



Values-based interviewing

Delegate pack

Values based interviewing – Recruiting for values in adult social care

Delegate pack contents

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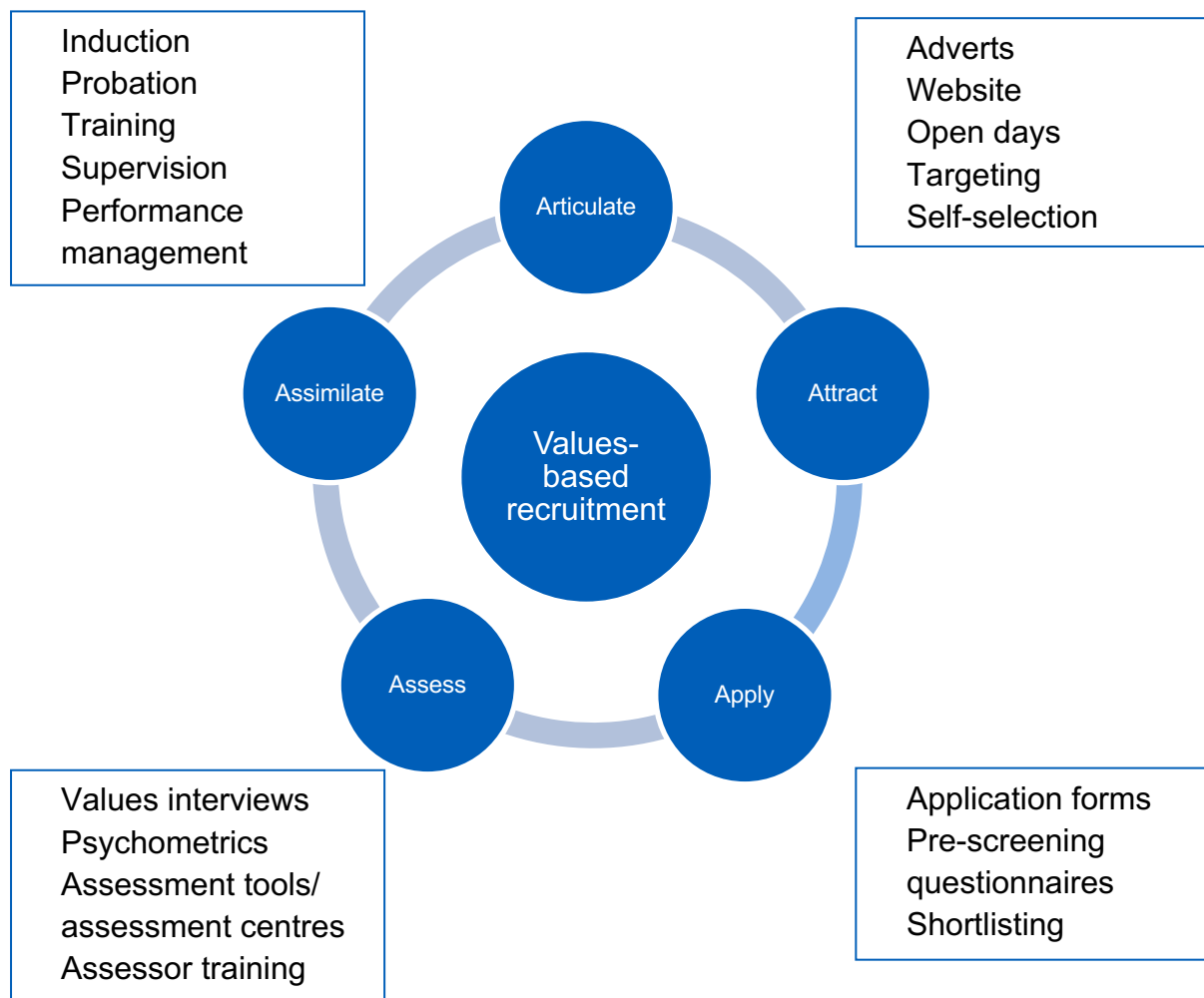
Agenda

- 10:00 Registration and refreshments
- 10:15 Welcome and introductions
- Agenda, objectives and working well together
- 10:45 Values-based recruitment and values-based interviewing
- What is a values interview?
 - Does it work?
- 11:25 **BREAK**
- 11:35 Questioning and probing
- Watch video role plays
 - EARL model of probing
 - Question banks
 - Questioning exercise
- 13:00 **LUNCH**
- 13:30 Recording and assessing
- The 3 Rs Model
 - Prejudice in interviews
 - Values-based feedback
 - Recording and assessing exercise
- 14:30 Practice interviews
- (Refreshments will be available from 14:30)
- 15:45 Implementing values-based recruitment and interviewing
- 16:25 Action planning and next steps
- 16:30 **CLOSE**

1. Values-based recruitment overview

Values-based recruitment is a values-based approach to the attraction, selection and induction of staff and volunteers which enables employers to understand an individual's values, behaviours and motivations and assess whether they align with the values, culture and expectations of the individual or organisation.

There are five key stages in any values-based recruitment process as shown in the diagram.



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Articulate – how the employer or organisation identifies what its values and associated behaviours are and crucially how it communicates and articulates these values and behaviours to potential and existing staff, volunteers and other stakeholders.

Attract – how the employer or organisation uses its values and behaviours to target the sort of people they want to apply and to give those people a realistic preview of the culture, values and expectations of the employer in adverts, on their website and in other recruitment activities.

Apply – how the employer or organisation designs its application process to ensure that candidates understand and can demonstrate the employer's values and behaviours in the application process to encourage candidates to self-select themselves. It's also how the employer focuses on shortlisting only those candidates who share the same values and who will fit with the culture.

Assess – how the employer or organisation uses a range of selection tools including values interviews, role plays, client/person supported interactions and psychometric tests to assess whether candidates have the values, behaviours and attitudes that the employer is looking for.

Assimilate – how the employer or organisation takes the information it discovers about new recruits through the assessment process and uses that information to inform the way in which the individual is inducted, supervised, trained and managed. It's also how the employer sets clear expectations of all staff and volunteers about their behaviour in the workplace, ensuring people understand and role model that behaviour once recruited.

2. Invite to a values-based interview: information for candidates

Use the following wording to let your candidates know what to expect:

Part of your interview process with us will include a values-based interview. The interview aims to be relaxed and informal for the interviewers to get the best out of you and to get to know you as a person and your values and motivations.

The values-based interview section will be separate from the skill-based part of the interview and other assessments (insert other assessments they will have on the day if relevant e.g. test, role plays) and will be carried out by two interviewers.

Each values question takes around 5 to 10 minutes to talk through as we will have a number of follow up questions to help us to explore your examples and to get to know you better.

You will be asked to illustrate your answers with examples from your work, volunteering or any other relevant experience. It is therefore helpful in preparing for your values interview to read through our values and behaviours which are included with this letter/email, and to think of some examples from your previous experience where you feel you have been able to demonstrate these values.

3. Example values and behaviours framework for adult social care

This values and behaviours framework describes some of the values and behaviours central to providing good quality, personalised and effective care to people who need care and support in the adult social care sector.



Having a clear values and behaviours framework enables employers to effectively recruit and manage staff who fit with their workplace culture, and who will therefore deliver the best outcomes for people who need care and support. It underpins a values and behaviours-based approach to the recruitment and management of staff.

About the values and behaviours framework

This framework was developed in consultation with staff and managers working in adult social care organisations in Oxfordshire¹, along with people who required care and support and their carers. The aim was to provide a framework which brought together the many different standards, values and commitments that could apply to any employer or organisation providing services in the adult social care sector.

This example framework underpins Skills for Care's training, tools and resources on values-based recruitment and retention.

¹ The framework was developed by Oxfordshire County Council as part of a project to pilot values and behaviour-based recruitment and interviewing with employers in the adult social care sector. With support and funding from South East ADASS and funding from Health Education Thames Valley.

How to use the values and behaviours framework

1) If you don't yet have a values and behaviours framework in your workplace

- Review this framework and think about how it would apply to your workplace culture and the expectations you have of staff.
- Discuss the framework with staff and people who require care and support to get their feedback and input into making it relevant to your workplace.
- Make changes to the language of the values and behaviours framework to ensure it fits with your workplace culture.
- Ensure your senior management team or recruitment partners are committed to adopting and using the framework throughout your workplace
- Communicate the new values and behaviours to existing staff.
- Plan how to begin embedding the new values and behaviours into all aspects of your recruitment and management processes.

2) If you already have a values and behaviours framework in your workplace

- Using the mapping tool provided, map your values and behaviours onto the framework.
 - Are there any gaps?
 - Are there any areas you could add to your framework to enhance it?
- Once you've updated your framework, share it with your senior managers or recruitment partners and ensure they're committed to embedding it in the workplace.
 - Review and reflect on how well communicated your framework is to existing staff and to staff you are recruiting and how well it's embedded in your workplace:
 - Could you do anything more to communicate the values and behaviours clearly to staff?
 - Are the values and behaviours used effectively in the way you recruit and manage your staff?

The framework reflects and has been cross-referenced to the CQC five key questions (see appendix 1).

Dignity and respect

This means staff:

- treat people with dignity and respect regardless of their culture, religion, age, race, sexual orientation or disability
- accept and respect people's individuality
- take time to listen to people and understand what's important to them
- communicate in an open, accurate and straightforward way using appropriate language
- allow people to maintain their dignity and feel comfortable, particularly when receiving personal care
- protect and respect people's confidential personal information
- check with people about how they want to be addressed and use humour appropriately
- respect people's right to make their own decisions and choices about how they want to be cared for
- respect people's homes, family relationships and facilities
- respect the position of trust they have with people who need care and support and customers
- deal sensitively and appropriately with behaviour that challenges.

Learning and reflection

This means staff:

- commit to learning and developing themselves in their work
- are self-aware and regularly reflect on the work that they do, how they do it and the impact they have on those being supported
- are honest and transparent and not afraid to say when they've done something wrong
- support, coach and mentor people who need care and support and/or other staff to enable them to learn new skills and increase their self-esteem
- seek, reflect on and learn from feedback from colleagues, people who need care and support and their families
- are open to learning from others and willing to share knowledge and best practice
- know their own limits and know when to seek support and advice
- think innovatively about how to best use limited resources to come up with new ways to support people who need care and support.

Working together

This means staff:

- empower, encourage and enable people who need care and support and other staff to do things for themselves and to make their own decisions
- communicate options and offer realistic choices to people who need care and support
- build two-way relationships of trust with colleagues, people who need care and support and other stake holders
- commit to working with and supporting others as part of a team
- communicate effectively with others, using detailed and appropriate communication, including handover tools
- understand and respect other people's priorities
- adapt their approach according to the individual, situation and context
- develop local networks and involve other professionals when needed for additional information and support.

Commitment to quality care and support

This means staff:

- are committed and passionate about doing anything they can in their work to make the lives easier for people who require care and support
- contribute to delivering person-centred care, putting the person supported or customer at the heart of everything they do and helping them when they need it
- give people who need care and support their full attention
- are authentically warm, kind, empathetic, reliable and compassionate in their actions
- are always professional and act with integrity
- are flexible and proactive – responding calmly to what goes on in the day
- have clear boundaries with customers and people who need care and support and follow procedures and guidelines in their work
- are prepared to take positive risks, clearly explaining the consequences of risks to others
- take personal responsibility for ensuring they contribute to the provision of excellent, safe, high quality care and support to others
- have the courage to speak up and challenge others where they have concerns about the quality or safety of care being provided.

Appendix 1: Mapping the values and behaviours framework to CQC five key questions

	CQC Key Lines of Enquiry		
Dignity and respect			
treat people with dignity and respect regardless of their culture, religion, age, race, sexual orientation or disability	Caring		
accept and respect people's individuality	Responsive		
take time to listen to people and understand what's important to them	Responsive		
communicate in an open, accurate and straightforward way using appropriate language	Effective		
allow people to maintain their dignity and feel comfortable, particularly when receiving personal care	Caring		
protect and respect people's confidential personal information	Caring	Safe	
check with people about how they want to be addressed and use humour appropriately	Caring		
respect people's right to make their own decisions and choices about how they want to be cared for	Responsive	Caring	
respect people's homes, family relationships and facilities	Caring		
respect the position of trust they have with people who need care and support and customers	Caring	Safe	
deal sensitively and appropriately with behaviour that challenges	Effective	Safe	Caring

	CQC Key Lines of Enquiry		
Learning and Reflection			
commit to learning and developing themselves in their work	Effective		
are self-aware and regularly reflect on the work that they do, how they do it and the impact they have on those being supported	Effective	Caring	Safe
are honest and transparent and not afraid to say when they have done something wrong	Safe		
support, coach and mentor people who need care and support and/or other staff to enable them to learn new skills and increase their self-esteem	Responsive	Effective	Safe
seek, reflect on and learn from feedback from colleagues, people who need care and support and their families	Effective	Safe	Caring
are open to learning from others and willing to share knowledge and best practice	Effective	Safe	Caring
know their own limits and know when to seek support and advice	Safe	Effective	
think innovatively about how to best use limited resources to come up with new ways to support people who need care and support	Effective		

	CQC Key Lines of Enquiry		
Working together			
empower, encourage and enable people who need care and support and other staff to do things for themselves and to make their own decisions	Responsive	Effective	
communicate options and offer realistic choices to people who need care and support	Responsive	Effective	
build two-way relationships of trust with colleagues, seek, reflect on and learn from feedback from colleagues, people who need care and support, their families and other stakeholders	Effective	Caring	
commit to working with and supporting others as part of a team	Effective		
communicate effectively with others, using detailed and appropriate communication, including handover tools	Safe	Effective	Well-led
understand and respect other people's priorities	Responsive	Caring	
adapt their approach according to the individual, situation and context	Responsive	Caring	
develop local networks and involve other professionals when needed for additional information and support	Effective	Safe	

	CQC Key Lines of Enquiry		
Commitment to quality care and support			
are committed and passionate about doing anything they can in their work to make people who need care and support's lives easier	Effective	Well-led	
contribute to delivering person centred care, putting the person supported or customer at the heart of everything they do and helping them when the need it	Responsive	Caring	
give people who need care and support their full attention	Responsive	Caring	
are authentically warm, kind, empathetic, reliable and compassionate in their actions	Caring		
are professional and act with integrity at all times	Caring		
are flexible and proactive – responding calmly to what goes on in the day	Responsive	Well-led	
have clear boundaries with customers and people who need care and support and follow procedures and guidelines in their work	Caring	Effective	
are prepared to take positive risks, clearly explaining the consequences of risks to others	Well-led	Safe	Caring
take personal responsibility for ensuring they contribute to the provision of excellent, safe, high quality care and support to others	Safe	Caring	
have the courage to speak up and challenge others where they have concerns about the quality or safety of care being provided	Safe		

3a. Examples of core values

Here are some more examples of values, are there others you'd like to add?

We've started a table below, use the list further down to add your ideas – or discuss as a group - which are values, skills and behaviours and complete the table.

You might disagree with our placements – have a discussion why.

Values	Skills	Behaviours
Your values are the things that you believe are important in the way you live and work.	The ability to do something well; expertise.	Every physical action and observable emotion associated with individuals.

Accountable	Adaptability	Appropriate Attentive
Compassionate Committed Caring Courageous	Communicative Competent	Confidential
		Decisive Diligent
Empathic	Effective	Enabling Encouraging
		Flexible Fun
Honest	Innovative	
Integrity		Patient Open-minded
Protective		Person-centred

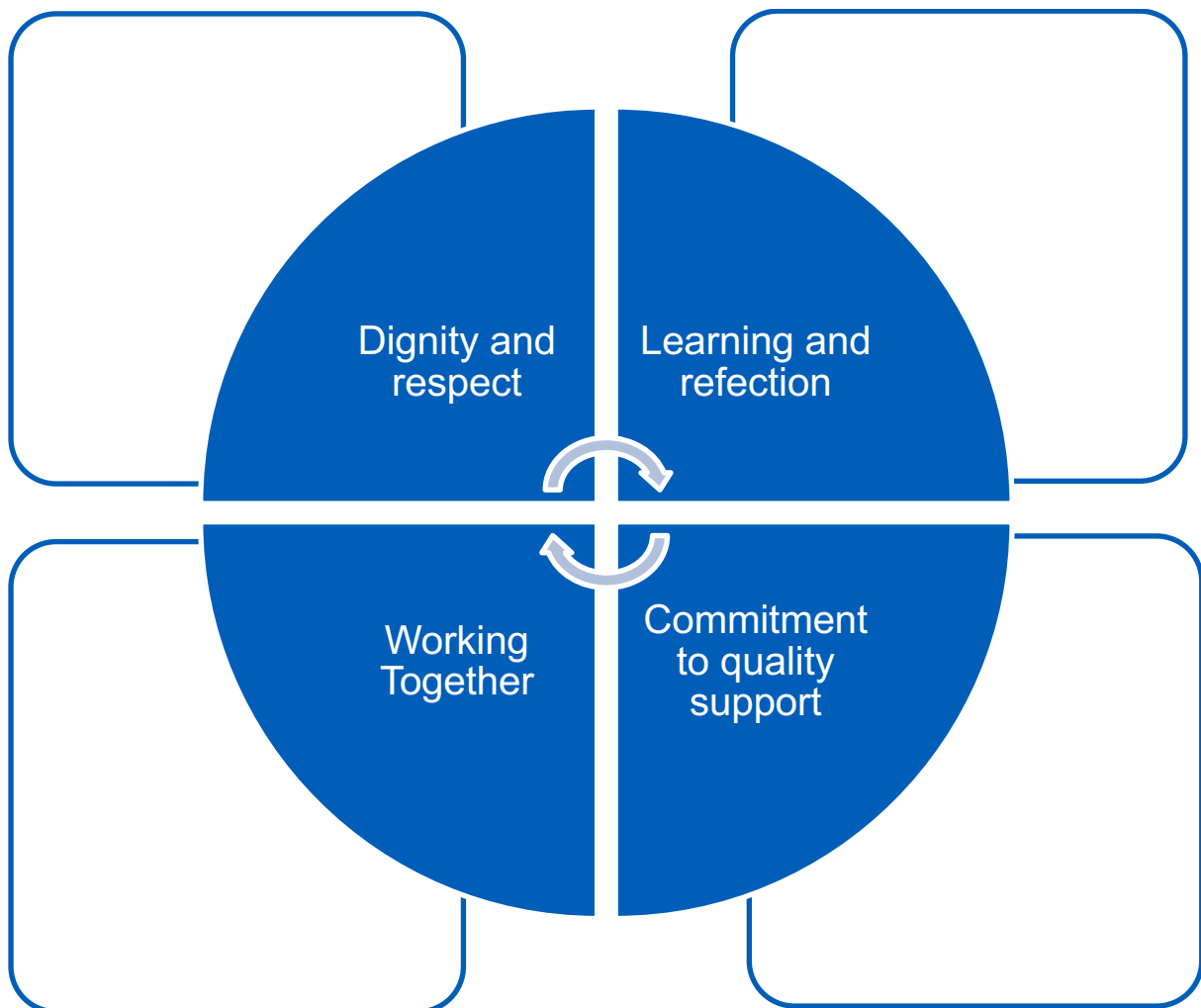
Use this list to choose where you d'd put each one.



4. Map your work place values onto the example values and behaviours framework

Look through the example values and behaviours framework to help you to understand how each value is defined. Then look at your own workplace values, how they are defined and any behaviours or competency frameworks you already have in place.

In the boxes next to each value below, write which of your values most closely aligns to each of the example values.



Are there any values your workplace has which are not reflected in the example model?
Make a note of them here.

5. Examples of what employers would like/don't want to see in employees

This resource shows how values and behaviours might look in practice in the workplace. It can be used as a basis for employers to develop a leaflet that shows social care workers the meaning of values and how to implement them into their work.

The examples below have been developed from the adult social care example values and behaviours framework which can be found at:

www.skillsforcare.org.uk/values

If you already have an organisational values and behaviours framework, you can use this as a basis to develop something tailored to your organisation.

Dignity and respect	
What employers would like to see	What employers don't want to see
You spend time listening to people to get to know them and their needs.	You ignore people and don't make time to welcome them or to get to know them and their needs.
You respect people's right to make their own choices and decisions about how they want to be supported.	You don't respect people's right to make their own decisions. You believe you know what they need better than they do.
You help people to retain their dignity and respect their privacy when delivering personal care to them.	You don't respect people's dignity and privacy, shouting across rooms and leaving doors open when delivering personal care.
You communicate with people in a clear, open and straight forward way using appropriate language.	You use jargon when communicating with people, and talk to people in a patronising, childlike or inappropriate way.
You are sensitive to the needs and concerns of families and carers.	You aren't aware of or interested in the needs and concerns of families and carers.

Learning and reflection	
What employers would like to see	What employers don't want to see
You reflect on the work that you do and the impact that you have on the people you support.	You don't take time to reflect on work that you've done or the impact that you've had on others.
You accept and reflect on any feedback you're given about your work and learn from the feedback.	You are dismissive and defensive about feedback and don't consider how to use the feedback to change the way in which you work.
You're honest and transparent and aren't afraid to admit when you've made a mistake.	You blame others when things go wrong in work and don't admit when you make mistakes.
You know your own limits and can identify when you need help and support and are feeling stressed by your work.	You don't know your own limits and aren't willing to ask for support and help when you need it.

Working together	
What employers would like to see	What employers don't want to see
You offer people a range of realistic options and choices about the support available to them.	You don't provide people with any choice or you give people false expectations about the choices and options that are available to them.
You're committed to working as part of a team and support others in the team.	You prefer to work on your own and don't work with or support others in the team.
You understand and respect that other people have different priorities and needs.	You don't respect or understand other's needs and priorities and aren't flexible in the way in which you work with them.
You involve other professionals and external agencies when you need additional advice or support.	You don't share information with or involve and ask for support from other professionals or agencies.

Commitment to quality and support	
What employers would like to see	What employers don't want to see
You give people your full attention and help people when they need it most.	You don't give people your full attention or put them at the heart of what you do – you read the paper or use your phone instead of focussing on them.
You are warm, kind, reliable, empathetic and compassionate towards the people you support.	You are intimidating, patronising, unreliable and you lack compassion towards those you support.
You're flexible and react calmly to whatever goes on in the day making changes as necessary.	You are reactive and firefight, panic and lose control when things change in the day.
You follow agreed procedures and standards in your work and ensure you provide a safe and effective service to others.	You ignore procedures and standards and cut corners. You don't take responsibility for ensuring the service you provide is high quality and safe.
You identify when the support being provided to others isn't safe or good quality and use organisational processes to raise your concerns.	You aren't prepared to challenge others or to raise your concerns when the support provided to others is poor quality or unsafe.

6. Values-based interview role play

Watch the role play of a values-based interview.

1. What do you notice about the type of questions the interviewer uses? Write down as many of the questions the interviewer asks as you can.
2. What information do they get from the candidate?
3. What values, behaviours or attitudes do you hear?
4. How is this similar or different to how you currently recruit into your workplace?

7. EARL probing model

Example

Tell me about at time when/ give us an example of....

What did you do?

How did you go about doing that?

How does this example demonstrate that you?

30%

Assessment

Why did you choose to deal with the situation in that way?

Why was it important to you to do this?

How did it make you feel? What were you thinking?

Result

What was the outcome?

What was the impact of what you did on other people?

How did you know you had done the right thing?

70%

Learning

What did you learn about yourself from doing this?

Has this experience helped you to do anything differently?

Is there anything looking back you could've done differently?

8. Values-based interviews: front line staff question bank

About this resource

This bank of questions has been developed for use in a values-based interview. It's intended for people who've been trained in using values-based interviewing techniques.

The questions are the starting point for exploring whether a candidate possesses the values that are part of the adult social care example values and behaviours framework. The bullet point descriptions below each question are the criteria against which the interviewer(s) can establish whether this is the case. The following questions are included in the bank.

Questions	Values explored
Tell us about a time when you worked with someone or supported someone who had very different views, beliefs or background to you?	Dignity and respect
Describe when you supported someone who was going through a difficult time?	Dignity and respect
Give us an example of a time when you listened to a client, their carer or someone else and that led you to change the way in which you worked in some way?	Dignity and respect
Tell us about a time when you felt really committed to and motivated by supporting, caring for or providing a service to others?	Commitment to quality care and support
Give us an example of a time when you spoke up or challenged someone on the quality or safety of the care, support or the service that was being provided to others?	Commitment to quality care and support
Give us an example of a time when you disagreed with an organisational policy or procedure or with something you were asked to do in your role?	Commitment to quality care and support
Tell us about a time when someone gave you some feedback that you disagreed with or found difficult to hear?	Learning and reflection

Give me an example of a time when something went wrong at work or you made a mistake in your work?	Learning and reflection
Describe a time when you were in a job where you didn't have the right skills or knowledge to be able to do the role as effectively as it needed to be done?	Learning and reflection
Tell us about a time when you feel you worked well as part of a team?	Working together
Give us an example of a time when you helped and supported someone in your work or someone outside of work to enable them to be able to do something for themselves?	Working together
Tell us about a time when you asked other people to support or advise you in your work?	Working together
Give us an example of a time when you worked with someone or a group of people who had different priorities or responsibilities from you?	Working together

Dignity and respect

1. Tell us about a time when you worked with someone or supported someone who had very different views, beliefs or background to you?

Aligned indicators	Non-aligned indicators
- Provides relevant examples. - Accepts and respects people's individuality and treats people as individuals. - Shows people equal respect regardless of any differences. - Listens and gets to know people and their needs and perspectives. - Communicates in a clear and open way with others, ensuring the communication meets the other person's needs. - Forms an effective working relationship with the other person. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Makes assumptions about people based on their differences and doesn't treat people as individuals. - Shows some people more or less respect based on their differences. - Ignores and doesn't make time to listen to people or to get to know them. - Isn't open, clear or flexible in their communication with others . - Doesn't form an effective relationship with the other person. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Dignity and respect

2. Describe a time when you supported someone who was going through a difficult time?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Treats the other person with respect regardless of any issues or the situation. - Is approachable and welcoming to others when they need help and support. - Spends time listening to the other person and gets to know them and their needs. - Is sensitive to the other person's concerns and respects their privacy and dignity. - Respects the other person's right to make their own decisions and offers them support and help. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't treat the person or their situation with respect. - Isn't approachable and ignores others when they need help and support. - Makes assumptions about the other person and their situation, doesn't spend time listening to them. - Is insensitive towards the other person, does not respect their privacy or dignity - Believes they know what's right for the other person, does things to them rather than supporting them - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Dignity and respect

3. Give us an example of a time when you listened to a client, their carer or someone else and that led you to change the way in which you worked in some way?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Respects other people's views, ideas and perspectives. - Is welcoming and approachable and makes time to listen to others. - Is sensitive to other people's perspectives and concerns. - Changes their way of working after listening to the other person. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't respect other people's views, ideas or perspectives. - Ignores people and isn't approachable or welcoming of others views and ideas. - Is insensitive to other people's perspectives and concerns. - Is unwilling or unable to change their way of working. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Commitment to quality care and support

4. Tell us about a time when you felt really committed to and motivated by supporting, caring for or providing a service to others?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is motivated by and committed to supporting, caring for and serving others. - Understands and can articulate why they felt committed to and motivated by their work. - Is warm, empathetic, kind and compassionate towards others. - Ensures the support or service provided to others is safe, effective and good quality. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Isn't motivated by or passionate about caring for, supporting or serving others. - Isn't clear on or cannot articulate what made them feel motivated or committed. - Is intimidating, patronising and lacks compassion towards others. - Is unconcerned with the quality or safety of the support or service they provide to others. - Isn't self-reflective; doesn't put learning into practice.

Summary

Summary			
No Evidence	Unsatisfactory	Satisfactory	Good

Commitment to quality care and support

5. Give us an example of a time when you spoke up or challenged someone on the quality or safety of the care, support or the service that was being provided to others?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to and passionate about the quality and safety of care, support or service provided to others. - Understands and can articulate what good quality, safe care, support or service looks like. - Is prepared to speak up or challenge others where they have concerns. - Makes appropriate use of organisational procedures and management support to ensure issues are dealt with. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Is unconcerned with the quality and safety of care, support or service provided to others. - Doesn't understand or is unable to articulate what good quality, safe care, support and service looks like. - Isn't prepared to speak up about their concerns or to challenge others. - Ignores organisational procedures and doesn't make effective use of available support to ensure issues are dealt with. - Isn't self-reflective; doesn't put learning into practice

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Commitment to quality care and support

6. Give us an example of a time when you disagreed with an organisational policy or procedure or with something you were asked to do in your role?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Understands the need for organisational policies and procedures. - Is committed to the work they do and to the quality of the service they provide to others. - Constructively and calmly challenges others where they don't agree or where they have concerns about what they are being asked to do. - Is flexible and willing to do what they are asked to do in order to provide an effective service to others. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't accept the need for organisational policies and procedures. - Resents or lacks commitment to the work they do; isn't focussed on providing a quality service. - Ignores what they are asked to do rather than challenge others or challenges in an unconstructive and reactive way. - Is inflexible; ignores what they're asked to do or cuts corners. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Learning and reflection

7. Tell us about a time when someone gave you some feedback that you disagreed with or found difficult to hear?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Actively seeks and values feedback. - Accepts and reflects on feedback. - Is open and honest with themselves and willing to admit what they have made a mistake or could have done something better. - Knows when they need to ask for help and support and asks for it when needed. - Learns from feedback and uses it to change the way in which they work. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't actively seek and is dismissive of feedback from others. - Is defensive and doesn't accept or reflect on feedback. - Blames others for issues and isn't willing to admit when they've made a mistake or when they could've done something better. - Isn't willing to ask for help or support from others. - Doesn't consider how to use the feedback to change the way they work. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Learning and reflection

8. Give us an example of a time when something went wrong at work or you made a mistake in your work?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is honest and transparent and not afraid to say when they have done something wrong or made a mistake. - Is self-reflective and can articulate the reasons why things went wrong. - Understands the impact they've on others. - Is resilient and understands when they need to ask for support from others. - Takes responsibility for resolving the situation. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't admit when they have made a mistake, is more concerned with the repercussions for themselves. - Isn't self-reflective – blames others when things go wrong. - Is unaware of or unconcerned about the impact they have on others. - Isn't resilient, becomes stressed and doesn't ask others for support. - Doesn't take responsibility for resolving the situation. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Learning and reflection

9. Describe a time when you were in a job where you didn't have the right skills or knowledge be able to do the role as effectively as it needed to be done?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to learning and developing themselves. - Knows their own limits and identifies the gaps in their knowledge and skills. - Is proactive at looking for opportunities to develop their knowledge and skills. - Is open to learning from and sharing best practice with others. - Ensures they have the knowledge and skills they need to do their job effectively. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Isn't interested in developing themselves or committed to learning - Doesn't know or is not willing to admit the gaps in their knowledge and skills. - Expects knowledge and skills to be given to them by others – isn't proactive. - Is closed to others ideas and knowledge, doesn't share best practice with others. - Is happy to continue to work without the skills and knowledge they need to do the job effectively. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Working together

10. Tell us about a time when you feel you worked really well as part of a team?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to working as part of a team and understands the role they play in a team. - Understands and respects that other people have different priorities and needs. - Supports others when they need it. - Builds trusting two-way relationships with others in the team. - Is prepared to be flexible and adapt their approach to others. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Prefers to work alone, isn't committed to working as part of a team. - Doesn't understand or respect others needs and priorities. - Unwilling to offer support to others, focusses on their own needs and priorities. - Doesn't build positive, trusting relationships with others in the team. - Is inflexible in their approach. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Working together

11. Give us an example of a time when you helped and supported someone in your work or someone outside of work to enable them to be able to do something for themselves?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Believes in empowering and encouraging people to do things for themselves. - Understands and respects the other person's needs and priorities. - Offers people support and choices to enable them to do things for themselves. - Is willing to accept and support the other person's decision even if they don't agree with it. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Believes in doing things for and to people not in empowering them. - Doesn't understand or respect the other person's needs or priorities. - Takes control away from others and doesn't offer them any choices. - Challenges the other person on their decision and doesn't accept their decision. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Working together

12. Tell us about a time when you asked other people to support or advise you in your work?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Believes in the importance of working in a team. - Builds trusting two-way relationships with others. - Is willing to ask for advice, support and help when they need it. - Understands the priorities of other people's workload and appreciates their support. - Understands the impact of their actions on others. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Prefers to work alone, doesn't value team working. - Doesn't build trusting two-way relationships with others. - Is unwilling or feels unable to ask for advice, support or help from others - Is unaware of other people's priorities and workload; doesn't appreciate their support. - Doesn't understand or consider the impact of their actions on others. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Working together

13. Give us an example of a time when you worked with someone or a group of people who had different priorities or responsibilities from you?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to working with others as part of a team. - Understands that different people have different needs and priorities. - Seeks to understand what other's needs and priorities are. - Adapts their approach to meet other's needs. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Prefers to work alone, isn't committed to working with others. - Is dismissive of other people's needs and priorities. - Doesn't seek to understand other's needs and priorities. - Isn't flexible in their approach to others. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

9. Values-based interviews: management question bank

About this resource

This bank of questions has been developed for use in a values-based interview. It is intended for use by people who have been trained in using values-based interviewing techniques.

The questions are the starting point for exploring whether a candidate possesses the values that are part of the adult social care example values and behaviours framework. The bullet point descriptions below each question are the criteria against which the interviewer(s) can establish whether this is the case. The following questions are included in the bank:

Questions	Values & behaviours explored
Tell us about a time when you managed someone or supported someone who had very different views, beliefs or background to you?	Dignity and respect
Tell us about a time when you managed someone who wasn't performing to the level you needed them to in their role?	Dignity and respect
Tell us about a time when you motivated your team to deliver really good quality support or services to others?	Commitment to quality care and support
Give us an example of a time when you identified an issue with the safety or the quality of the service someone in your team was providing to clients or customers?	Commitment to quality care and support
Tell us about a time when you were really proud of the quality of the service or support provided by your team?	Commitment to quality care and support
Tell us about a time when someone who you managed gave you some feedback that you disagreed with or found difficult to hear?	Learning and reflection
Give us an example of a time when you made a management decision which didn't go as well as you would have liked it to?	Learning and reflection

Describe a time when you helped someone who worked for you to develop?	Learning and reflection
Tell us about a time when you set up a new team or took over an existing team?	Working together
Tell us about a time when there was an issue within your team or between certain members of your team that you needed to address?	Working together
Give us an example of a time when you encouraged your team to work more effectively with other teams or external organisations?	Working together

Dignity and respect

1. Tell us about a time when you managed someone who had very different views, beliefs or a different approach to work from you?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Accepts and respects people's individuality and treats people as individuals. - Shows people equal respect regardless of any differences. - Makes time to listen and get to know people and their needs and perspectives. - Adapts their management and communication style to meet the other person's needs. - Forms an effective working relationship with the other person. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Makes assumptions about people based on their differences and doesn't treat people as individuals. - Shows some people more or less respect based on their differences. - Ignores and doesn't make time to listen to people. - Isn't flexible in their management style or in the way they communicate with others. - Has an ineffective working relationship with the other person. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Dignity and respect

2. Tell us about a time when you managed someone who wasn't performing to the level you needed them to in their role?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Treats the other person with respect regardless of the issues or the situation. - Makes time to listen to the other person to understand the issues from their perspective. - Communicates their concerns to the person in a clear and respectful manner. - Is open and approachable and offers the person support and help in order to improve. - Takes action to ensure the situation is resolved. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't treat the other person with respect. - Makes assumptions about the other person and their situation, doesn't spend time listening to them. - Is unclear and disrespectful in their communication. - Is critical doesn't offer help and support for the person to improve. - Doesn't ensure the situation has an effective resolution. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Commitment to quality support

3. Tell us about a time when you motivated your team to deliver really good quality support or services to others?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is passionate about providing quality services and support to people. - Clearly articulates the reasons why they feel committed and motivated by their work to the team. - Listens to the team to understand what motivates them and their concerns. - Addresses any issues with motivation and commitment in the team. - Motivates the team to provide safe, effective and good quality support and services to others. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Isn't motivated by or passionate about providing quality services to others. - Doesn't clearly articulate their motivation and commitment to their work to the team. - Doesn't listen to or understand their team's concerns or motivations. - Ignores or doesn't pick up on any issues with motivation and commitment in the team. - Is unable to or unconcerned with motivating the team to provide good quality services to others. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Commitment to quality support

4. Give us an example of a time when you identified an issue with the safety or the quality of the service someone in your team was providing to clients or customers?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to and passionate about the quality and safety of care, support or services provided to others. - Identifies and can describe the issues with the service being provided. - Is prepared to challenge others where they have concerns. - Makes appropriate use of organisational procedures and management support to ensure issues are dealt with. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Is unconcerned with the quality and safety of care, support and service provided to others. - Cannot articulate what the issues with the service provided were. - Isn't prepared to challenge others when they have concerns. - Ignores organisational procedures and doesn't make effective use of available support to ensure issues are dealt with - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Commitment to quality support

5. Tell us about a time when you were really proud of the quality of the service or support provided by your team?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to and passionate about the quality and safety of support and services provided to others. - Understands and can articulate what good quality, safe care, support and service looks like. - Evaluates the impact of the support and services on customers and clients - Shows the team recognition for their work. - Continues to motivate the team to provide even better-quality services. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Is unconcerned with the quality and safety of care, support or service provided to others. - Doesn't understand or is unable to articulate what good quality, safe care, support and service looks like. - Doesn't put in place mechanisms for evaluating the impact of the team's work. - Misses opportunities to recognise the team for their work. - Accepts the current level of service rather than push the team to achieve more. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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Learning and reflection

6. Tell us about a time when someone who you managed gave you some feedback that you disagreed with or found difficult to hear?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Actively seeks and values feedback. - Accepts and reflects on feedback. - Is open and honest with themselves and willing to admit when they have made a mistake or could have done something better. - Knows when they need to ask for help and support and asks for it when needed. - Learns from feedback and uses it to change the way in which they work. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't actively seek and is dismissive of feedback from others. - Is defensive and doesn't accept or reflect on feedback. - Blames others for issues and isn't willing to admit when they've made a mistake or when they could've done something better. - Isn't willing to ask for help or support from others. - Doesn't consider how to use the feedback to change the way they work. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Learning and reflection

7. Give me an example of a time when you made a management decision which did not go as well as you would have liked it to?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is honest and transparent and not afraid to say when they have done something wrong or made a mistake. - Is self-reflective and can articulate the reasons why things went wrong. - Understands the impact they have on the team and others. - Is resilient and understands when they need to ask for support from others. - Takes responsibility for resolving the situation. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't admit when they've made a mistake, is more concerned with the repercussions for themselves. - Isn't self-reflective – blames others when things go wrong. - Is unaware of, or unconcerned about the impact they've had on the team and others. - Isn't resilient, becomes stressed and doesn't ask others for support. - Doesn't take responsibility for resolving the situation. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Learning and reflection

8. Describe a time when you helped someone who worked for you to develop?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to learning and development and to developing others. - Knows their team and identifies their development needs. - Is open and honest with others about their development needs. - Is proactive and supportive in helping others to find development opportunities. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Isn't interested in developing others and doesn't invest time in learning and development. - Doesn't know their team and is unaware of others development needs. - Imposes development on others without being open and honest with them. - Isn't supportive or proactive in helping others to develop. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Working together

9. Tell us about a time when you set up a new team or took over an existing team?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to working as part of a team and understands why teamwork is important. - Ensures they build trusting two-way relationships with people in the team. - Spends time getting to know the team and their different priorities and needs. - Is flexible and adapts their approach to different people in the team. - Supports and empowers people to enable them to do their work. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Isn't committed to and doesn't value team working. - Tells the team what to do, doesn't build trusting two-way relationships with them. - Makes assumptions and doesn't spend time getting to know the team and their different needs. - Treats everyone the same and doesn't adapt their approach to different people. - Takes control away from people and does things to not with them. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

Working together

10. Tell us about a time when there was an issue within your team or between certain members of your team that you needed to address?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Believes in the importance of people working effectively in a team. - Listens to seek to understand different people's views and perspectives. - Discusses and raises their concerns with the people involved. - Empowers and encourages people to work together to resolve the issues themselves. - Offers advice, support and help to staff when they need it. - Ensures issues are resolved. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't value or prioritise effective team working. - Ignores other people's perspectives and makes their own assumptions. - Doesn't discuss or address their concerns with the people involved. - Takes control away from people and imposes actions on them. - Criticises staff and doesn't offer advice or support. - Doesn't ensure issues are resolved. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good

Working together

11. Give us an example of a time when you encouraged your team to work more effectively with other teams or external organisations?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Is committed to working with other teams and organisations. - Communicates and explains the importance of working with other teams and organisations to their team. - Encourages the team to understand and get to know others' needs, perspectives and ways of working. - Identifies and creates opportunities for people to work more effectively together. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Prefers to work in a silo, isn't committed to working with teams and organisations. - Doesn't make their team aware of the importance of working with other teams and organisations. - Is dismissive of other teams' needs, perspectives and ways of working and doesn't encourage the team to consider them. - Misses opportunities to bring teams working together. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence

Unsatisfactory

Satisfactory

Good

10. Design your own values-based interview question

Value	
Question	
Aligned indicators	Non-aligned indicators
■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■

- Think of a question which asks about something which is relevant to the role you are recruiting for.
- Base the question on one of the values from the framework.
- Write the question in an evidence-based format “Give me an example of a time when you have.....”
- Think about the sorts of responses you’d want to hear from the candidate to demonstrate they’ve the values you were looking for in this example.
- For the aligned and non-aligned indicators for each question, look at the values and behaviours framework and base them on the words in the framework e.g. for a question about commitment to quality care and support indicators could include: Aligned - “Gives others their full attention”. Non-aligned “Ignores others, doesn’t give them their full attention”.
- The last indicator should always be about their learning and self-reflection.

11. Assessment criteria and ratings

Rating	Definition
NO EVIDENCE	▪ Candidate didn't provide any examples despite probing from interviewers. ▪ All evidence hypothetical. ▪ Candidate provided an example which didn't answer the question.
UNSATISFACTORY	▪ Candidate provided a weak example with limited evidence of the value being assessed. OR ▪ Candidate provided an example which provided evidence of mostly non-aligned indicators, few aligned indicators evidenced. ▪ Major concerns.
SATISFACTORY	▪ Candidate provided an example which demonstrated mostly aligned indicators. ▪ Any non-aligned indicators due to minor concerns or weak evidence provided. ▪ No major concerns.
GOOD	▪ Candidate provided a strong example which demonstrated all the aligned indicators. ▪ No concerns about the candidate.

Things to remember:

- Use the aligned and non-aligned indicators to review and rate the evidence provided by the candidate. Don't bring in other criteria which would unfairly favour or bias some candidates over others.
- Identify evidence from the interview notes to demonstrate whether the candidate was aligned or non-aligned. Use quotes and the candidate's words not your feelings or judgements.
- If the interviewer didn't probe on some indicators and the candidate didn't mention them, they cannot be scored down for not mentioning the words. These indicators should be scored neutrally.

12. Discrimination and prejudice in selection

(Taken from the Recruitment and Selection Toolkit, Brighton and Hove County Council.)

Good recruitment is based on following legislation, policies and procedures, and best practice which helps protect people and employers.

Employers must be aware that poor recruitment practice can result in them facing legal challenge resulting in fines and loss of reputation.

A job applicant can take a business to an Employment Tribunal, even though they have not become an employee, if they believe that the reason they were not successful in their application for a role was due to discriminatory reasons.

Employers will find it difficult in defending a challenged recruitment decision if they use poor selection methods.

Employers can be found guilty of either directly or indirectly discriminating against applicants and claims of ignorance or lack of intention offer no protection. Best practice is for employers to recruit openly and fairly to get the right person.

Employers that work with vulnerable adults and children will also need to consider safer recruitment practice and the requirements regarding disclosures from applicants and required reporting by organisations where barred applicants apply to work with vulnerable groups.

Vanessa George, a nursery assistant from Plymouth, was jailed for abusing children. Using her mobile phone, she photographed children in her care as she abused them and shared the images with her accomplices.

The serious case review found that there was no clear staff recruitment and selection policy and the nursery manager had not attended safer recruitment training. The manager, in her role as school governor, knew of George as a classroom assistant and had recruited her through word of mouth.

There are no records of an advertisement, formal interview or references for her post, though there was a cleared CRB check (now known as a Disclosure and Barring Service check).

Equality and recruitment

Employers need to carefully consider potential discrimination claims that can result from the language in the advert, questions and statements on the application form or in interview and decisions to employ relating to the nine protected characteristics under the Equality Act 2010.

Under the Equality Act it's unlawful to discriminate against a person based on:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion and belief
- sex (gender)
- sexual orientation.

Unlawful discrimination in recruitment can take a number of forms

Type of discrimination	Example of discrimination
Direct discrimination – treating an applicant with a protected characteristic differently from someone who doesn't have that characteristic.	Not offering a man a care worker a job because most people being supported prefer female care workers.
Indirect discrimination - applying a criteria that disproportionately affects a person with a protected characteristic in comparison to people who don't share that characteristic.	A job advert requiring a particular number of years of experience, ruling out younger people who have the skills required.
Discrimination by association – directly or indirectly discriminating against a person who has an association with a person who has a protected characteristic	Refusing to employ a person who is a carer for a person with a disability as concerned wouldn't be able to travel for role.

Discrimination by perception - directly or indirectly discriminating against a person who it's believed has a protected characteristic.	Not employing someone who you think has a particular religion because of their name as you believe they will find it difficult to fit in with the culture of the team.
Discrimination by victimisation – directly or indirectly discriminating against a person who has previously complained about discrimination, supported someone else who has complained of discrimination or sought to uphold their equality rights.	Refusing to offer a person an internal development opportunity as they've previously made a complaint of discrimination against their employer.
Discrimination by harassment - unwanted conduct related to a protected characteristic, which has the purpose or effect of violating an individual's dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual'.	Telling jokes about an applicant's religion or belief at interview making them feel humiliated.

Employers should consider the questions that they ask at interview aren't interpreted as discriminatory.

Question	Notes
What is your age?	Only if inherent requirement of the job: e.g. serving alcohol in licenced premises (otherwise may raise issues of age discrimination).
Do you have any children?	Potential discrimination relating to gender/or associative if carer. Employer needs to consider how this is relevant to the role.
Do you have any upcoming commitments that would require extensive time away from work?	This is an open question that doesn't presupposes any commitments that the applicant may have.

Where were you born?	Potential discrimination race – how relevant to the role – have pre-employment checks to establish right to work.
Does your family situation stop you from being able to travel?	Potential discrimination gender/carer – explain job involves travel would you be able to fulfil this – travel should be in person specification.
Are any of your references or qualifications under another name?	This avoids a question about marital/civil partnership.
Have you ever been arrested?	Arrest is not the same as convictions – and unless relevant to job – convictions may be spent - DBS provides information including soft information such as arrests if relevant to the role.
How much longer do you plan to work before you retire?	Potential age discrimination – could ask about career goals/development.
How would you feel about managing a young team?	Potential age discrimination – better to ask: “tell me about your experience of managing a team?” or “Tell me about the leadership qualities you feel you could bring to the team?”.
That’s an interesting surname where does it originate from?	On the surface this may be intended as a rapport building question but potentially could be challenged as race discrimination.

Disability and recruitment

As a general rule, the Equality Act 2010 makes it unlawful for employers to ask about employee’s health or disability when considering whether or not to offer employment to a potential applicant.

Section 60 of the Equality Act 2010 makes it generally unlawful to make queries about health.

The purpose of Section 60 is to prevent disability or health information being used to shift out job applicants without first giving them the opportunity to show they have the skills to do the job.

However, the Equalities Act does allow an employer to ask about disability in very limited circumstances.

1. To check if person can take part in an assessment as part of the selection process.
2. If it's necessary to carry out an intrinsic part of the job. Employers should consider if that part of the job can be assigned to another person or changed as a reasonable adjustment.
3. If disability a genuine occupational requirement of the job. For example, an autism engagement worker role would require someone diagnosed with autism in the role.

When asking about a person's disability or health employees should think about how they ask a question and if that part of the job can be assigned to another person or changed as a reasonable adjustment.

Employers can make a job offer that is conditional on medical checks and then ask health-related questions without being in breach of Section 60.

Unconscious bias

A 2009 DWP study found that when sending fake CVs with identical qualifications and experiences the applicant with the white British sounding name had to send nine before gaining an interview where the applicants with ethnic minority names had to send an average of 16 applications to gain an interview.

In 2012 'Policy Exchange' sent out 1000 identical CVs for bar and personal assistant jobs. Half claimed to be from 25-year-olds, half 51-year-olds. The 25-year-olds were 2.25 times as likely to receive a response

Unconscious bias refers to biases that influence our thoughts and behaviours without our awareness.

These biases can influence our decision making automatically and are often triggered by our brain making quick judgments and assessments of people and situations, without all the relevant information and instead are informed by our background, cultural environment and personal experiences.

Unconscious bias occurs when these untested messages are accepted as truth.

Employers need to consider ways in which bias could be embedded in their organisation's recruitment and selection processes alongside ways to avoid bias.

- **Bias within the selection process**

The selection process can be a useful way of assessing an applicant's skills and abilities. However, bias can exist within tests that are used to select applicants for example in relation to language. Bias can also exist in assessing what is to be measured for example a role that seeks 'physically fitness' or 'highly articulate' may discriminate against disabled applicants.

- **Falling into the 'mini-me' trap**

First impressions count. Interviewers form opinions about applicants within the first few minutes of meeting them leading to bias in decision-making. We are more inclined to like people who we judge to be like us.

- **Organisational fit and recruitment filtering**

Organisational fit occurs when recruiters look for individuals who have the skills and abilities to do the job role and consider whether the individual will fit into the culture of the organisation ('they're like us').

- **Informal networks and word of mouth recruitment**

Networks can act as a way of excluding some social groups from taking advantage of possible recruitment opportunities. The 'it's not what you know, but who you know' can exist both in the working environment and social activities outside of work.

- **Sector based stereotyping**

Excluding individuals from employment opportunities because of sector norms and stereotypical perceptions only exaggerates ingrained bias, for example women and older people make better carers.

Tips to avoid bias in recruitment and selection

- **Review person specifications**

Review the person specification and job description ensuring it's free from bias – remove all unnecessary requirements that simply act as job filters or ways of narrowing the talent pool.

- **Review recruitment images**

Employ images and text applicants from a wide range of backgrounds that will appeal to a broad range of possible applicants. Research shows that minority groups respond to adverts that reflect their social identity also consider where adverts are placed.

- **Set diversity targets for recruitment agencies**

Requests from clients will ensure recruitment agencies are motivated to look for a wide range of talented applicants.

- **Remove bias within selection tests**
Ensure that the types of case studies used as part of any selection tests do not favour any particular group. Similarly, ensure that you use psychometric tests that are free from bias.
- **Be aware of the 'halo affect'**
The halo effect operates at an unconscious level and allows applicants to pass through a 'favourable filter', by sending unconscious codes about who they are and their relationship to the interviewers. Equally the horns effect means previous negative experiences of an individual or group can mean applicants pass through a negative filter.
- **Sufficient time**
Ensure there is sufficient time to make recruitment decisions. When people are rushed they're more likely to fall back on biases
- **Train assessors/recruiters in unconscious bias**
It's important to raise awareness of unconscious bias and how it affects decision making.
- **Clear assessment criteria**
Unclear assessment criteria can lead to confusion which allows bias to flourish as people start to use intuition to make decisions. Be clear about the minimum criteria to select someone in to a pool of potential applicants and applied consistently. Assessment criteria needs to be clearly construed and clearly state the factual evidence that will show the criteria is met.
- **Shift blind**
Remove any information from application forms or CVs that could trigger bias whenever possible (names, age, gender etc.) so assessors focus solely on the skills, knowledge and experience of the applicants.
- **Challenge assessors**
It's good recruitment practice to have more than one assessor at all stages of selection. Assessors should challenge each other on the relevance of information that's used to support their decision making e.g. it's not enough to say, "they worked on a major project", ask what they did, its impact and how it's relevant to the post the person is being interviewed for.
- **Challenge language**
The negative and positive language used about different groups can identify bias which can be challenged by reframing, for examples certain behaviours can be described positively in groups of males such as assertive and focussed on success' are described negatively when attributed to women "pushy and self-interested".

13. Candidate feedback summary form

Candidate name _____ Interview date _____

Interviewer's names _____

Overall recruitment decision

Appointable	Not appointable
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Values interview question ratings

(No evidence, below satisfactory, satisfactory, good)

1)	2)	3)	4)
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Other assessment ratings

Assessment (interview, role play, test)	Rating

Feedback summary

Evidence of alignment with the values
Evidence of non-alignment with the values
Evidence from other assessments

14. Recording and assessing exercise

Dignity and respect

Describe a time when you supported someone who was going through a difficult time?

Aligned indicators	Non-aligned indicators
- Can provide a relevant example. - Treats the other person with respect regardless of any issues or the situation. - Is approachable and welcoming to others when they need help and support. - Spends time listening to the other person to get to know them and their needs and difficulties. - Is sensitive to the other person's concerns and respects their privacy and dignity. - Respects the other person's right to make their own decisions and offers them support and help. - Reflects on the experience and puts learning into practice.	- Cannot provide a relevant example. - Doesn't treat the person or their situation with respect. - Isn't approachable and ignores others when they need help and support. - Makes assumptions about the other person and their situation, doesn't spend time listening to them. - Is insensitive towards the other person, doesn't respect their privacy or dignity. - Believes they know what's right for the other person, does things to them rather than supporting them. - Isn't self-reflective; doesn't put learning into practice.

Summary

No Evidence	Unsatisfactory	Satisfactory	Good
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15. Practice interview feedback form

Please use this form to write down your observations of other delegates in the practice session.

Delegate name _____

What I really liked was.....

What you could have improved was.....

What I would have asked or probed was.....

Practice interview feedback form

Please use this form to write down your observations of other delegates in the practice session.

Delegate name _____

What I really liked was.....

What you could have improved was.....

What I would have asked or probed was.....

Practice interview feedback form

Please use this form to write down your observations of other delegates in the practice session.

Delegate name _____

What I really liked was.....

What you could have improved was.....

What I would have asked or probed was.....

Practice interview feedback form

Please use this form to write down your observations of other delegates in the practice session.

Delegate name _____

What I really liked was.....

What you could have improved was.....

What I would have asked or probed was.....

16. Values-based interview introduction checklist

- ✓ Establish rapport and introduce names and roles
- ✓ Ask if received information about the values-based interview in advance
- ✓ Explain what the values-based interview is

“Today we are going to have a values-based interview. This may feel different from other interviews you have had in the past as we are not focussing on your skills, knowledge or qualifications. We want to get to know you as a person and want to understand what is important to you in terms of the way in which you work with others. We want to understand whether your values and behaviours fit with the values and behaviours of our organisation so that we know you will be the right person for us and that we will be the right organisation for you.”

- ✓ Explain you will be looking for them to give real examples from their work, volunteering or other relevant experience when answering each question. Tell them not to worry if they need to take a few moments to think of a good example as you want to get the best from them.
- ✓ Tell them how many questions you will be asking in the interview.
- ✓ Explain you will be asking lots of follow up questions for between five to 10 minutes after each initial question as you want to really understand not just what they did but why and how they did the things they did.
- ✓ Tell them both interviewers will take notes in the interview and so there may be times when you lose eye contact but assure them that you are listening.
- ✓ Ask if they have any questions about the interview before you begin.

17. Values-based recruitment and retention checklist and action plan

Use this checklist to identify the aspects of values-based recruitment and retention that you already have in place in your organisation, and the areas that you need to develop further. You can then use it to develop an action plan to take back to your organisation.

Articulate		
Aspect	Agree/disagree/ don't know	Proposed action
We have workplace values.		
All our staff are aware of and understand our workplace values .		
Managers and senior managers live and role model the values of our organisation.		
We have behaviours linked to our values which articulate to staff what we expect from them in work.		
Our clients/people we support, know what our values are and what they can expect from us when we deliver care and services to them.		
Colleagues are willing and know how to challenge behaviour which isn't in-line with our organisational values.		

Attract		
Aspect	Agree/disagree/ don't know	Proposed action
Our values are clearly articulated on our website, in our adverts and in all our recruitment materials.		
We give potential recruits a realistic preview of what it would be like to work for us before they apply.		
We think creatively about how to target and attract new employees.		
Our person specifications and job descriptions include the values and behaviours we are looking for in our staff.		

Apply		
Aspect	Agree/disagree/ don't know	Proposed action
Our application form asks candidates for evidence of how they can demonstrate the values and behaviours of our organisation.		
We recruit for values not just for skills and experience.		
We use our values to shortlist candidates.		

Assess		
Aspect	Agree/disagree/ don't know	Proposed action
We asked values-based questions in our interviews		
We use a range of different assessment methods to assess values, skills and experience.		
We train all our interviewers and assessors to ensure they can objectively assess whether someone will fit our organisational culture.		
We have clear criteria for assessing whether someone is suitable or not based on our organisational values.		
We train our managers to ensure they know how to shortlist candidates for their values.		

Assimilate		
Aspect	Agree/disagree/ don't know	Proposed action
We use information about candidates from the selection process to induct and train them when they start work.		
We have clear induction standards and processes which explain to new recruits the behaviour we expect to see and don't want to see.		

Managers regularly supervise their staff and discuss their behaviour and attitudes with them.		
We train and develop our managers and staff to live the values and behaviours.		

18. Checklist for recruiters

Question/topic	Notes	Yes	No	Comments/actions/things to consider
Attraction				
Am I clear about where I attract my main sources staff from?	Advert in local paper, local job board, social media internet job boards, radio, open days etc.			
Do I understand the motivation of people seeking a role in my organisation?	Convenience, passion to work in social care?			
Do I understand the life stage of people seeking a role in my organisation?	No children, post children etc.			
Do I know the recruitment status of people seeking a role in my organisation?	Active job seeker, passive, unaware?			
Do I seek feedback from applicants on what the organisation could have done differently?				
Do I ask my staff who else they know that would make a great care/support worker?				
Do I ask potential staff who else they are considering working for?				

Do I ask potential staff what made them apply to my organisation?				
Do I understand what my best recruitment advert contained and how to replicate it?				
Retention				
Do I ensure my staff have access to good quality training and development?				
Do I undertake appraisals and provide feedback?				
Do I try to give staff additional responsibility that will develop their career?				
Do I know what may attract my staff to go and work for other employers?				
Leavers				
Do I carry out exit interviews?				
Do I take time to really understand why my staff leave?				
Have I ever tried to re-engage good leavers?				

19. Evaluating the impact of values-based interviewing in your organisation

The following questions should help you to evaluate the impact values-based interviewing is having in your organisation. On its own, values-based interviewing will not reduce your labour turnover or change the culture of your organisation. It will only have a positive impact when it is used alongside of other values-based recruitment and retention initiatives, such as ensuring values are integrated into your induction, training, supervision and performance management of staff.

- Do we recruit anyone who is rated as unsuitable in their values-based interview? If so, how do those recruits go on to perform in post?
- How are staff who were rated suitable or good at the values-based interview performing in post? Do you have any performance issues with staff recruited using values? If so are the issues areas which were probed in the values-based interview or not?
- Are people recruited after a values-based interview staying any longer than those not recruited using a values-based interview? What are the reasons for leaving of staff recruited using a values-based interview? Are these reasons the same or different to staff not recruited using a values-based interview?
- How do managers feel that staff recruited using values-based interviews fit in with the team and the organisation? Have they noticed any differences in the staff they have recruited using a values-based interview from those recruited pre-values interviewing?
- Are managers supportive of including values-based interviews in their recruitment process?
- Do candidates respond positively to the values-based interview?
- Have people who need care and support given any feedback about staff recruited on values? What is this feedback? Is it different from the feedback about staff not recruited using a values-based interview?

20. Using profiling systems to support values-based recruitment: guidance and matrix

This guide will support social care employers to find profiling systems to support a values-based approach to recruitment and retention. It provides help with choosing a system and includes a matrix of products current as of August 2016.

Please note, Skills for Care, the Skills Academy, the Department of Health and Social Care and McIntyre have taken all reasonable steps to check the accuracy of the information in this guide. However, much of the information has come from sources over which we have no control, so we do not accept any liability for any consequences arising from the use of this guide.

Introduction

Research into profiling systems that assess 'values' appropriate to social care found there's a wide selection available on the market. They were all considered to be appropriate for their purpose, however some were found to be more relevant to some sectors (e.g. sales or banking), specific job roles (e.g. management or graduates), specific purpose (e.g. recruitment or personal/team development) or offer a specified or combination of tests (e.g. attitude, competence, function, personality or motivation), than others.

Some profiling tools were described as something other than 'values' however they appear to be aligned to the values described as appropriate for working in social care²; others may describe themselves as 'values' however may be an adaption or customisation of a previous system or more aligned to other personal 'qualities' (e.g. belief, value and attitude).

For social care it was found there is no one definitive solution for all social care employers. Therefore, it's important that social care employers ask themselves a number of questions before identifying a profiling system of their choice.

These include:

- **What purpose do you need the assessment for?**
- **How much can you afford?**
- **Do you want an on-line or off-line solution?**
- **How quickly do you need a response?**

See Example values and behaviours framework for adult social care

- **How long/complex do you want the test to be?**
- **What do you want to measure?**

Responding to questions

The following information provides further guidance.

1. What purpose do you need the assessment for?

- **Psychometric tests** are generally used to discover how good someone is at skills, such as verbal or numerical reasoning
- **Psychometric profiling** is used to 'build a picture' of either an individual or a team, such as identifying their values, personality type or occupational interest. You can read more about this [here](#).

2. How much can you afford?

Costs can vary from £3-£25 per report (to buy a system 'off-the-shelf') to £thousands plus (to 'build' your own system based on your organisation's vision and job profiles). If you intend occasional or low volume use it may be more cost effective to consider a payment per assessment report, considering scale of economy (costs tend to fall as more are used). Where it's intended use is for 'high volume' it is likely to be more efficient to buy an annual 'license' that may apply to unlimited or restricted use (e.g. up to a stated volume) per annum; most systems providers will offer a six month or annual review with usage or renegotiation based on previous usage, recommended for first time users. Many systems providers offer a 'free trial' so don't forget to ask. Consideration of requirements for training and administration should also be understood, consideration to these two factors are included in "how quickly to you need a response?" below. **All providers of the systems included in the Matrix below are willing to consider a reduced fee for small and third sector employers.**

3. Do you want an on-line or off-line solution?

- **'On-line'** means (usually for off-the-shelf solutions) easily accessed on-line, mostly web-based, no consultancy fees, rapid deployment and quick to use, these are useful for profiling a large number of people.
- **'Off line'** definitely means consultants fees, 'practitioner license' fees and training, but can be more in-depth as the trained consultant/licensee often meets the candidates face to face. Cost is much higher. No unlimited usage licenses available offline.

4. How quickly do you need a response?

Both online and offline affect the speed of response. Online solutions tend to be more immediate, however some systems require a 'trained and licensed practitioner' to 'administer the system' and/or to feedback reports to candidates which is likely to delay the response time. The offline solution is either delivered by the procured consultant or by a licensed practitioner (internal or external), e.g. Myers Briggs. In all cases where there is a 'licence to practice' there will be a fee.

5. How long/complex do you want the test to be?

Personality profiling primarily seeks to understand human commonalities before individual differences or what makes a person unique. As such if there are particular traits that are more appropriate to a sector or job roles the individual reports produced may present similarly where human commonalities occur. Broadly speaking, there are two types of personality tests: ipsative and normative. Ipsative personality tests are designed to measure how job-applicants prefer to respond to, for example, problems, people, work pace and procedures. The 'ipsative' approach does not directly compare a candidate to other people's personality assessment; it's a report solely about them. In contrast, 'normative' personality tests assess measurable personality characteristics on individual scales and the end score measures characteristics against patterns of pre-defined 'normality' (i.e. are they more or less like 'the norm'). Ipsative tests tend to be shorter than normative and less susceptible to 'social desirability' responses, when a job-applicant attempts to respond to personality related items in a way that reflects them positively but not necessarily accurately.

6. What do you want to measure?

The following types of test provide definition to those included in the matrix below (a wider range of test definitions are included at the base of this guide).

- **Ability:** assesses an individual's ability (skills, talent and proficiency) to do a task or job.
- **Attitude:** assesses how an individual's values translate into behaviours e.g. assesses an individual's 'feelings' about an event, person or object, particularly useful in pre-screening and recruitment situations or as a tool to 'address' inappropriate behaviours.

- **Competence:** used in recruitment or development settings, job applicants or existing staff can be assessed for their ability or capacity to do a particular task or job that is benchmarked against a framework of behaviours, similar to assessing staff to the social care 'Qualifications Credit Framework'.
- **Cognitive:** assesses mental processes that underlie behaviour, including thinking, reasoning, problem solving, decision making, creativity and to some extent motivation and emotion.
- **Emotional Intelligence (EI):** used in recruitment, coaching and development situations, EI assessment measures a person's level of emotional intelligence e.g. how they communicate and relate to others and how they cope in challenging situations and personal stress, factors that may impact on their decision making.
- **Function:** assesses knowledge, skills and attitudes related to a job function, differentiating good bad and indifferent.
- **Motivation:** determines an individual's level of motivation related to a particular job or role. For example, it could be used to assess whether any employees are right for taking on a leadership position, or a potential student prior to embarking on a course of education or, in the case of social care, whether an individual has the right motivation to work in a social care environment.
- **Personality:** "a test usually involving a standardised series of questions or tasks, used to describe or evaluate a subject's personality characteristics" (The American Heritage Dictionary of the English Language, Fourth Edition copyright 2000 by Houghton Mifflin Company (2009).

Used in recruitment and retention context it can be used to assess whether a candidate will fit into a job/team or organisation in terms of personality, attitude and work style, areas that may impact on their motivation. Other factors of personality can correlate substantially with non-traditional aspects of job performance such as leadership and effectiveness in a team environment. The Myers-Briggs Type Indicator (MBTI) and Thomas International are popularly used in these types of settings.

- **Situational Judgement:** measure the suitability of job applicants by assessing attributes such as problem solving and service orientation, these tests screen for candidates with key attributes and assess their capabilities to perform and respond to job-related situations. Situational Judgement tests are commonly used as employee-selection and employee-screening and have been developed to predict employment success. An example of its use for

pre-screening is Skills for Care's "A Question of Care" that has been tested with Job Centre Plus for pre-screening of suitability to the sector; alternatively, it can also be used in recruitment as part of a wider recruitment process.

- **Value-Base:** aim to identify whether potential employees/candidates have the right values and behaviours to work in a particular sector, e.g. social care. It enables the employer to gain a 'sense' of how a candidate will treat people, their commitment to a particular sector and their qualities.

Popular psychometric tests

- **Matrix:** The Matrix below sets out psychometric (or other) systems considered to be relevant to social care and is based on the findings of recent research. It should be noted this is not an exclusive list; there are many systems on the market, some of which may be relevant to social care and/or its suitability and purpose for your organisation. Therefore, it is important you carry out your own research when sourcing for an appropriate system to your needs.
- **Relevance to social care:** All systems included in the Matrix below are considered to be '**relevant to social care**' and is intended to facilitate your choice. Please note they are listed in alphabetical order, not in the order of preferred or most appropriate system.
- **Costs:** Cost per license or report are available on request which should be made via the web addresses included in the Matrix below. Please note in all cases a monthly or annual cost per license and a cost per report (low usage) applies.
- **'Help-line' and technical support:** Offered by all system providers below
- **Small and third sector employers:** All providers of the systems included in the Matrix below are willing to consider a reduced fee for small and third sector employers.
- **Other psychometric tests:** Definitions of other popular psychometric tests that are available on the market, not included in the Matrix below, are included at the end of this Guide to facilitate your choice of the most appropriate test to suit the purpose at any given time

System	Measures	Psychological Assessment	Model	Experience in Sector
A Question of Care www.aquestionofcare.org.uk	Situational judgement video case studies and choice of responses to 'what happens next?')	n/a	On-line situational judgement that enables the assessment of suitability of an individual to the care sector. May be used prior to, during and post the recruitment process	Extensive – developed by Skills for Care and Development.
E-Talent Select www.etalent.net	Behaviour Personality Skills	▪ Personality is normative. ▪ Behaviour is ipsative. ▪ Skills, training etc. collect answers to user-defined questions from the applicant.	On-line profiling tools – fully automated http://vimeo.com/99630271	Worked in social care e.g. Balhousie Care Group and Bright Care.
McIntyre Profile www.macintyrecharity.org	Personality Competency, Involving Everyone	Normative, refined for McIntyre, a large employer in the social care sector.	▪ On-line personality assessment. ▪ Competency based questions for interview. ▪ People supported and others involved in the process.	Extensive

Profiles4Care (People Maps) www.profiles4care.com	Personality	Ipsative – tailored to Health and Social Care sectors.	Web-based on-line system with limited in-house administration required. Does not require training, 'license to practice' or consultancy fees.	Systems tested in health & social care via NSA VBRT pilot. NHS experience, Client base : Client base: 100% health & care sector employers'.
System	Measures	Psychological Assessment	Model	Experience in Sector
Psysoft www.psysoft.com/care	Emotional Intelligence (assesses social and emotional functioning in candidates)	Normative format questionnaire. Reports available include EQ-i 2.0 workplace, leadership, group and EQ 360	Administered via on-line portal. Requires certification training, followed by pay-as-you-go charges per candidate report	Extensive NHS experience
Sticky People (Staff-Sure 'People Clues' Assessments) www.stickypeople.co.uk	Core measures: ▪ Personality/Job Fit ▪ Workplace Attitude (Safeguarding) Also available: ▪ Cognitive (IQ) ▪ Candidate On-boarding report ▪ Candidate feedback report	Normative and offers reports based on 'norms' developed for Health and Care sectors. Sample reports and test links available upon request.	Web-based on-line system with simple in-house administration dashboard 60 minute free training session for employers to get started Benchmarked care profiles include care worker, support worker, nurse and 18 other care roles	Social care, healthcare and child care sectors Award-winning and used in US care sector since 2006, UK since 2012 Client base : 100% care sector employers

			Limited in-house administration required. Does not require license to practice	
Who Cares? www.tests-direct.com/pdf/WhoCares_User_Manual.pdf	Function (relates to job function) Values (through situational judgement items)	Normative	Consultancy Web-based on-line system Test-Direct says easy to use. Sells training www.tests-direct.com/products http://www.tests-direct.com/sample-reports/whocares-administrator	Social Care, health and healthcare 2 validation studies carried out. Latest study 2014 www.tests-direct.com/pdf/WhoCares_Validation_Study.pdf

Other types of tests available on the market include:

- **Aptitude:** designed to measure work-related perception, judgement and reasoning. They operate on a principle there is only one correct answer to each test question and that everybody can solve all questions, the only difference between people is how quickly they complete the test. Popular aptitude tests include numerical reasoning, verbal reasoning, spatial reasoning, and mechanical reasoning.
<http://www.psychometricinstitute.co.uk/Psychometric-Test-Guide/Aptitude-Test-Guide.html>
- **Cognitive ability:** can assess general intelligence and correlate very highly with overall job performance. Individuals with higher levels of cognitive ability tend to perform better in their jobs. This is especially true for jobs that are particularly intellectually demanding.
- **Job-knowledge tests:** particularly useful when applicants must have specialised or technical knowledge and commonly used in fields such as computer programming, law and financial management
- **Performance assessment:** is a process to find out if applicants can do the job for which they are applying. Tests are administered and judged by hiring managers who will be supervising the potential new recruit. These assessment tests can be used as a pre-screening tool to test applied knowledge, skills-job match and commitment of the applicant towards the job position.

21. Frequently asked questions

What is the background to values-based interviewing?

Values-based interviewing was developed by Kerry Cleary and the NSPCC 13 years ago. This was after the Choosing with Care report by Norman Warner, into abuse in children's homes by Frank Beck, who was the officer in charge of various children's homes in Leicestershire between 1970 and 1980. He was found to have systematically abused children in organisations which let it happen.

The report made a series of recommendations about recruiting staff to work with children, and one was that there should be a "preliminary interview" which looked beyond experience and explored candidate's attitudes and motives to assess their suitability to work with children. This led NSPCC to develop value-based interviewing.

Then in 2004 the Bichard Inquiry into Ian Huntley and the Soham Murders echoed many of the recommendations from the Warner report, and the NSPCC contributed to the Bichard Inquiry. One recommendation was to use values-based interviews in recruitment to schools.

NSPCC evaluated the impact and success of values-based interviewing internally, and proved that it had a 0.46 predictive validity (the ability of an interview to predict future performance, measured on a scale of 0 to 1). NSPCC then started to deliver training around values-based interviewing to external organisations.

Oxfordshire County Council developed a values-based recruitment project in 2014 - 2015 to look at how this values, behaviours and attitude (VBA) interviewing model could be applied to the adult social care sector. A pilot VBA interviewing training course was run in Oxfordshire and three organisations did the training and implemented values-based interviewing in their organisations. An evaluation of the success of this pilot was carried out in 2015.

What happens if the two values interviewers disagree on the score they give to candidates?

They should discuss their ratings and try to reach a commonly agreed score for their answers based on the evidence they have heard the candidates present. If they still disagree they should share their ratings with the recruiting manager who they give the values interview feedback to and explain what their points of difference are in the scoring. It is still for the recruiting manager to make the final decision on whether to recruit the individual or not.

What if a candidate gives a response that is neither one of the positive nor the negative indicators but is somewhere in the middle, how should their answer be scored?

The indicators are as their name suggests just indications of what the candidate's response should be, but they cannot cover every response from every candidate. Also, it's the summation of all the indicators not any one indicator that gives the candidate a score for the question. If the response is in between the two ratings it can be ticked as in between as seen as a neutral response and the other positive and negative indicators should be looked at to determine an overall score for that question.

What if the candidate doesn't give evidence, either positive or negative, of one of the indicators in one of the questions?

As above, they are only an indication of their response. If this is because you as an interviewer didn't probe around that indicator, then you cannot fairly penalise the candidate for not giving that evidence and so you should look at how they scored on the other indicators. If you did probe and they didn't give you any evidence of the indicator then you could take this into account as being a lack of evidence, but again you would want to look at the overall score on all indicators not any one indicator.

Can I record a values interview (either voice or video recording) to review with colleagues later?

As with any other style of interview, there is no reason why you couldn't record an interview, but you should consider the following points.

- You would need to get the written consent of the individual being recorded/filmed to comply with data protection legislation. You will need to think about who will own the recording (you or the candidate), who will have permission to see it, how long the recording will be kept on file and whether the individual will receive a copy.
- Will you and/or colleagues realistically have a further hour or so following each interview to review the interview again and assess it?
- Be aware that recording an interview could potentially affect the rapport and openness of the candidate.

What if you get to the end of the interview and don't have enough evidence to score the candidate's response and meet the indicators?

When you start values-based interviewing you may find as you get used to the techniques that there are questions you could have asked but didn't think to in the interview and so miss some information. This is normal, and you will get more confident and competent in asking questions with more practice. If at the end of the interview you have insufficient evidence and when you reflect on your interview approach you realise you had more questions that you could have asked, it's not fair to penalise the candidate and so you would need to either mark them on the evidence you have or you may want to bring them back for a second interview and ask about specific areas that you missed. If, when you reflect you did ask all the questions (which is why it's important to record the questions you ask as well as the candidate responses) then you can evaluate this as being part of a lack of evidence from the candidate.

Why do you record the questions you ask as well as the evidence from the candidate?

It's useful firstly as it keeps you on track with what you have asked and probed and what the candidate has responded. Secondly it allows you to review the questions you asked after the interview to assess whether you have enough evidence from the candidate and if you don't whether there were other questions you should and could have asked to have got more evidence from them.

How many notes do I need to take in a values interview?

There isn't a set amount but as a guide, you should have enough notes to give a good summary of the story and the key actions and events for the example given and then all the key quotes from the candidate in terms of their values and behaviours. This would normally be no more than a side of A4. One paragraph or a few bullet points is unlikely to be enough and two pages of A4 is probably too much although when you first start to interview you may write down everything and then work out what you need to record with more practice of recording and assessing responses.

Should I probe on areas that don't link to the value and behaviour and question we are assessing but feel like they have a values link, e.g. "I felt bored"?

You only have five to 10 minutes to assess the candidate using the EARL technique so it's important not to go off on a tangent time wise and from a fairness perspective you will be assessing all candidates against the same indicators, so you should be guiding your probes towards the indicators. However, if you think that in asking about another area you may get more evidence of the value and indicators that's fine, but just be conscious of time.

Why are indicators important?

They're important to refer to in the interview as they ensure that you probe on the areas which are relevant to the value and do this consistently between candidates.

What if the candidate does really well in the other interview or in other assessments but doesn't do well in the values-based interview?

This can happen as the traditional style of interviewing focusses more on knowledge and experience and candidates can rehearse answers for such an interview, but they could also be technically brilliant at what they do but not share the values of your organisation. It is important for the values interviewers to feedback their evidence and views of the candidate from the interview and seek to influence the recruiting manager based on their feedback. But ultimately the recruiting manager still makes the final decision and if this is different than the values interviewers view, the interviewers should record their recommendation on their interview forms, so it's logged.

Can you "fail" a values interview?

The interview is not a pass/fail, candidates are scored from no evidence to good on a 4-point scale and we would expect that a candidate would be scoring at least a satisfactory on all questions to be recruited. It is about whether a candidate gives the evidence which shows they are aligned to the values and behaviours of the organisation not about whether they fail the values-based interview or fail to have the same values. This is important to think about when feeding back to candidates.

Is there evidence that values-based interviewed people stay longer with an organisation?

From the research undertaken by NSPCC there is evidence to show that values-based interviews can predict very well how someone will behave once in post but the research was over a two year period and there isn't a longer term study to prove whether people stayed longer. But evidence from research by David MacLeod into engagement ("Engaging for Success") shows that engaged people who are aligned with the organisation's values and mission and their role do stay longer and are more productive than those who aren't. The Oxford NHS research showed that people recruited on values-based interviews intended to stay two years seven months longer than those not employed as a result of a values-based interview when asked in their first month of employment. So, values-based interviews recruit more engaged staff. The challenge for the organisation is to manage them using the values to keep them engaged.

Can I use closed or hypothetical questions ever?

These should mostly be avoided in a values interview, but closed questions can be useful when you have a candidate who gives very long answers and you want to close them down and move them on. Hypothetical questions can be helpful if a candidate gets stuck and cannot think of an example and you could give a hypothetical example of what they may do in a role and ask them whether they have been in that situation and what they did. It's important to bring it back to a real example as soon as possible.

How can we 'establish rapport' sufficiently to get candidates to relax in a 30 to 60-minute interview?

It's important that candidates get as much information about the values and values interviewing as possible before the interview, so they come in with a good idea of what it's about. The introduction is important in terms of settling the candidate in and explaining what will happen and what you need from them in terms of examples. It's then important to read the candidates reactions to the first question in terms of the language they respond to, mirroring their body language and style of responding and provide lots of non-verbal communication. This approach is all about ensuring candidates have every opportunity to give the best account of themselves and the interviewer has a role in relaxing the candidate and facilitating them telling their stories as best as they can.

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