Shadish, Cook and Campbell (2002), and Petticrew and Roberts (2006) were used to determine the methodological appropriateness of the research design of the studies included. Any discrepancies were resolved through discussion or by consulting a third party where necessary. The following levels of appropriateness were used for the classification, where an 'A' indicates a high level of appropriateness, and a 'D' indicates a low level of appropriateness:

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Purpose	Example	Study Design				
		RCT	CBA	C / BA	Cross	Qual
<b>Effect, impact</b>	Does A have an effect/impact on B?					
	What are the critical success factors for A?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	na
	What are the factors that affect B?					
<b>Association</b>	Is A related to B?					
	Does A often occur with B?	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	na
	Do A and B co-vary?					
<b>Frequency</b>	How often does A occur?					
	How many people prefer A?	na	na	na	<b>A</b>	na
<b>Difference</b>	Is there a difference between A and B?	na	na	<b>A</b>	<b>A</b>	na
<b>Attitude, opinion</b>	What is people's attitude toward A?					
	Are people satisfied with A?	na	na	na	<b>A</b>	<b>C</b>
	Do people agree with A?					
<b>Experience, perceptions, feelings, needs</b>	What are people's experience with A?					
	What are people's feelings about A?	na	na	na	<b>B</b>	<b>A</b>
	What are people's perceptions about A?					
<b>Exploration, theory building</b>	Why does A occur?					
	Why is A different from B?	na	na	na	<b>B</b>	<b>A</b>
	In what context does A occur?					

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*RCT = Randomised controlled trial; CBA = Non-randomised controlled before-after study; C = Controlled study; BA = Before-after study; Cross = cross-sectional study; Qual = Qualitative study; na = not appropriate*

### Methodological quality

To determine methodological quality, all the studies included were systematically assessed based on explicit quality criteria, such as the PRISMA statement (Moher, Liberati, Tetzlaff, & Altman, 2009) and CONSORT statement (Moher, Schulz, & Altman, 2001), the CASP checklists (Critical Appraisal Skills Programme, n.d.), the checklists of the EPPI-Centre (Newman & Elbourne, 2005), and the critical appraisal criteria developed by the Center for Evidence-Based Management. Based on a tally of the number of weaknesses, the trustworthiness was downgraded. The final level was determined as follows: downgrade one level if two weaknesses were identified, downgrade two levels if four weaknesses were identified, etc.

### Effect sizes

To determine the magnitude of an effect, Cohen's rule of thumb (Cohen, 1988), was applied. According to Cohen, a 'small' effect is one that is only visible through careful examination. A 'medium' effect, however, is one that is 'visible to the naked eye of the careful observer'. Finally, a 'large' effect is an effect that anyone can easily see because it is substantial.

### Outcome of the appraisal: What is the quality of the studies included?

The overall quality of the included scientific publications was moderate to high. Of the 27 empirical studies included, 16 studies were graded level A, indicating a high level of evidence quality. The outcome of the critical appraisal of each study included is reported in Appendix III.

## 8. Main Findings

### Question 1: What is meant by 'disadvantaged' and 'marginalised' youth?

Based on the screening of the included empirical studies and policy papers, we made the following observations:

#### Observation 1

There is no generally agreed definition of the term 'marginalised' or 'disadvantaged youth'. Many authors of the studies included in this review use these broad terms to refer to many characteristics and needs.

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As a result, the studies cover a wide range of populations from a variety of countries that all have their specific characteristics and needs, (for example, young first-time mothers living in a disadvantaged community versus young men with a chronic health conditions).

This means it is impossible to draw general conclusions about what makes an effective recruitment and selection practice. The effect of an approach is dependent on the context, country and needs of the population defined in that particular study.

### Observation 2

Notwithstanding the observation made above, two broad categories can be distinguished that should be taken into consideration when recruiting and selecting young people:

<b>Educated and skilled</b>	Young people who are sufficiently educated and who possess good skills but who have a disadvantage on the labour market due to their age, race, colour, gender, sexual orientation, disability, etc.
<b>Undereducated and unskilled</b>	Young people with lower levels of educational attainment and lack (social and/or professional) skills due to a wide range of factors, such as poverty, drug abuse, mental problems, social issues, discrimination, etc.

**Question 2: What practices used to recruit and select young people from marginalised backgrounds are most widely studied/evaluated?**

**Question 3: What is known about the effectiveness and impact of these practices?**

**Finding 1: The scientific evidence on practices used to recruit disadvantaged youth is scarce in both quantity and quality**

The outcome of this review indicates that there are only a limited number of scientific studies on practices employers use to recruit

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disadvantaged/marginalised youth. However, some of the papers included discuss and/or recommend practices found to be effective in studies in other domains, such as marketing and (health) promotion. An overview of the most relevant findings and recommendations is provided below

### **Finding 2: Disadvantaged youth face heightened barriers to information access (Level: na)**

### **Finding 3: To obtain employment, disadvantaged youth tend to use informal job search methods, in particular, their own social network (Level: na)**

The endeavour to recruit disadvantaged youth starts with job advertisements. In popular business literature, it is often suggested that the best places for employers to post job advertisements are online platforms such as LinkedIn and Indeed, social media, or traditional media such as newspapers. However, some studies (e.g., Buchanan, 2016; Morris, 2015; Janta, 2011) suggest that disadvantaged youth, especially those who are undereducated and unskilled, face heightened barriers to information access due to lack of insight into the job market, literacy issues, lack of self-efficacy, lack of confidence and/or lack of job searching skills. In addition, it was found (e.g., Collins, 2001; Chapple, 2002; Janta, 2011; Klinthall, 2016) that in order to find employment, disadvantaged or marginalised groups generally tend to rely on personal contacts and their informal network rather than formal channels. These findings suggest that both traditional and online media may not be the most appropriate information channels to recruit disadvantaged youth, but organisations instead should actively look for places where disadvantaged youth congregate. Some policy papers therefore (e.g., Haque, 2020; Chapple, 2002; Perkić, 2019) recommend the use of local, informal networks or reaching out directly to disadvantaged youth by visiting local community-based organisations such as youth centres, or simply by talking to disadvantaged youngsters on the streets.

### **Finding 4: Targeted marketing techniques may be effective tools to enhance the awareness of job opportunities among disadvantaged youth (Level: A / na)**

Targeted marketing techniques identify groups who share common needs or characteristics and position services to appeal to and reach these groups. A specific form of targeted marketing is ethnic marketing, which incorporates cultural and ethnic cues such as language, symbols and photographic

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models from relevant ethnic backgrounds, in the communication strategy (Butt, 2010).

A systematic review based on 36 randomised controlled trials in the domain of social marketing has shown that targeted marketing techniques can be effective tools to reach specific target groups, such as young people, particular ethnic groups or disadvantaged groups (Gordon, 2006). This finding supports the results of studies that demonstrate that targeted marketing interventions in general lead to more positive attitudes as well as greater purchasing intent (e.g., Butt, 2012; Leveton, 1996; Nwanko, 1998; Gordon, 2006). Although this review did not identify quantitative studies in which the effect of targeted marketing techniques on the recruitment of disadvantaged youth was evaluated, several policy papers – including a systematic review – suggest that ethnic-specific approaches, targeting subgroups and using language, graphics and prosocial messages in job advertisements that are appealing to the target group, can be effective tools to reach disadvantaged youth (Collins, 2001; Cooper, 2013; Percic, 2019; Thornley, 2010).

### **Finding 5: There is strong evidence that selection practices are negatively biased against disadvantaged youth (Level A)**

The outcome of this review indicates that there are only a limited number of scientific studies on practices employers use to select disadvantaged/marginalised youth. However, in the past decades a large number of studies consistently demonstrate that selection procedures are often negatively biased regarding ethnicity, colour, gender, age, social background, sexual orientation, disability, etc. (e.g., Dean, 2008; Huffcutt, 1998; Martocchio, 1992; Roth, 2008; Whetzel, 2008; Wozniak, 2011). In addition, many of the included policy papers state that disadvantaged youth face marginalisation in the labour market during the selection process due to (unconscious) bias and negative perceptions from employers (e.g., Cooper, 2013; Haque, 2020; Hasluck, 2007; Morris, 2015). For this reason, the REA was expanded with the following question:

### **Question 4: How can bias in the selection of young people from marginalised backgrounds be minimised?**

An optimal selection procedure focuses on the candidate's capability to perform the essential tasks and functions of the job as defined in the job description. Unfortunately, interviewer decisions are often affected by many other factors – such as the candidates' skin colour, accent, age or socioeconomic background. This phenomenon is referred to as 'bias': a tendency to have a subjective opinion or view toward or against an

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individual, an ethnic group, nation, religion or social class, etc. Biases tend to be unconscious, so employers don't always realise that their selection practices could be biasing the selection outcome (e.g. Kahneman, 1982; Simon, 1965). Numerous high-quality studies have consistently shown, however, that organisational selection practices are vulnerable to subjectivity, biases, prejudice and other influences. This is particularly the case when organisations are committed to hiring, evaluating and promoting young people who could be negatively affected by bias due to their age, race, colour, gender, sexual orientation or disability, rather than youngsters who lack the necessary social and/or professional skills.

In general, there are three ways of minimising bias in the selection process. The first is to promote the job-relatedness of the selection method, that is, to measure skills and abilities needed for the job (also referred to as the *validity* of the selection method). The second is to promote the consistent use of the method such that the scores a candidate obtains from two administrations of the same selection method are highly correlated (also referred to as the *reliability* of the method). Finally, when selecting employees, subgroup differences must be considered. An overview of the main findings on all three aspects is provided below.

### A. Practices that improve the validity of selection methods

#### **Finding 6: Structured job interviews are more resistant to bias than unstructured ones (Level C)**

Job interviews can be structured, semi-structured or open (unstructured). Structured interviews use a fixed format, where the same questions (prepared beforehand) are asked of each applicant, usually in the same order. More than 13 meta-analyses have consistently found strong evidence that structured job interviews are less biased against marginalised groups than unstructured ones (e.g., Dixon, 2002; Huffcutt, 1999; Huffcutt, 1994; Levashina, 2014; McDaniel, 1994). More specifically, use of structured interviews substantially reduces disparities related to race, gender, age, disability, etc. However, it was found that unstructured interviews become less biased against marginalised groups as the complexity of the job increases, in particular jobs that comprise multiple, partially interdependent subtasks (Huffcutt, 1998).

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### **Finding 7: The use of scoring anchors increases the reliability and validity of job interviews (Level C)**

Another factor that is related to the reliability and validity of (structured) job interviews is the use of scoring anchors, also referred to as benchmark answers. In this type of interview, questions and their potential answers are based on a thorough job analysis and then each answer is rated according to its quality/correctness. In the interview session, the interviewers match the interviewee's answers to benchmark answers. Several meta-analyses have shown that the use of scoring anchors increases the validity and reliability of the job interview (Dixon, 2002).

### **Finding 8: Interviewer training improves an interview's validity (Level C)**

Several meta-analyses indicate that the validity of the interview increases if the interviewers have previously been provided with training (e.g., Huffcutt, 1999), for example, in how to conduct a (structured) job interview and how to use scoring anchors. A systematic review found that training did not appear to affect the validity of panel interviews, however, results suggest that it may improve their reliability (Dixon, 2002).

### **Finding 9: Using the same interviewer(s) across all applicants improves an interview's validity (Level D)**

A meta-analysis based on 120 studies demonstrated that an interview's validity moderately increases if all applicants are interviewed by the same person or panel (Huffcutt, 1999). It was found that this practice is especially important when the interview is not highly structured.

### **Finding 10: The use of situational judgment tests improves the validity of job interviews (Level A)**

Situational judgment tests (SJTs) present work-related situations and then ask the applicant about possible responses to that situation. There are typically three types of SJT questions: situational, past behaviour and knowledge. Situational questions ask respondents how they would likely behave in a given situation (e.g., "Assume that you were faced with the following situation ... what would you do?"). Past behaviour questions ask respondents about how they behaved in a past situation (e.g., "Can you think of a time when ... what did you do?"). Finally, knowledge questions ask respondents to evaluate the effectiveness of possible responses to a given situation. A large number of studies have indicated that the use of SJTs substantially improves the validity of job interviews (e.g., McDaniel, 2007). A meta-analysis found

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that past behaviour questions in combination with anchored answering scales (above) tend to yield a higher interview validity than situational questions, especially when used for low complexity jobs (Taylor, 2002).

### B. Predictors of job performance

**Finding 11: General Mental Ability in combination with a structured interview or a work sample test is the most valid and reliable predictor of future performance (Level C)**

**Finding 12: Age and job experience are unreliable predictors of future performance (Level C)**

A meta-analysis based on 85 years of research in personnel selection suggests that the validity of General Mental Ability (GMA), also referred to as General Intelligence (IQ), measures for predicting job performance is stronger than that of any other method. Further, when used together with a work sample test or structured interview, GMA may be an even better forecaster of future performance. On the other hand, age and job experience, emphasised in many selection processes, are not good performance predictors (Schmidt, 1998). This finding was confirmed by an unpublished meta-analysis that included 100 years of research (Schmidt, 2016).

**Finding 13: In general, assessments centres are unreliable predictors of future performance (Level A)**

An assessment centre is a recruitment selection process where an organisation typically assesses a group of candidates at the same time and place using a range of selection exercises.

Many organisations use assessment centres because they believe assessment centres provide them with a wide range of insights about candidates and their developmental possibilities. However, many studies have demonstrated that assessment centres have little incremental validity over GMA measures (a 2% increase), work sample tests and structured interviews (Schmidt, 2016, see also Lance, 2008).

### C. Subgroup differences

The above findings constitute the best available evidence on the topic of employee selection. Given the target population of this REA, that is

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disadvantaged and marginalised youth, the studies included were scanned for ethnic, gender, age and other relevant subgroup differences.

The following findings draw on studies from a range of different countries. They provide a wider global context. Caution should be applied in transferring findings across national settings into the UK due to different recruitment practices and population demographics.

### **Finding 14: Well-designed general cognitive ability tests account, and adjust, for possible subgroup differences (Level A)**

It is widely agreed that cognitive ability tests are the most valid and reliable predictor for future performance (see above). However, evidence shows that these tests can have serious flaws. Numerous studies indicate that White applicants obtain higher scores than ethnic minority applicants, suggesting a test bias against minority groups (e.g., Martocchio, 1992; Schmidt, 1988; Roth, 2001). For example, early meta-analyses on this topic found that White applicants tend to score about one standard deviation higher than Black applicants and about two-thirds of a standard deviation higher than Hispanic applicants (e.g., Gottfredson, 1988; Huffcutt, 1998; Hunter, 1984; Sackett, 1994). Obviously, such differences can have profound effects on hiring outcomes. Well-designed cognitive ability tests therefore account (and adjust) for possible group differences.

### **Finding 15: Structured interviews have lower ethnic group differences than non-structured interviews (Level A)**

It was found that, on average, high-structured interviews result in lower ethnic group differences than low-structured interviews (Huffcutt, 1998). In addition, it was found that these differences tend to decrease as the complexity of the job increases, and when there is a greater proportion of minorities in the applicant pool.

### **Finding 16: There are differences between minority groups on work sample tests (Level A)**

A widely used method for the selection of new employees is the work sample test, that is, a hands-on simulation of the job that must be performed by the applicant. However, when subjective measures of performance are used (rather than objective measures or anchored test scores – see above), White applicants received substantially higher ratings (Martocchio, 1992; Roth, 2008).

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### **Finding 17: There are differences between ethnic groups on situational judgment tests (Level A)**

A meta-analysis of 62 studies found that, on average, White applicants perform better on situational judgment tests than Black, Hispanic and Asian applicants (Whetzel, 2008). Female applicants performed slightly better than male applicants.

### **Finding 18: There are differences between ethnic groups in ratings of assessment centres (Level A)**

A meta-analysis of 27 studies found that there are substantial differences between the assessment centre ratings of Black and White applicants. (Dean, 2008). Differences between Hispanic vs White applicants and male vs female groups tend to be lower.

## **9. Conclusion**

This review identified only a limited number of scientific studies on practices employers use to recruit or select disadvantaged youth. Fortunately, the scientific evidence on the recruitment and selection of employees in general is vast and many of the insights that emerge from these studies are also relevant and applicable to the population of disadvantaged youth. When it comes to recruitment practices, the evidence suggests that using local, informal networks, reaching out directly to disadvantaged youth, and using targeted marketing techniques can be an effective recruitment strategy. When it comes to selection practices, the evidence consistently demonstrates that using unbiased, valid and reliable selection methods substantially increases the employment outcomes for young people from marginalised backgrounds. In particular, the use of GMA tests, work sample tests, structured interviews, scoring anchors and situational judgment tests – *if* they account for group differences – increases the likelihood that the outcome of the selection procedure will be a fair representation of the population from which the organisation recruits its candidates – including young people from marginalised backgrounds. It should be noted that these selection methods are particularly effective when organisations are committed to hiring young people who could be negatively affected by bias due to their age, race, colour, gender, sexual orientation or disability, rather than young people who lack the necessary social and/or professional skills.

### 10. Limitations

This REA aims to provide a balanced assessment of what is known in the scientific literature about the impact of practices that employers use to recruit and select young people from marginalised backgrounds by using the systematic review method to search and critically appraise empirical studies. However, in order to be 'rapid', concessions were made in relation to the breadth and depth of the search process, such as the exclusion of unpublished studies, the use of a limited number of databases and a focus on empirical research published in the period 2000 to 2019. As a consequence, some relevant studies may have been missed.

A second limitation concerns the critical appraisal of the studies included, which did not incorporate a comprehensive review of the psychometric properties of their tests, scales and questionnaires.

Given these limitations, care must be taken not to present the findings presented in this REA as conclusive.

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Schmidt, F. L., Oh, I. S., & Shaffer, J. A. (2016). The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 100 Years. *Fox School of Business Research Paper*, 1-74.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton, Mifflin and Company.

Shaughnessy, J. J., & Zechmeister, E. B. (1985). *Research methods in psychology*.

Simon, H. A. (1965). Administrative decision making. *Public Administration Review*, 31-37.

Taylor, P.J., & Small, B. (2002). Asking applicants what they would do versus what they did do: A meta-analytic comparison of situational and past behaviour employment interview questions. *Journal of Occupational and Organizational Psychology*, 75(3), 277-294.

Thornley, L., & Marsh, K. (2010). What works in social marketing to young people. *Systematic Review for the Health Research Council of New Zealand and the Ministry of Youth Development Final Report*.

Whetzel, D.L., McDaniel, M.A.; & Nguyen, N. T. (2008). Subgroup differences in situational judgment test performance: A meta-analysis. *Human Performance*, 21(3), 291-309.

Wozniak, A. (2011). Field Perspectives on the Causes of Low Employment Among Less Skilled Black Men. *The American Journal of Economics and Sociology*, 70(3), 811.

## Recruiting young people facing disadvantage: an evidence review

### Appendix I Search terms and queries

Three databases were used to identify studies: ABI/INFORM Global, Business Source Premier and PsycINFO. The following generic search filters were applied during the search:

- Scholarly journals, peer-reviewed.
- Published in the period 1980 to 2021 for meta-analyses and the period 2000 to 2021 for primary studies.
- Articles in English.

A search was conducted using combinations of various search terms, such as (but not limited to) 'recruitment', 'selection', 'youth', 'young', 'marginalised' and 'disadvantaged'. We conducted seven different search queries and identified a total number of 889 scientific publications.

In addition, an extended search was conducted in PsycINFO for meta-analyses published in the past 40 years on the attributes of effective employee selection. This search yielded another 115 scientific publications.

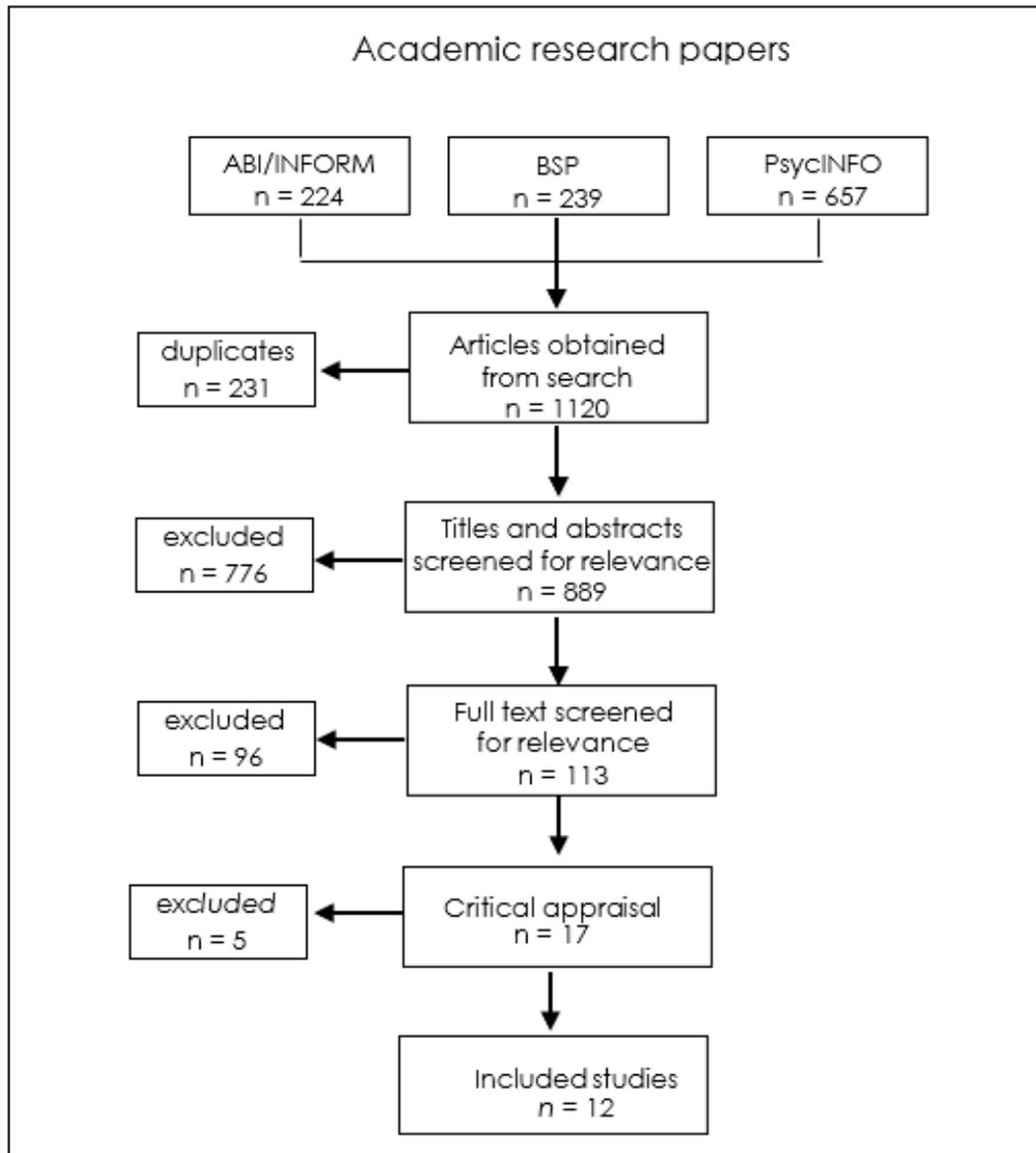
Finally, a search was conducted in Econlit, IBSS, Planex, Social Policy & Practice (Social Policy), Social Science Database and the Sociology Collection to identify unpublished reports, government documents, policy papers and conference proceedings. This search identified a total of 2,226 papers.

ABI/INFORM Global, Business SourcePremier, PsycINFO peer reviewed, scholarly journals, October 2021			
Search terms	ABI	P	PSY
S1: ti(recruit*) OR ti(select*) OR ti(employ*) OR ab(recruit*) OR ab(select*) OR ab(employ*)	389,206	476,906	511,078
S2: ti("labour market") OR ab("labour market") OR ti("labor market") OR ab("labor market")	23,111	21,137	5,668
S3: ti(disadvantaged) OR ti(margin*) OR ti(minorit*) OR ti(ethnic*) OR ti(migrant*) OR ti(poor)	19,598	21,993	34,763

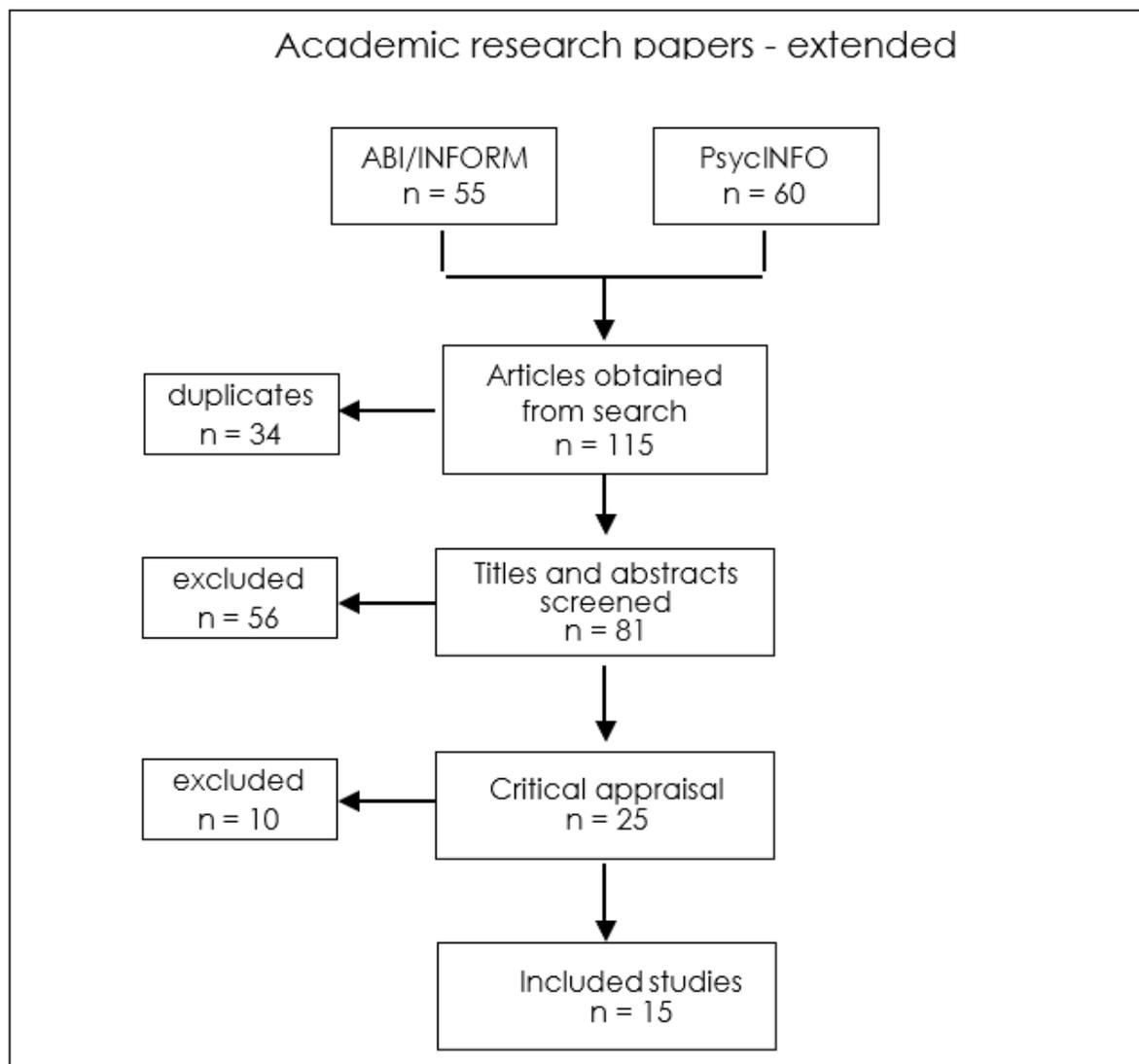
## Recruiting young people facing disadvantage: an evidence review

S4: ti(young*) OR ti(youth) OR ti(adolescent*) OR ab(young*) OR ab(youth) OR ab(adolescent*)	49,917	58,360	402,380
S5: S1 AND S3 AND S4, limit > 2000 *filter quantitative studies, age 13 - 29	156	121	506*
S6: S2 AND S3 AND S4, limit > 2000 *filter quantitative studies, age 13 - 29	36	38	16*
S7: S5 OR S6	173	136	513

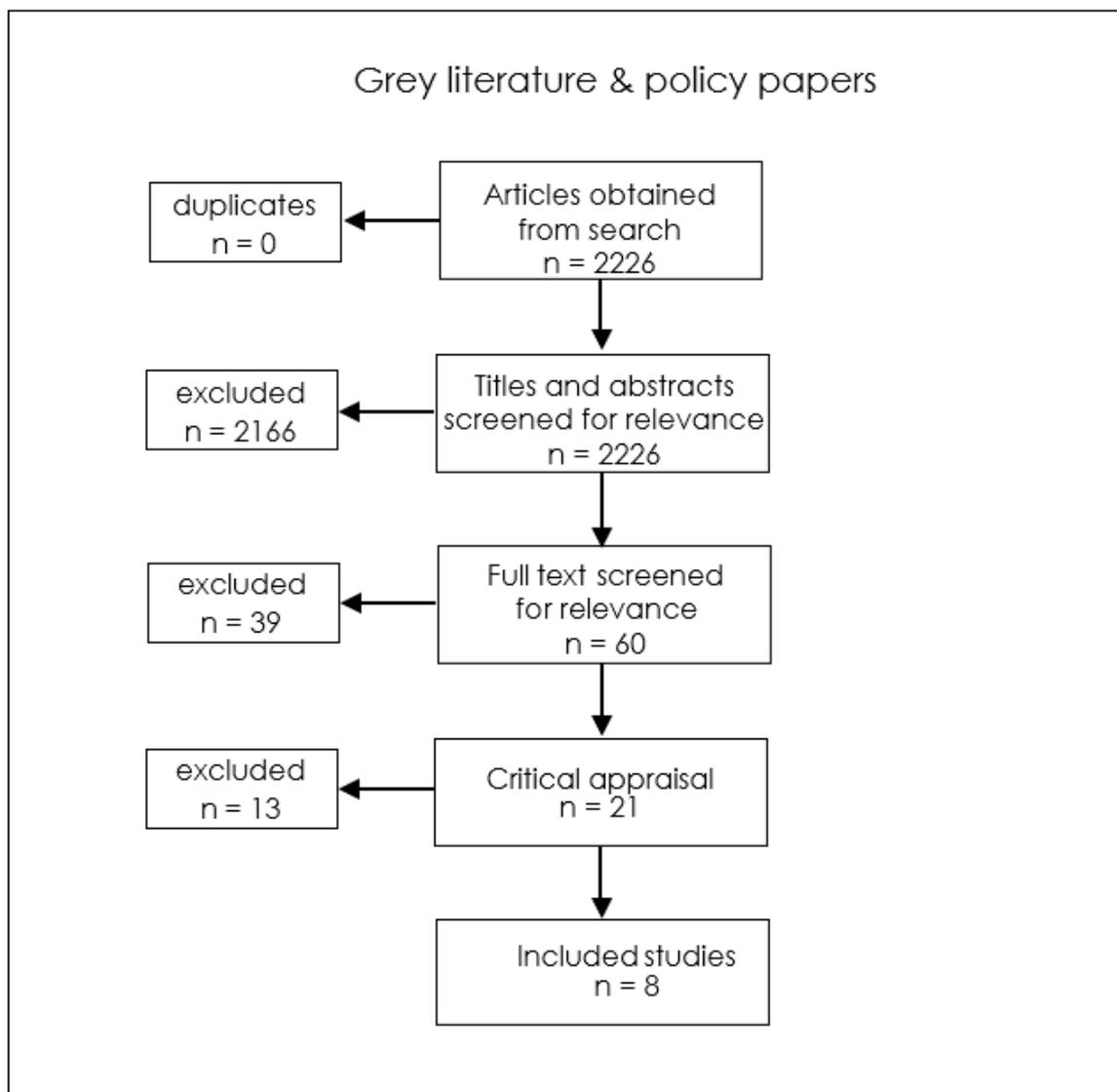
Appendix II Study selection



## Recruiting young people facing disadvantage: an evidence review



## Recruiting young people facing disadvantage: an evidence review



## Recruiting young people facing disadvantage: an evidence review

### Appendix III (scientific publications)

#### Data extraction form - employee selection (general)

Study level is rated in relation to its intended purpose (see p.5), i.e. to assess: effect or impact (eff); frequency (freq); or difference (diff).

1st Author and year	Design and sample size	Sector / Population	Main findings	Effect sizes	Limitations	Level
1. Anderson (2010)	Meta-analysis of k = 38 studies, N = 8974	Job applicants from 17 countries, junior level, entry-level job roles and student surrogate samples.	<p>Quantitative summary into applicant reactions to popular methods of employee selection.</p> <p>1. Reaction favourability is structurally similar across countries and reveals a three-tier clustering of overall favourability perceptions – most preferred (work samples, interviews), less favourably evaluated (resumes, cognitive tests, references, biodata, personality inventories), and least preferred (honesty tests, personal contacts, graphology).</p> <p>2. Further analyses revealed strong positive correlations between favourability ratings and their validity and international usage.</p>	Not reported	Design of the included studies is not reported	A (freq)

## Recruiting young people facing disadvantage: an evidence review

2. Dean (2008)	Meta-analysis of k = 27 studies	Job applicants or job incumbents, White, Black, Hispanic; male and female.	<p>1. Black-White differences in assessment centres are higher than previously expected.</p> <p>2. The adverse impact potential of assessment centres appears to be lower for Hispanic-White and male-female groups.</p>	<p>1. Black-White group: <math>d = 0.52</math>;</p> <p>2. Hispanic-White group: <math>d = 0.28</math>; male-female group: <math>d = -0.19</math>.</p>	Design of the included studies is not reported	A (diff)
3. Dixon (2002)	Systematic review	Participants of panel interviews, adult population from wide range of industries.	Results revealed that setting, job analysis, scoring anchors, question type, training, structure, combination method and predictive criteria have all demonstrated usefulness in explaining variance between (panel) interview studies.	No pooled effect sizes reported	<p>Design of the included studies is not reported</p> <p>Synthesis is mostly narrative</p>	C (eff)
4. Gaugler (1987)	Meta-analysis, most likely includes experimental studies  k = 50	Adult population from wide range of industries.	<p>The validity of assessment centres tend to be higher when</p> <ul style="list-style-type: none"> <li>- the percentage of female assesseees is high</li> <li>- assessors were psychologists (rather than managers)</li> <li>- peer evaluation was used.</li> </ul> <p>Age of assesseees and the percentage of minority assesseees do not moderate assessment centre validities..</p>	<p>Effect sizes &gt; purpose</p> <p>Performance <math>r = .36</math></p> <p>Potential <math>r = .53</math></p> <p>Dimension <math>r = .33</math></p> <p>Training <math>r = .35</math></p> <p>Career <math>r = .36</math></p> <p>(concerns weighted r's corrected for statistical artifacts)</p>	<p>Old study that may require revision.</p> <p>Design of the included studies is unclear.</p> <p>Effect sizes somewhat unclear</p>	A (eff)

## Recruiting young people facing disadvantage: an evidence review

			Study design only slightly affected the effect sizes found.			
5. Huffcutt (1994)	Meta-analysis  K = 114	Entry-level jobs applicants.	(1) Structure is a major moderator of interview validity;  (2) Interviews, particularly when structured, can reach levels of validity that are comparable to those of mental ability tests;  (3) Although validity does increase through much of the range of structure, there is a point at which additional structure yields essentially no incremental validity.	Not reported	Design of the included studies is unclear.  Effect size is not reported.	C (eff)
6. Huffcutt (1998)	Meta-analysis  K = 31	Black, White and Hispanic applicants.	Interviews as a whole do not appear to affect minorities nearly as much as mental ability tests.  Results also suggested that (a) high-structure interviews have lower group differences on average than low-structure interviews, (b) group differences tend to decrease as the complexity of the job increases, and (c) group differences tend to be higher when there is a greater proportion of a minority in the applicant pool.	Black-White group overall d = .25 structure low vs high .32 vs .23 job complexity low vs high .43 vs 0  Hispanic-White group overall d = .26 structure low vs high .32 vs .23	Old study that may require revision, the result might be not relevant.  Design of the included studies is unclear.	A (diff)

## Recruiting young people facing disadvantage: an evidence review

				job complexity low vs high .54 vs -.23		
7. Huffcutt (1999)	Meta-analysis of k = 120 studies, (N = 18,158)	Adult population from wide range of industries.	<p>The purpose of this study was to analyse the relationship between four interviewer-related factors and the validity of the employment interview.</p> <p>Results suggested that (1) training should be provided to interviewers regardless of whether the interview itself (i.e., the questions and rating scales) is structured; (2) the same interviewer should be used across all applicants, especially when the interview itself is not highly structured; (3) the interviewer should take notes; (4) using a panel of interviewers does not contribute to the validity, and may actually have a detrimental effect.</p>	<p>Corrected correlations</p> <p>1. r = .41</p> <p>2. r = .31</p> <p>3. r = .36</p> <p>4. r = -.05</p>	Design of the included studies is unclear.	C (eff)
8. Martocchio (1992)	Meta-analysis, k = 8	US, workplace settings, different contexts; Black, White and Hispanic participants.	<p>The results show that Whites obtained higher scores than non-Whites on cognitive ability tests and received higher performance ratings. However, these differences were greater on the tests than on the ratings.</p> <p>In addition, the comparison between predicted and actual differences on</p>	All effect sizes reported (d's) were medium (in the range of .28 - .46)	<p>Old study that may require revision.</p> <p>Very small number of studies.</p>	A (diff)

## Recruiting young people facing disadvantage: an evidence review

		<p>supervisory ratings of performance for Whites and non-Whites indicate that predicted mean criterion differences are smaller than the actual mean criterion differences, suggesting that ratings indicate that Whites outperformed non-Whites to a greater extent than was predicted.</p> <p>Also, the samplesized, weighted average criterion differences between Whites and non-Whites is larger with subjective measures of performance than with objective measures of performance. The validities between cognitive ability and objective and subjective ratings are highly similar.</p> <p>Note: The actual mean difference between Whites and non-Whites on objective criteria was only -.009.</p> <p>Thus, the findings imply that test results might actually not be fair predictors of performance for minorities.</p>		<p>Design of the included studies is unclear.</p> <p>Sample size (total N) is unclear.</p>	
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## Recruiting young people facing disadvantage: an evidence review

<p>9. McDaniel (1994)</p>	<p>Meta-analytic review  k = 245 N = 86,311</p>	<p>Adult population from wide range of industries.</p>	<p>Interview validity depends on the content of the interview (situational, job related, or psychological), how the interview is conducted (structured vs unstructured; board vs individual), and the nature of the criterion (job performance, training performance, and tenure; research or administrative ratings).</p> <p>Situational interviews had higher validity than did job-related interviews, which, in turn, had higher validity than did psychologically-based interviews. Structured interviews were found to have higher validity than unstructured interviews.</p> <p>Interviews showed similar validity for job performance and training performance criteria, but validity for the tenure criteria was lower.</p>	<p>See table 4, all effect sizes reported were small to moderate (in the range of .2 - .4)</p>	<p>Design of the included studies is unclear.</p>	<p>C (eff)</p>
<p>10. McDaniel (2007)</p>	<p>Meta-analysis</p>	<p>Not reported.</p>	<p>Results showed that response instructions influenced the constructs measured by the tests.</p> <p>1. Tests with knowledge instructions had higher correlations with cognitive ability.</p>	<p>SJT - Cogn ability: <math>\rho = .32</math> SJT (knowl): <math>\rho = .35</math> SJT (beh): <math>\rho = .19</math></p> <p>SJT - Big Five: <math>\rho =</math> all in the range of .2/.3, but</p>	<p>Design of the included studies is unclear.</p> <p>Study does not take into account job-performance context (eg. in a</p>	<p>A (diff)</p>

## Recruiting young people facing disadvantage: an evidence review

		<p>2. Tests with behavioural tendency instructions showed higher correlations with personality constructs.</p> <p>3. Response instructions had little moderating effect on criterion-related validity.</p> <p>4. Supplemental analyses showed that the moderating effect of response instructions on construct validity was not due to systematic differences in item content.</p> <p>5. SJTs have (very small) incremental validity over cognitive ability, the Big 5, and over a composite of cognitive ability and the Big 5.</p> <p>* Situational judgment tests (SJTs) are personnel selection instruments that present job applicants with work-related situations and possible responses to the situations. There are typically 2 types of instructions: behavioural tendency and knowledge. Behavioural tendency instructions ask respondents to identify how they would likely behave in a given situation. Knowledge instructions ask respondents to evaluate the effectiveness of possible responses to a given situation.</p>	<p>higher for behavioral SJT</p> <p>Incremental validity for both cognitive ability and Big 5 &gt; .1</p>	<p>high safety/risk environment SJT maybe more relevant, whereas in a situation where the job applicant will receive training it may be less relevant).</p>	
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## Recruiting young people facing disadvantage: an evidence review

11. Nye (2017)	Meta-analysis  k = 90 (1858 ES)	Not reported.	FROM ABSTRACT  Previous studies found that interests predict performance but the results differed with respect to the validity of interest congruence. This meta-analysis demonstrates that interest congruence is a stronger predictor of performance outcomes than interest scores alone, with baseline correlations of 0.32 and 0.16, respectively.	Small (.16 - .32)	Design of the included studies not reported.  Results and relevance somewhat unclear.	C (eff)
12. Roth (2008)	Meta-analysis, K = 40, N = 8,087	Public sector organisations; Black and White incumbents and applicants.	Data for Black–White ethnic group shows that overall work sample exams differences were markedly larger for samples of job applicants (d = .73) than previously thought.  There were also substantial differences between different exercises, and saturation of different constructs influenced work sample differences. For example, work sample test ratings of cognitive and job knowledge skills were associated with a mean observed d = .80, whereas ratings of various social skills were associated with mean observed ds that varied from .21 to .27.	Medium to Large  d = .36 (incumbents studies) d = .73 (early-stage applicants studies)	Design of the included studies is not reported.	A (diff)

## Recruiting young people facing disadvantage: an evidence review

13a. Schmidt (1998)	Literature review of 85 years of research	Not reported.	The two combinations with the highest multivariate validity for predicting job performance were 1) GMA plus a work sample test and 2) GMA plus a structured interview.	1. Multiple R = .63 2. Multiple R = .63  See table 1 for all other (18) predictors	No serious limitations.	C (eff)
13b. Schmidt (2016)	Literature review of 100 years of research  (replication of Schmidt, 1998)	Not reported	The two combinations with the highest multivariate validity for predicting job performance were 1) GMA plus a work sample test and 2) GMA plus a structured interview.	Similar as in Schmidt, 1998, see table 1 for all other (30) predictors	Research methodology unclear.  The paper was never published (reason?).	C (eff)

## Recruiting young people facing disadvantage: an evidence review

<p>14. Taylor (2002)</p>	<p>Meta-analysis</p> <p>k = 30 (situational studies)</p> <p>k = 19 (past behaviour studies)</p>	<p>Not reported</p>	<p>Meta-analytical comparison of situational and past behaviour employment interview questions.</p> <p>1. Studies using past behaviour questions, when used with descriptively anchored answer rating scales, yielded a substantially higher mean validity estimate than studies using the situational question format with descriptively anchored answer rating scales.</p> <p>2. Question type (situational versus past behaviour) was found to moderate interview validity, after controlling for whether studies used answer rating scales.</p> <p>3. The validity estimate for past behaviour questions used with low-complexity jobs was higher than for more complex jobs.</p> <p>- Situational = "Assume that you were faced with the following situation ... what would you do?"</p> <p>- Past behaviour = "Can you think of a time when ... what did you do?"</p>	<p>1. Validity coefficients: Past behaviour: <math>r = .63</math> Situational: <math>r = .47</math></p> <p>2. Past behaviour: <math>r = .56</math> Situational: <math>r = .45</math></p> <p>3. Past behaviour, low: <math>r = .71</math> Past behaviour, high: <math>r = .56</math> Situational: ns</p>	<p>Design of the included studies is unclear.</p>	<p>A (diff)</p>
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## Recruiting young people facing disadvantage: an evidence review

15. Whetzel (2008)	Meta-analysis  k = 62	Female and male, White, Black, Hispanic and Asian situational judgment test takers.	1. On average, White test takers perform better on Situational Judgment Tests than Black, Hispanic and Asian test takers.  2. Female test takers perform slightly better than male test takers on Situational Judgement Tests.	1. Black– White: $d = .38$ Hispanic– White: $d = .24$ Asian– White: $d = .29$  2. Male– Female: $d = -.11$	Design of the included studies is unclear.  Most effect sizes reported concern vector correlations.	A (diff)
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## Excluded studies

1st Author and year	Design	Reason for exclusion
1. Bobko (2013)	Literature review	The procedure/methodology of the review is unclear.
2. Hoffman (2015)	Meta-analysis	Too specific, not relevant to the review question.
3. Konradt (2020)	Meta-analysis	Too specific, does not address barriers or biases in the selection procedure.
4. Levashina (2014)	Meta-analysis	The procedure/methodology of the review is unclear. Design of the included studies is unclear.

## Recruiting young people facing disadvantage: an evidence review

5. Lievens (2017)	Non-systematic review	The procedure/methodology of the review is unclear.
6. Lievens (2021)	Non-systematic review	Focuses mainly on predictors for future performance, no effect sizes were pooled. In addition, the procedure/methodology of the review is unclear.
7. Rothstein (2006)	Non-systematic review	The procedure/methodology of the review is unclear.
8. Salgado (2019)	Meta-analysis	Only studies conducted by the U.S. Employment Service were included. GMA validity estimates were only slightly smaller than those obtained by Hunter and Hunter (1984).
9. Wiesner (1988)	Meta-analysis	Not up-to-date. Not relevant to the review question.

## Recruiting young people facing disadvantage: an evidence review

### Appendix IV (papers)

#### Data extraction form - employee recruitment and selection - marginalised youth

Study level is rated in relation to its intended purpose (see p.5), i.e. to assess: effect or impact (eff); frequency (freq); or difference (diff).

1st Author and year	Design and sample size	Sector / Population	Main findings	Effect sizes	Limitations	Level
1. Buchanan (2016)	Qualitative study  (observation and semi-structured interviews  supported by a focus group)  N = 36/15	young people (16-19) not in education, employment or training (NEET) in Scotland	1. Disadvantaged youth face heightened barriers to information access and use beyond or not common to the general adolescent population (e.g. low levels of literacy and self-efficacy).  2. Disadvantaged youth face internalised behaviour barriers to information access and use beyond or not common to the general adolescent population. There is evidence suggestive of deception, risk-taking, secrecy and situational relevance in their (often self-protective) information behaviours.  3. These findings are indicative of an impoverished information world.	n.a.	Purposive sample,  small sample size,  serious risk of bias.	n.a

## Recruiting young people facing disadvantage: an evidence review

<p>2. Butt (2010)</p>	<p>Randomised controlled study</p> <p>N = 1,600</p>	<p>adolescents from different states of Malaysia</p>	<p>The study explores the possibility of using ethnicity as a target variable for adolescents.</p> <p>1. The target ethnic group of advertisements that use ethnic marketing had a more positive attitude towards the ad, the brand in the advertisement and a higher purchase intention compared with the non-target ethnic group.</p> <p>2. The majority ethnic group had a more positive attitude towards the ad, the brand in the advertisement and a higher purchase intention for target advertisements compared with non-target advertisements.</p> <p>3. Minority ethnic groups did not differ in their attitude towards the ad, the brand in the advertisement and purchase intention for target advertisements compared with non-target advertisements.</p>	<p>not reported, (but the partial eta square indicates that ethnicity predicted 10 percent of the variation in dependent variables)</p>	<p>Unclear whether the findings are generalisable to other ethnic groups and other countries.</p>	<p>A (eff)</p>
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## Recruiting young people facing disadvantage: an evidence review

			* Ethnic marketing = incorporating cultural and ethnic cues such as language, using an ad model of similar ethnic background, symbols or any combination of these in the communication strategy.			
3. Butt (2012)	Randomised controlled study  N = 800  (replication of Butt, 2010)	adolescents from different states of Malaysia	1. Compared with non-targeted respondents, targeted advertisement respondents had more positive attitudes towards the advertisement and the brand represented as well as greater subsequent purchasing intent.  2. Interestingly, no significant differences were found between strong and weak ethnic identifiers in terms of attitudes towards targeted/non-targeted advertisements.	not reported	Unclear whether the findings are generalisable to other ethnic groups and other countries.	A (eff)

## Recruiting young people facing disadvantage: an evidence review

<p>4. Chapple (2002)</p>	<p>Qualitative study (interviews)</p> <p>N = 90</p>	<p>US (Bay area) adult mothers on welfare who were working part-time or not at all</p>	<p>1. For chronically unemployed women, informal job search methods in part explain poor labour market outcomes, whereas career-oriented women use network resources and education to connect to career paths.</p> <p>2. The networks of chronically unemployed women not only fail to lead to consistent or promising jobs, but the very existence of these networks as a resource enables them to avoid the labour market. In essence, informal job search keeps them in a self-perpetuating loop of connectedness to a secondary labour market – and unemployment.</p> <p>3. A system is needed for connecting job seekers to employers through employment brokering programmes. These services, along with apprenticeship and mentoring programmes, are essentially strategies that help fill gaps in social networks, particularly for the chronically unemployed.</p>	<p>n.a.</p>	<p>n.a.</p>	<p>n.a</p>
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## Recruiting young people facing disadvantage: an evidence review

<p>5. Collins (2001)</p>	<p>Mixed methods (survey and focus groups)</p> <p>N = 764</p>	<p>US adult education students (South Carolina)</p>	<p>Study focuses on ways to communicate pro-social messages to overlooked and underserved societal subgroups.</p> <p>1. Results suggest that traditional mass media may not be the most appropriate or efficient information channels for public relations and other communicators wishing to convey such pro-social messages to similar audiences (e.g. 68% indicated that either friends or a family member were the best options to reach others like themselves).</p> <p>2. If mass media are employed, it may be necessary to rethink both the content and the intended receivers of such messages.</p>	<p>n.a</p>		<p>n.a.</p>
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## Recruiting young people facing disadvantage: an evidence review

6. Easley (2018)	Cross-sectional study	data drawn from several US Census data sets (2010)	1. Residential segregation from Whites is a central predictor of exposure to spatial mismatch across all minority groups, though findings suggest that this relationship is not driven by suburbanisation.	<p>spatial mismatch</p> <p>Black <math>\beta = .55</math>, <math>R^2 = .64</math></p> <p>Mexican <math>\beta = .57</math>, <math>R^2 = .51</math></p> <p>Puerto Rican <math>\beta = .45</math>, <math>R^2 = .54</math></p> <p>Cuban <math>\beta = .45</math>, <math>R^2 = .40</math></p> <p>Other Hisp <math>\beta = .46</math>, <math>R^2 = .59</math></p> <p>Chinese <math>\beta = .44</math>, <math>R^2 = .51</math></p> <p>Vietnamese <math>\beta = .55</math>, <math>R^2 = .56</math></p> <p>Korean <math>\beta = .55</math>, <math>R^2 = .57</math></p> <p>Japanese <math>\beta = .38</math>, <math>R^2 = .44</math></p> <p>Other Asian <math>\beta = .45</math>, <math>R^2 = .40</math></p>	Number of observations unclear.	A (diff)
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## Recruiting young people facing disadvantage: an evidence review

7. Escott (2012)	Mixed methods (statistical analysis of labour market data, structured interviews, n = 80, and focus groups)	young women living in disadvantaged communities across England	<p>1. Qualifications and ethnicity shape young women's relationships with the labour market.</p> <p>2. In poorer communities, caring responsibilities and ill health are particularly important contributors to low levels of engagement.</p> <p>3. Most young women have strong work aspirations and appropriate qualifications but considerable constraints limit their horizons, in turn affecting their health and wellbeing.</p> <p>4. Labour market vulnerability among young women is not simply the result of social characteristics &gt; several other processes tend to reproduce young people's disengagement from the labour market. For example, the jobs available to the employable young women are often poor quality, low status, low pay and in a very narrow range of sectors and occupations.</p> <p>5. Labour market activity was further damaged by age and race discrimination from local employers.</p> <p>6. The failure of job search services was found to fuel the problem. Although there were exceptions, many job agencies did not appear to be grounded in an</p>	n.a.	No serious limitations.	A/ n.a. (diff)
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## Recruiting young people facing disadvantage: an evidence review

			<p>understanding of young women's specific circumstances.</p> <p>7. Proximity to work, transport costs and social networks were repeatedly raised in the focus groups and young women often articulated the desire to work close to home, suggesting that for disadvantaged young people the nature of the <i>local</i> labour market is more important than for others, who are more likely to access the wider national labour market.</p>			
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## Recruiting young people facing disadvantage: an evidence review

<p>8. Gordon (2006)</p>	<p>Systematic review, includes RCTs</p> <p>K = 35</p>	<p>mixed: young people, adults, minority ethnic and disadvantaged groups</p>	<p>1. Research illustrates that social marketing interventions of different types can be effective and that they can work with different target groups: young people, adults, minority ethnic and disadvantaged groups.</p> <p>2. Furthermore, the results demonstrated that social marketing interventions can be effective in a range of different settings: schools, the workplace, church based, community and family-based settings, clinical practices, supermarkets and media-based settings amongst others.</p> <p>3. The reviews also produced evidence that both narrow and broad focus social marketing interventions can be effective.</p> <p>* Social marketing takes learning from the commercial sector and applies it to the resolution of social and health problems. It focuses on voluntary behaviour change rather than coercion or enforcement.</p>	<p>not reported</p>	<p>Included studies focused on smoking cessation, physical activity interventions, improving diet and substance misuse, so, hard to generalise to the REA target group.</p>	<p>AA (eff)</p>
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## Recruiting young people facing disadvantage: an evidence review

<p>9. Klinthall (2016)</p>	<p>Cross-sectional study  N = 605</p>	<p>Swedish-born young adults in Stockholm, whose parents were born either in Turkey or in Sweden</p>	<p>1. Results show that young persons whose parents are born in Turkey (Stratum T) use informal contacts in order to find employment more often than young persons whose parents are born in Sweden (Stratum S). Living in immigrant-dense areas increases the likelihood of finding employment through informal contacts.</p> <p>2. For Stratum T, co-ethnic contacts are more important than other contacts, in particular if they are neighbours. Access to ethnic networks and the use of ethnic contacts in the labour market differ between persons of Turkish, Kurdish and Assyrian/Syriac backgrounds.</p> <p>3. These findings suggest that young adults in immigrant-dense neighbourhoods have access to and benefit more from informal channels in order to find ways into the labour market.</p>	<p>OR's vary from 1.5 to 1.7</p>	<p>No serious limitations.</p>	<p>A (diff)</p>
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## Recruiting young people facing disadvantage: an evidence review

<p>10. Perkic (2019)</p>	<p>Qualitative research (semi-structured interviews)</p> <p>N = 16</p>	<p>people responsible for the recruitment of disadvantaged youth in (Dutch) organisations</p>	<p>1. Results showed that almost three-quarters of the organisations recruit young people through their own social network.</p> <p>2. Other methods, which cost more time and money, were mentioned to be used mainly when their own network was not (yet) built.</p> <p>3. Organisations were able to reach disadvantaged youth because they actively targeted them in all their recruitment methods.</p>	<p>n.a.</p>	<p>Master thesis, but methodological quality appears to be sufficient to include.</p>	<p>n.a.</p>
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## Recruiting young people facing disadvantage: an evidence review

<p>11. Thornley (2010)</p>	<p>Systematic review of 45 papers covering 15 campaigns from the US, Australia, New Zealand and Tonga</p>		<p>Findings suggest that effective youth social marketing campaigns incorporated the following key features:</p> <ol style="list-style-type: none"> <li>1. By youth for youth, where young people were included in all aspects of the campaign and their guidance was taken on board and used to shape and refine the campaign.</li> <li>2. Use of methods and channels that were accessible and appealing to youth.</li> <li>3. Ethnic-specific approaches.</li> <li>4. Targeting to subgroups such as adolescents e.g. 9–14 years and high-risk adolescents.</li> <li>5. Aim for high exposure to a variety of different marketing activities.</li> <li>6. Messages that empower youth and appeal to their need for independence and rebellion.</li> </ol>	<p>n.a.</p>	<p>Merely narrative and descriptive review.</p> <p>Methodological design and quality of the included papers unclear.</p>	<p>n.a</p>
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## Recruiting young people facing disadvantage: an evidence review

			7. Strong and intense emotional messages (both positive and negative), use of social threat and personal testimony.			
12. Wozniak (2011)	Cross-sectional study  N = 31	employers in the low-skilled labour market in South Bend, Indiana	1. Results provide a strong indication of racial bias during the recruitment and selection process: Employers believed young black male applicants were less likely to have the desired interpersonal skills and work ethic.	not reported	Limited information on research methodology, data analysis, etc.	A (freq)

## Recruiting young people facing disadvantage: an evidence review

### Excluded studies

1st Author and year	Reason for exclusion
1. Aldridge (2008)	Outcome is depression or stress-related growth.
2. Keep (2012)	Not an empirical study.
3. Nwanko (1998)	Not an empirical study.
4. O'Donnel (2005)	Not an empirical study, narrative summary of findings/recommendations, focuses solely on recruiting disadvantaged youth for IT education and training.
5. Wentling (2001)	Qualitative study, focuses mainly on barriers that hinder the transition of minority youth in the workplace.