



Values and Competency Based Selection

Guidance on Interviewing

Version Two: 2015
(replaces 2013 NMAHP edition)

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Purpose of this Guidance

In its strategic plan for 2012-20 NHS Lanarkshire gives a commitment to:

- Demonstrating a caring and person centred ethos that embeds high quality, safe and effective care
- Continually striving to do the best individually and collectively
- Accepting individual accountability for delivering a service to the best of ability
- Being responsive to changing culture, expectations and needs.

To do this NHS Lanarkshire needs staff to be caring, knowledgeable and skilled. It follows that selecting staff with the right values, aptitudes and attitudes; who have demonstrated excellence in previous work and learning; and who are willing and able to care, to work hard and continue to grow and develop is essential. The Values and Competency Based (VCB) approach to staff selection has been designed to do exactly that. It is evidence based, fair, consistent and transparent. It demonstrates person centeredness, safety and effectiveness the three quality ambitions of the NHS in Scotland.

The VCB approach is therefore commended to you as you undertake, on behalf of NHS Lanarkshire, arguably the most important of tasks, the selection of staff.

The majority of staff selected to work in NHS Lanarkshire enjoy a lifetime career. It follows that an individual inappropriately selected for a role can harm the quality of care provided, impact on staff, patient and professional relationships and damage NHS Lanarkshire's reputation. Staff selection is therefore recognised and valued as a key responsibility in employing a high calibre, effective and dynamic workforce for now and for the future.

High quality staff are pivotal to maintaining and advancing the standards of care and leadership capacity through synchronicity with organisational values and aspirations. Assessing and selecting the right applicants fairly, consistently and transparently is challenging. Whilst clinical/occupational and intellectual competence is highly desirable this can normally be readily demonstrated and assessed through previous qualifications or work experience for example. This is not enough. To deliver high quality health care such knowledge and skills need to be underpinned by compassion, empathy and highly developed person-centred attitudes. In addition more senior posts (for NMAHPs Bands 6 and above) also require assessment of leadership attributes. The challenge centres on consistently assessing such attitudes and attributes in selection interviews. This guidance has therefore been prepared to help you make that important assessment and appoint the right people.

The VCB selection process was originally introduced under the Nurses, Midwives and Allied Health Professionals (NMAHP) Leading Better Care programme in 2013. A guide for interview Panel Chairs was issued to support the process at that time. Following a rigorous evaluation and stakeholder consultation, this 2015 document is the updated edition of that guide, replacing the previous edition. It is applicable to all staff groups with examples drawn from the NMAHP staff group. It is for use by all interview panel members.

The guide covers the full process using a VCB approach and focuses on interviewing as the main method of selection. It makes reference to two other supporting documents: '*Guidance on Writing Person Specifications (2015)*' and '*Guidance on the Use of Other Selection Methods (2015)*'.

It should be noted that should further changes or developments ensue: HR Recruitment will advise on an ongoing basis.

How to Use this Guidance

This guide has been put together to offer you a logical and effective process to support the selection of future staff into NHS Lanarkshire. Applicants and candidates are assessed on information provided (evidence) not on assumption or personal knowledge of the person.

Please familiarise yourself with each section and take note of the areas which apply in each selection situation in which you are involved.

Two Values and Competency Based (VCB) frameworks are used; the second only for leadership positions (for NMAHPs this is Bands 6 and above). This approach is used recognising that the best indicators of future behaviours are evidenced through past experiences.

Section 1

Section 1 gives you direction on selection panel constitution and makes reference to the learning required of panel members.

Section 2

Section 2 gives you an overview of the Values and Competency frameworks and how they can be used.

Section 3

Section 3 gives you guidance on essential preparation. It includes reference to the important stage of shortlisting. It also gives guidance for the pre interview stage showing how to use / create competency questions and on how to use additional selection techniques should these be required.

Section 4

Section 4 gives you guidance on how to interview effectively and assess the candidate against the requirements for the post.

Section 5

Section 5 gives you an in-depth guide to the Values and Competency frameworks giving potential questions to ask in interview and how to assess responses. Although a large section you only need to use it as a resource, selecting only what you need from it.

Appendix 1: NHS Lanarkshire Organisational Values

Appendix 2: Panel Review Form

Section 1 Selection Panel Constitution and Associated Learning

The table over describes the ideal core selection panel membership and designation of Panel Chair for the NMAHP staff group. It is provided as an example and gives an indication of important principles of selection panel constitution and associated learning for all staff groups to consider noting:

1. There must be a trained Panel Chair and normally at least two other panel members agreed by the recruiting manager. One member of the panel should be the line manager of the post. In the event of a deciding vote, this will normally fall to the line manager whether Panel Chair or not.
2. The Panel Chair will normally be a senior professional lead/manager of the staff group who has undergone VCB training including sessions of observation and supervised practice (see 4 below).
3. Normally panel membership must have at least three members and this can increase with seniority of post to include up to 8 members. The final constitution of the panel is at the discretion of the recruiting manager and given the preparation required it must be established prior to candidate notification of interview arrangements (remembering that candidates have a right to know who will be on the selection panel).
4. At least one member of the panel, normally the Panel Chair will have been 'trained' in VCB selection and their name will be on a list held by PDC (for NMAHPs) or HR Recruitment (for other staff groups). 'Training' can be completed through participation in a taught programme; through informal tuition provided by someone who is already trained; through reading this set of guidance; or by completing the e-learning module. Whichever is the preferred learning route it must be followed by observation and supervised practice in the real world of selection interviewing using the VCB approach before being a Panel Chair. Learning required to indicate completed VCB 'training' must include:
 - Knowing how the whole VCB selection process works
 - Using appropriate questioning and scoring the Values and Competency Based framework
 - Using appropriate questioning and other techniques and scoring the Leadership Qualities Framework through interview questions, presentation, written exercise and/or problem based scenarios
 - Being confident in briefing and working with other panel members
 - Managing time and ensuring the contribution of panel members
 - Achieving an overall outcome based on judgement that is reflected in documentation
 - Providing feedback to successful and unsuccessful candidates
 - Reflecting on panel performance and identifying improvements.

Table to Show Suggested Membership of NMAHP Selection Panels

Job Level	CORE MEMBERS	Suggested Lay Member
Band 8b and above	NMAHP Executive Director/ Nurse/AHP Director/Director of PDC* General Manager	Non Executive Director Public Partnership Forum member or designate
Band 8a	Nurse/AHP Director * Chief of Nursing/AHP Professional Lead/Director PDC General or Service Manager	Public Partnership Forum member or designate
Band 7	Chief of Nursing/AHP Professional Lead/Deputy Director PDC* Senior Nurse/AHP Team Leader/NMAHP Consultant Service Manager	Volunteer/Advocacy/ Public Partnership Forum member or designate
Band 6	Senior Nurse/AHP Team Leader/NMAHP Consultant* Senior Charge Nurse/Team Leader/Senior AHP Practitioner	
Band 5	Senior Charge Nurse/Team Leader/Senior AHP Practitioner/NMAHP Consultant* Deputy Senior Charge Nurse/Deputy Team Leader	
Band 2/3/4	Senior Charge Nurse/Team Leader/ Senior AHP Practitioner/NMAHP Consultant* Deputy Senior Charge Nurse/Deputy Team Leader	

* Designated Panel Chair

NB Panels should always include the line manager of the post

Section 2 NHS Lanarkshire Values and Competency Frameworks

Values underpin behaviours and therefore behavioural competencies are assessed, in the main, at interview. Questions related to a competency framework assist interviewers to ensure the best candidate with the right behaviours and values as well as knowledge, skills and attributes is appointed for each particular post. Using competency based questions derived from at least one of the two frameworks given below ensures fairness and consistency within the interview process and clearly demonstrates to all candidates the requirements of NHS Lanarkshire for all employees.

Framework 1: Values and Competency Framework Overview

The Values and Competency based framework comprises the following 8 key areas, 2 of which are NHS Lanarkshire dimensions and 6 of which are directly related to the core dimensions of the Knowledge and Skills Framework of the NHS in Scotland. Each reflects at least one of NHS Lanarkshire's organisational values (Appendix 1). This is the base framework used in selection interviews for all posts.

1. Care and Compassion

Care and compassion are integral attributes expected of all working in NHS Lanarkshire. The ability and desire to nurture and support people in a healthcare environment and to offer empathic and sympathetic advice and guidance is core to NHS Lanarkshire's success. Compassionate care is the person centred, safe and effective delivery of care and services. Compassionate care is based on values of respect for service users, their families and carers and other staff.

2. Technical / Role Specific Skills

This competency reflects the combination of specific skills and knowledge required of the post and may be related to underpinning qualifications or other training and experience requirements. Technical and role specific skills reflect attitudes and aptitudes to learning and the value of quality for and in the workplace.

3. Communication

This dimension relates to effective communication in whatever form it takes place. Effective communication is a two way process. It involves identifying what others are communicating (e.g. through listening) as well as our own communication and the development of effective caring and working relationships. It reflects the values of fairness and respect.

4. Personal and People Development

This dimension is about developing ourselves and others using a variety of means and ongoing work activities. It reflects the values of working together and quality derived from learning.

5. Health, Safety and Security

This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it. It includes tasks that are undertaken as a routine part of one's work such as moving and handling. It reflects the values of quality and working together.

6. Service Improvement

This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates). The services might be single or multi-agency and uni or multi-professional. It reflects the values of fairness and quality.

7. Quality

This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including: codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems. It reflects the values of quality and working together.

8. Equality and Diversity

It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisations; the public in general. Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different: abilities; ages; bodily appearances; classes; castes; creeds; cultures; genders; geographical localities; health, relationship, mental health, social and economic statuses; places of origin; political beliefs; race; religion; sexual orientation; and those with and without responsibilities for dependents. It reflects the values of fairness and respect.

Framework 1 Based Questions

The questions suggested in using this Values and Competency framework (reflecting 1 to 8 above) have been designed to reflect a range of underpinning values (see Section 5). The questions are given as a guide to highlight and ascertain the information required to question fairly, assess consistently and make the best decision in selecting the right people for NHS Lanarkshire. You can design and use your own questions as long as they are competency based (see below). Questions must best reflect the post for which the interview is being held.

Whilst keeping your questions consistent across a group of candidates, you should vary them from one group of candidates to another: to reflect your reflections on the efficacy of the questions; to prevent rigidity and staleness; and to reduce over familiarity/predictability by candidates.

It should be noted that in the selection interview you are expected to ask a ***maximum*** of 8 competency based questions during the interview (one for each competency). This can be less if a question covers more than one competency ***and less is preferable as it allows the panel to probe responses more thoroughly to aid decision-making.***

Framework 2: Leadership Qualities Framework Overview

In recognition of the leadership qualities required of more senior posts an additional competency framework is required – the Leadership Qualities framework. This additional competency framework is made of the following 8 key areas: 7 of which are directly related to the NHS Scotland Leadership Qualities Framework; the 8th is an addition of Technical / Role Specific skills which may be required of/for the post.

For NMAHPs this framework is used on a graduated basis for Band 6 and above posts and is combined with the use of other selection techniques. For more details on the suggested graduated use of this framework and the use of other techniques please refer to NHS Lanarkshire's Guidance on Use of Other Selection Methods (2015).

9. *Setting Direction – Intellectual Flexibility*

This competency focuses on embracing and managing ambiguity and complexity, and being open to creativity in leading and developing services.

10. *Setting Direction – Drive for Results*

This competency focuses on displaying a strong commitment to making service performance improvements and a determination to achieve positive service outcomes for the public.

11. *Personal Qualities – Self Belief*

This competency focuses on displaying confidence of success and overcoming obstacles to achieve the best outcomes for service improvement.

12. *Personal Qualities – Drive for Improvement*

This competency focuses on the showing of deep motivation to improve performance in public services and making a real difference to others.

13. *Personal Qualities – Personal Integrity*

This competency focuses on demonstrating a sense of commitment to openness, honesty, democratic inclusiveness, loyalty and high standards in undertaking the leadership role.

14. *Delivering the Service – Leading Change through People*

This competency focuses on communicating the vision and rationale for change and modernisation and engaging and facilitating others to work collaboratively to achieve real change.

15. *Delivering the Service – Effective and Strategic Influencing*

This competency focuses on being able and prepared to adopt a number of ways to gain support and influence diverse parties, with the aim of securing improvements.

16. *Technical / Role Specific Skills*

This competency focuses on asking additional questions that relate directly to the technical / job tasks within the job.

Framework 2 Based Questions

The questions suggested for use to reflect this Leadership Qualities framework (reflecting 9 to 16 above) have been designed to reflect a range of underpinning values (see Section 5). The questions are given as a guide to highlight and ascertain the information required to question fairly, assess consistently and make the best decision in selecting the right people for NHS Lanarkshire. You can design and use your own questions as long as they are competency based (see below). Questions must best reflect the post for which the interview is being held.

Whilst keeping your questions consistent across a group of candidates, you should vary them from one group of candidates to another: to reflect your reflections on their efficacy; to prevent rigidity and staleness; and to reduce over familiarity/predictability by candidates.

It should be noted that in the selection interview you are only expected to ask a ***maximum*** of 8 competency based questions ***in total*** during the interview. As stated earlier this can be less if a question covers more than one competency ***and less is preferable to allow the panel to probe more in depth and aid decision-making.*** These questions need to be drawn from both the Values and Competency based framework and the Leadership Qualities framework for more senior posts where leadership competency applies.

As previously mentioned for NMAHPs this framework is used on a graduated basis for Band 6 and above posts and is combined with the use of other selection techniques. For more details on the suggested graduated use of this framework and the use of other techniques please refer to NHS Lanarkshire's *Guidance on Use of Other Selection Methods* (2015).

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Section 3 Preparation

Application Form Scoring and Guidelines (Shortlisting)

A key part of NHS Lanarkshire's plan is to consistently select the right and best people. This selection starts with the initial scoring of the application form (shortlisting).

At this initial application stage the decision maker (ideally the Panel Chair and at least one other panel member) must complete the shortlisting scoring sheet in accordance with the essential and desirable criteria for the post applied for as detailed within the Person Specification. The Person Specification must have been reviewed and if necessary, updated for the current post as advertised (please refer to the '*Guidance on Writing Person Specifications 2015*'). Applicants must show that they meet the essential criteria before being invited to interview. Where there are high volumes of applicants meeting the essential criteria the use of the desirable criteria from the Person Specification can be effective in reducing the number of applicants being invited to interview. If necessary additional criteria can be used as long as these are reasonable, are specified in the shortlisting documentation, are applied to all applicants and are assessed in a similar way to essential and desirable criteria. This shows how important it is to be specific in detailing the content of the Person Specification that is drawn from and should accompany the formal Job Description for the post.

It is advised that no more than 8 applicants (the equivalent of one day of interviewing) are interviewed for any one post. You may need to consider reducing applicants further and consistent ways of doing this include assessing how well the applicant demonstrates understanding of the post applied for or how well the application form has been completed. You must document any further 'filtering' criteria you utilise such as more specific or relevant skills and experience applying them consistently to all applications.

From your records of shortlisting, it should be clear what the main reason is for selection or rejection at this stage.

Getting Ready to Use the Competency Frameworks for Interviews

1. The Frameworks

The following sections give guidance on planning interview questions in advance. It is based on NMAHP experience and may need some adaptation for other staff groups.

- For all non-leadership posts (i.e. for NMAHPs Bands 2 to 5) the selection interview will consist of **a maximum of and preferably less than 8** questions drawn from the Values and Competency based framework (1-8) to allow for further in-depth probing.
- For leadership posts (i.e. for NMAHPs Band 6 and above) the selection interview will consist of competency questions drawn from the Values and Competency based framework (1-8) and the Leadership Qualities framework (9-16), to a **maximum of 8** competency based questions and as stated above **preferably less** to allow for more in-depth probing

2. Levels of Questions and Answers

Suggested questions and answer measures are presented in Section 5 across four levels with the following advised, based on the NMAHP experience. It is acknowledged that adjustments may need to be made to reflect post requirements within different job families:

- Level 1 questions = for Agenda for Change Bands 1 to 4
- Level 2 questions = for Agenda for Change Band 5
- Level 3 questions = for Agenda for Change Bands 6 and 7
- Level 4 questions = for Agenda for Change Bands 8 and above.

3. Levels Applied to Pay Bands

The following gives an overview of the number and level of questions/answers to be used by job band. This is based on the NMAHP experience. It is acknowledged that adjustments may need to be made to reflect post requirements within different job families. It also shows how other selection methods can be systematically incorporated.

Bands 1 to 4

- Select **up to** 8 level 1 questions from competencies 1 to 8
- Answers are measured against level 1 good behaviours

Band 5

- Select **up to** 8 level 2 questions from competencies 1 to 8
- Answers are measured against level 2 good behaviours

Band 6

- Select **up to** 7 level 3 questions from competencies 1 to 8
- Answers are measured against level 3 good behaviours
- Select **up to** 1 competency from 9-16 to be demonstrated by way of a Presentation.

Band 7

- Select **up to** 6 level 3 questions from competencies 1 to 8
- Answers are measured against level 3 good behaviours
- Select **up to** 2 competencies from 9 to 16 to be demonstrated by way of a Presentation and a Written Exercise

Band 8

- Select **up to** 5 level 4 questions from competencies 1 to 8
- Answers are measured against level 4 good behaviours
- Select **up to** 3 competencies from 9 to 16 to be demonstrated by way of a Presentation, a Written Exercise and a Problem Solving Exercise

Band 9

- Select **up to** 4 level 4 questions from competencies 1 to 8
- Answers are measured against level 4 good behaviours
- Select **up to** 4 competencies from competency 9 to 16 to be demonstrated by way of a Presentation, a Written Exercise and a Problem Solving Exercise

4. How to Create a Competency Based Question

In Section 5 of this document example questions are given for each level of the 16 competencies. It may be necessary though to create other questions that the panel feel will bring out more detail of relevance to the post.

Competency-based questions are the same as 'open' questions and encourage people to describe:

- a specific situation in the past (S)
- what they did and why (T)
- whether they achieved what they intended (A)
- what the results were (R)

Competency based questions identify past reactions/responses/behaviours and this has been found to be a robust way of predicting future behaviours. Competency based questions can draw out inherent values through further probing such as why did you pick that example, how did that make you feel, what have you learned from that example?

You must always structure the interview questions and encourage answers that reflect the level of the job for which the interview is being conducted.

Because of this, it's important that you have a good understanding of what a good and a weak answer would be and in the examples given in this guidance there are descriptions to help you make that decision (Section 5).

5. Format of Competency Questions

Using the correct words / phrases at the start of the question encourages the candidate to give an 'open' (not yes/no) answer. Use clear language such as:

Tell me about.....? Talk me through.....? Give me an example of.....? How did you.....? Where did.....? What did.....? Why did.....? When did.....?

Here are a few reminders of what to avoid and what to do when creating competency based questions.

Don't:

- create closed questions (questions that only need a yes or no answer)
- create hypothetical questions (where you ask about how they would react in an imaginary situation) – the purpose of the interview is to find out about their experience and how they have actually behaved in the past
- create leading questions (questions that give an idea of the type of answer being looked for)
- ask about personal information or views not relevant to the role
- ask discriminatory questions – for example, questions about whether they are planning to have children in the next few years, anything associated with their marital status, whether they belong to a trade union, whether they have religious or political beliefs, whether they need childcare, or how long they have lived in the country.

Do:

- encourage the candidate to use recent experiences/examples in their responses (historical responses may be interesting but bear little relevance to those required today for tomorrow)

- encourage candidate to use experiences/examples that best reflect what is required/expected in job applied for
- ask probing questions (see below) if you need more information; if you feel the candidate hasn't fully answered the question; or to explore how their response applies to job applied for
- use questions appropriate to the level of the job - for example for entry level jobs ask about life experiences rather than work experiences or for jobs requiring an underpinning qualification ask about learning experiences gained whilst working towards their qualification
- use a consistent set of questions across all candidates
- refer to the '*Guidance on Use of Other Selection Methods*' (2015) for further suggested examples related to Presentation Topics, Written Exercises and Problem Solving Scenarios.

6. Using probing questions

Probing questions are used to uncover or seek more information in relation to detail either from the completed application form or from answers given to the competency based questions.

You can take the last answer and seek to develop the interviewee's thoughts in that area especially in relation to the job for which they are being interviewed. Sometimes probing questions are used to bring the interviewee back on to a subject from where they have digressed.

Probing questions are nearly always open questions, but may be a statement encouraging more thought for example:

- I notice you only talked briefly about how you felt about handling the x project - tell me a little more about that - how do you think this will be of use to you for this new post?
- You said that you did - why did you do it that particular way - how might you have done it differently-what have you learned from that experience that will help you in this new post?
- In your Application Form you say you did x – how does this reflect your priorities at the time – what relevance is this to this new post?
- From that example given - can you explain your actions and the result a little further-how will this help you in this new post?
- You've just explained how you handled a situation - what do you think were the skills/values/behaviours you exhibited during the situation- how do these apply to this new post?
- Is there anything else you feel we should know about you/your experience to support your application for this new post?

When using the Leadership Qualities Framework examples of probing questions are:

- **What** were the outcomes versus plans?
- **Why** did you do it like that and what impact did it have on strategy/policy
- **How** would you do it differently in the future?
- **Who** did you communicate with and in what style?
- **Where** will the results of this have most benefit?
- **When** did you learn these skills?
- **How** can this learning/experience/outcome be best used in this new post?

Probing questions are essential and excellent tools to use to uncover more detail, depth or consideration in responses. This provides for greater evidence upon which decision-making and candidate feedback can be based.

Section 4 Interviewing

1. Effective Interviewing

In this section you will find out about the whole interview process from start to finish. You should refer to this to help you prepare and carry out selection interviews.

Equality

Before looking at competency-based interviewing, it is important to be reminded about equality during the selection process. Providing equal opportunities is vital to everything NHS Lanarkshire does. It is about treating people fairly, whether they are employees or potential employees. Whilst the task is to find the right candidate for the role, interviewers must be consistent, fair and promote equality of opportunity. No applicant should be discriminated against in selection process.

Some examples of discrimination in selection include:

- not considering people from ethnic minorities for interviews (race discrimination)
- not appointing a female as she is pregnant (sex discrimination)
- appointing a man rather than a woman because the role is traditionally classed as including 'heavy' lifting (sex discrimination).

2. Preparation

As presented in Sections 1-3, it is the responsibility of each panel member to prepare for interviews and understand their role. To achieve this, prior to the interview there will be:

- a robust shortlisting process based on a reviewed and updated Person Specification (see '*Guidance on Writing Person Specifications 2015*')
- determination of any work or preparation the candidate has to do before the interview (e.g. prepare a presentation-see '*Guidance on the Use of Other Selection Methods 2015*')
- arrangements in place, agreed with all panel members, on where and when the interviews are being held (ensuring a quiet, private room has been booked with waiting facilities)
- reading of each candidate's application form by all panel members and all related appropriate documents (for example, the job description, person specification, role profile)
- agreed role and responsibilities of Panel Chair and panel members throughout the interview process
- agreement on who will check each candidate's identification documents and professional qualifications, recording same on relevant document
- panel agreement on the format and structure of the interview using competency-based questions and decisions made on who will ask questions, take notes and provide feedback to candidates.

3. Reading the Application Form

Points of Clarification

It is important to read the completed application form prior to interview as at the interview points of clarification may be required including for example:

- Does the applicant address the competencies required of the position?
- Are there any gaps in employment history or education? What was the candidate doing during this time?

- Has the candidate moved from roles frequently over short periods of time? Why?
- Has the application form been signed & dated? If not, the candidate should be asked to do this at interview.

References

- A reference must be provided by the successful candidate's current or most recent line manager-check at interview that the candidate has provided the correct contact information.
- Where a candidate has been employed by the NHS previously, a reference will always be sought from the last NHS employer (line manager) even if there have been subsequent employers.

4. Values and Competency-based Interviewing

The aim of the selection process is to make sure NHS Lanarkshire chooses the right person for the role. All interviews carried out should be competency-based.

Competency-based interviews are designed to gather specific evidence from the candidates past experiences to show that they have the competencies and demonstrate appropriate value-based behaviours identified as being vital to performing effectively in the role. The evidence gathered during the interview helps in assessing the candidate's potential performance in the future.

Ensure you understand the role and the skills, knowledge and qualifications needed, and prepare questions to measure the candidate's level of competency.

A Good Interview

A good interview is characterised by:

- Making the candidate feel welcome and putting them at ease so they are able to perform to the best of their ability
- Encouraging the candidate to tell you what they have actually achieved and how they behaved (good questioning)
- Telling the candidate about the role and what it's like to work for NHS Lanarkshire
- Answering the candidate's questions and telling them what happens next
- Reviewing your interview notes, agreeing how each candidate has performed, deciding on preferred candidate, communicating outcomes and completed documentation to HR colleagues
- Being prepared to provide feedback to candidates.

The Interview

At the start of the interview, you should:

- Aim to put the candidate at ease
- Introduce all panel members
- Talk through the approximate length of interview
- Explain that as it is a competency-based interview questions will focus on the candidate's past experiences indicating who will be asking questions
- Advise the candidate that the panel will be taking notes during the interview
- Provide a brief description of the role to set the scene including Pay, Band, work pattern
- Always give the candidate opportunity to ask questions.

During the interview remember that it is a two-way process – the candidate will be assessing you and NHS Lanarkshire as much as you are assessing them! It is important that you demonstrate NHS Lanarkshire values, both as an individual panel member and a collective selection panel. You must:

- Be friendly and welcoming, behaving professionally at all times-remember ‘*Values in Action*’
- Think about your body language – you should smile, maintain eye contact and keep an open posture
- Follow the structured interview process as you have described and keep to time.

Once you have finished asking your questions, and the candidate has also finished their questions, the interview is closed by thanking them for their attendance and explaining what comes next in the process. This includes:

- Checking the candidate’s identification and qualifications (where required)
- Ensuring the candidate gives you a completed Working Time Regulation (WTR) form
- Making sure the candidate understands that if post is funded on a temporary basis whether secondment or fixed term employment is applicable
- Highlighting the NHS Lanarkshire policies or procedures relevant to the post
- Drawing the candidate’s attention to the Protection of Vulnerable Groups Scheme if this is a requirement
- Indicating the need for Occupational Health Screening and the taking up of References
- Telling them when and how they will be notified about the outcome
- Offering feedback.

Note-taking

It is important to take decipherable notes during the interview process. You may record relevant points, key words, or candidate comments for example. You may reflect on this between candidates and when reviewing all candidates at the end. The notes are used to inform the decision about the candidate as recorded on the Applicant Assessment Form and the eventual decision made. Notes are also used for giving feedback to applicants (at shortlisting stage, normally by HR Recruitment) or candidates at interview stage (normally by Panel Chair or designated panel member).

Notes made during the interview process must be collected for shredding with one full set returned to HR Recruitment, including questions asked at interview, **and** one set retained for one month by Panel Chair (or designated other) to give feedback. Under the Data Protection Act (1988), applicants have a legal right of access to interview paperwork about them, including any handwritten notes they have observed being taken during the interview. HR retain a full set of notes for one year from date of interview.

5. Assessing Candidates

To ensure candidates are treated fairly and consistently, they must be assessed against the competencies required for the post (as per Job Description/Person Specification). They must be assessed on information provided (evidence) and not on assumption or personal knowledge of the candidate.

Based on the set of core competency-based questions prepared and agreed prior to the interviews commencing, all candidates must be asked the same questions irrespective of whether or not they are existing employees. On an individual basis additional clarifying questions can be asked about information provided on their application form and further probing questions on any of the competency based questions can be asked if required.

Successful applicants **must** meet all the essential requirements for the post. It is important not to ask for essential criteria that may not be available within the pool of people applying for a post (e.g. an SVQ in health care can only be gained by working in a healthcare setting so if previous healthcare experience is not essential then this qualification cannot be an essential criterion).

Meeting the required standard deems a candidate 'appointable'. A preferred candidate is then selected from those deemed 'appointable' and is the one who shows the more appropriate and relevant required behaviours, attitudes, skills and knowledge for the post. A simple scoring system is currently used: 0 – does not meet the required standard; 1 – meets the required standard; 2 - exceeds the required standard. Qualitative comments and judgements, based on presented evidence, are therefore very important in discerning the preferred candidate and for providing material for candidate feedback.

Applicant Assessment Forms, demonstrating this assessment for each candidate and the overall decision-making should be fully documented, signed and dated by each panel member.

6. After the Interview

After the interview, individual assessment by panel members followed by panel discussion reflects good practice. The information provided by the candidate must be used to rate each candidate and is documented on the individual Applicant Assessment Form and informs decision-making.

Individually, and then as a panel, review the responses to each question and assess how well the candidate gave evidence to show their level of competency. Make sure all panel members agree with the overall assessment of the applicant. From these assessments, 'non-appointable', 'appointable' and the 'preferred candidate' will be seen.

The completed Applicant Assessment Form and the overall decision-making provide for communication to HR Recruitment and candidate feedback. All panel members must sign the forms.

If a decision vote is required this should fall to the Panel Chair, however normally any deciding vote will be deferred to the line manager of the post.

7. Notifying Candidates

The selection panel decides who will notify the 'preferred candidate' after the interviews are complete subject to pre employment checks. This can be done by a panel member or by HR Recruitment. To avoid duplication, HR Recruitment must be informed where a verbal offer has been made by one of the panel (this must therefore be noted on the preferred candidate's Applicant Assessment Form). Unsuccessful internal candidates must also be informed verbally at the earliest opportunity by a panel member. HR Recruitment will follow up by letter.

The panel also decides who will offer and provide feedback to candidates. This would normally be the Panel Chair or the line manager of the post using the information recorded on the completed forms.

Upon receipt of paperwork, HR Recruitment will make a verbal offer or follow up the verbal offer already made by the panel to the preferred candidate(s) – subject to pre employment checks.

Once a verbal offer of employment has been accepted, unsuccessful applicants (non-appointable and appointable) will be informed in writing by HR Recruitment.

8. Post Interview Review

As part of personal development and to continue to improve the quality of selection interviews in NHS Lanarkshire panel members are encouraged to review their own and other panel members' performance as part of a post interview review. To help with this a 'Post Interview Panel Review Document' has been included (Appendix 2).

9. Some General Points of Note

- Interviewing by peers, family members or acquaintances is not considered best practice.
- Applicants are required to take **3** forms of identification to interview (one must be photographic; one address-related). These must be checked at interview along with any required job related qualifications.
- Leased Car and Removal Expenses should be discussed at interview, if these are applicable.
- Individuals cannot commence employment until pre-employment checks are complete and satisfactory. HR Recruitment advises recruiting manager when this is complete.
- Other methods of selection can be used for Band 5 or below if thought to be helpful in the appointment decision. Principles on their use can be drawn from the guidance provided with adjustment made appropriate to the level for the post.
- Candidates may ask for interview notes/assessment forms and these will be released to them by HR Recruitment. They cannot access the notes or scores of others.
- References are only obtained after an offer has been accepted by the successful candidate.
- Healthcare Support Workers must comply with the "Mandatory Induction Standards for Healthcare Support Workers in Scotland" 2009; and with the Code of Conduct for Healthcare Support Workers, both as amended from time to time. Copies can be obtained at http://www.sehd.scot.nhs.uk/mels/CEL2010_23.pdf. Candidates are advised that a condition of their employment will be to comply with the standards and the Code of Conduct. Failure to do so may result in poor performance measures or disciplinary action and could ultimately lead to dismissal.
- A Start Date is set by the recruiting manager (normally 4 – 6 weeks after interview subject to notice period required and completion of pre-employment checks). All employees new to NHS Lanarkshire must complete the Corporate Induction process. This should be considered when agreeing Start Date.
- On the Applicant Assessment Form for the preferred candidate, HR Recruitment is informed of the proposed start date and the name of the person the candidate should report to on their first day with location and time.

- Preparation should be made for the preferred candidates induction at corporate, professional/role (where applicable e.g. Nurses and Midwives and NMAHP HCSWs) and local levels.

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Section 5 NHS Lanarkshire Competencies, Descriptions and Questions

Competency 1: Care and Compassion

Care and Compassion are integral attributes expected of all working in NHS Lanarkshire. The ability/want to nurture and support people in a healthcare environment and to offer empathetic and sympathetic advice and guidance is core to NHS Lanarkshire's success. Compassionate care is the safe, effective, person centred delivery of care based on values of respect, trust and compassion amongst staff, service users and their families.

What does good behaviour look like?

- Level 1:** Can/has maintained correct levels of care and compassion towards patients, family or colleagues as part of their own life or work experiences
- Level 2:** Can/has maintained correct levels of care and compassion towards patients, family and/or colleagues and has encouraged others to do the same
- Level 3:** Can/has maintained and exceeded the correct levels of care and compassion towards patients and colleagues and has supported/coached others to do the same and contributed to the best practice for care and compassion in their workplace
- Level 4:** Can/has maintained and exceeded the correct levels of care and compassion towards patients and colleagues, managed others to deliver it and developed a culture that improves overall care and compassion within NHSL

Sample Questions

Level 1

- Tell me what care and compassion means to you in everyday situations.
- Give an example of a time when you have shown someone compassion at home or at work.
- Talk me through a time when you observed poor care and compassion behaviour at home or at work.
- Give me an example of a time when you assisted a colleague deliver care & compassion.
- Give me an example of providing care in your area of responsibility.

Level 2

- Give me an example of how you make people feel welcomed and valued.
- Talk me through a time when you had to challenge a situation that was causing an adverse effect on the grounds of poor care /compassion.
- Give me an example of when you have helped your team to deliver good quality care.
- Tell me about a time when you have had to use your knowledge of escalating concerns about care and compassion at work.

Level 3

- Give me an example of a time when you had to ensure that good quality care and compassion was planned and delivered in your area.
- Describe a time when you had to reinforce the values of care and compassion in others.
- Tell me about a time when you have been confronted with pressures from others to do

something against your personal care and compassion values.

- Tell me about a time when you anticipated care & compassion needs in a colleague.

Level 4

- Describe what good quality care and compassion means to you and how you role model it across your area of responsibility.
- Give me an example of a time when you have had to manage a complex issue based around care and compassion.
- Talk me through how you have influenced best practice in relation to care and compassion.
- Tell me about actions you have taken to foster good working relationships within your team or with those requiring your service.

Indicators of weak answers

When discussing this competency the applicant may use hypothetical examples rather than real ones. Not using the descriptive words / characteristics listed below may indicate they lack care and compassion as part of their natural attitude towards others or are unwilling to share it as they see it as too personal.

- May not personalise their approach
- Will tell you what should have been done rather than what they did

Words/characteristics you should hear in answers

The characteristics most commonly used in association with compassion in regard to caring include: Sensitivity, empathy, kindness, a person centred approach, empowerment, understanding how people are feeling, being non-judgmental, listening, responding and advocacy.

People may illustrate their Care and Compassion by using words or phrases such as – “don’t worry”; “we’ll take care of you”; “I was concerned for them”; “I felt they needed to be reassured”; “I wanted to help this person/people”.

They may clearly show an understanding of how their colleague(s) respond in pressure situations.

Competency 2: Technical/Role Specific Skills

An appropriate level of technical/functional/professional knowledge in their field is displayed and values constantly updating knowledge to ensure skills remain relevant.

What does good behaviour look like?

Can articulate requisite (or more than requisite) personal and/or job-related knowledge and skills that can be evidenced through qualifications, experience and/or job-related learning.

Sample questions (apply to all levels)

- Tell me about the knowledge and skills you have that are relevant to this post.
- Give an example of how you keep your knowledge and skills up to date.
- Describe the top three skills that are critical to your current role.
- Tell me about a time recently when you have used 'best practice' in your field / area.

Sample questions (level 3/4 only)

- Give me an example of when you have been asked for your expert opinion.
- Tell me about three key workplace systems you consider to be critical for this role.
- Can you tell me about a complex problem you needed to solve in your role?

Indicators of weak answers

They may not be able to articulate the critical aspects of the role applied for in relation to their own technical and role specific skills.

When discussing this area the applicant may focus on limited examples of being skilled or using their expertise.

They may also show that they are happy enough to be an expert, but dislike or struggle to cope with people who are not, possibly belittling them for their lack of knowledge, and will show a tendency to prefer working with other experts.

They may also show in their examples that they like to keep their knowledge to themselves in order to preserve their value, rather than allowing others access their 'unique' knowledge.

Words/characteristics you should hear in answers

Overview of own technical and role specific skills and how these are relevant to the post applied for.

Commitment to achieving quality/excellence in their work.

Continuous development and learning in the field/area, demonstrating knowledge is up to date on key issues/facts.

Competency 3: Communication

This dimension relates to effective communication in whatever form it takes place. Effective communication is a two way process. It involves identifying what others are communicating (e.g. through listening); communicating onwards; and the development of effective relationships.

Progression through the levels in this dimension is characterised by developments in:

- the subject matter of the communication
- the situation in which the communication takes place
- the purpose of the communication
- the numbers of people that are being communicated with, their diversity and the effect of these on the communication skills required.

What does good behaviour look like?

Level 1: Can/has communicated with limited ranges of internal and external people on day- to- day matters.

Level 2: Can/has communicated with a diverse selection of internal and external people on a range of matters.

Level 3: Can/has developed and maintained communication with all internal and a range of external people about challenging matters or difficult situations.

Level 4: Can/has developed and maintained communication with all internal and external people about complex and challenging short, medium and long term situations.

Sample Questions

Level 1

- Describe how you know your family, patients, their relatives or your colleagues have understood you.
- Talk me through a situation where you had to deal with a confrontational/an angry person.
- Tell me about a time you have worked with someone you found challenging.
- Give an example of how you communicate your knowledge to others to assist others.

Level 2

- Tell me about a time when you were asked to summarise complex points for a patient, relative or colleague.
- Describe a situation where you could have communicated more effectively.
- Talk me through a situation where your communication skills made a difference to a situation or outcome.
- Give me an example of how you communicate your knowledge to others to assist them.

Level 3

- Give me an example of when your communication skills helped resolve a difficult, confrontational or challenging situation.
- Talk me through a situation when you had to persuade someone of your point of view when they thought you were wrong.

- Tell me about a time when you could have communicated more effectively.
- Can you tell me about an important message you had to deliver to a group of your team members?

Level 4

- Give me an example of a time when you have had to adjust your communication style to get your point/message across effectively.
- Talk me through a situation where you had to encourage negative others to contribute positive ideas or opinions.
- Tell me about a time when your communication skills proved to be crucial to a critical organisational outcome.
- Can you tell me about a time when you did not win the confidence of a member of the team?

Indicators of weak answers

When discussing this competency the applicant may speak too quietly to be heard, or appear nervous and uncertain when speaking. They may also be vague and easily misunderstood.

Their examples may show that their audience may not have completely understood their messages or they may have limited examples both in the number and scope.

They may struggle to build rapport or they may not notice or care about how people react to what they are saying.

During the interview they may ignore, interrupt or talk over others, speak in a rambling way or use unsuitable language or jargon.

There may be indicators that their style of communication is dictatorial rather than collaborative.

Words/characteristics you should hear in answers

Willingness to listen to your questions, seeking understanding if they are not clear what they are being asked.

Reference to personal contribution and its impact.

Appreciation of their recipients' perspectives/situations/responses.

Competency 4 Person and People Development

This dimension is about developing oneself using a variety of means and contributing to the development of others during ongoing work activities. This might be through structured approaches (e.g. the personal development planning and review process, appraisal and mentoring, professional/clinical supervision and/or informal and ad hoc methods such as enabling people to solve arising problems). Progression through the levels in this dimension is characterised by:

- taking greater responsibility for own personal development – this includes more reflectiveness and self-evaluation, and addressing own development needs
- increasing involvement in supporting others and their development including a wider range of people with different backgrounds
- having a greater understanding of own and other's learning needs and preferences, styles of learning and how to facilitate learning and development.

What does good behaviour look like?

Level 1: Can/has contributed to their own development and takes an active part in agreed learning activities/recording

Level 2: Can/has developed their own skills and knowledge and helped others in their development record. Evaluates the effectiveness of learning opportunities and alerts others to benefits.

Level 3: Can/has developed, recorded and planned current and future skills and knowledge and used this to develop others

Level 4: Can/has developed, recorded and planned current and future skills and knowledge and used this to analyse needs of others in a specific area of practice

Sample Questions

Level 1

- Tell me about your most recent learning experience.
- Talk me through how you have kept your skills up to date in recent times.
- Give me an example of what responsibility you have taken for your own development recently.
- What personal development activities have you participated in during the last three months?

Level 2

- Talk me through your current development plans.
- Give me an example of a time when you shared your knowledge / skills with someone less experienced than you.
- Tell me about the last time you received feedback from someone on your performance or attitude.
- Give me an example of what you do to get to know the team you work alongside?

Level 3

- Talk me through your current development plan and how you manage your own professional development.

- Describe a situation where you had to manage an under-performing employee.
- Tell me about a time when you realised someone in your team had potential.
- How do you approach developing talent in the team?

Level 4

- Give me an example of when you have given positive or negative feedback to someone or a team on their conduct, performance or attitude.
- Describe how you measure your own performance and how this differs from measuring your team's performance.
- Tell me how you encourage and support the development of individuals in your team and actively promote a learning environment /learn from each other and external good practice.
- Give me an example of what steps you have taken to prepare for any new skills the teams may need going forward into the future.
- How do you measure the potential of your team members?

Indicators of weak answers

When discussing this competency limited or out of date knowledge about their area of expertise, or little interest in keeping their knowledge up to date or increasing their specialist knowledge may come across.

They may have limited examples of asking for/acting on feedback. They may disregard or minimise constructive feedback or views from others or show a defensive or negative attitude to others opinions.

They may not have a strong track record of developing themselves, receiving promotion or developing others.

They may not understand the principle of what gets measured gets done.

Word/characteristics you should hear in answers

Awareness of need for own development and that of others

Sensitivity to how development needs may be identified and how they can be met

A sense of commitment to learning for self and others

Appreciation of importance of receiving and giving feedback

Competency 5 Health, Safety and Security

This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it. It includes tasks that are undertaken as a routine part of one's work such as moving and handling.

Those who come into contact with the organisation will be anyone who interacts with an employee of the organisation or who is affected by the actions of the organisation.

Progression through the levels in this dimension is characterised by

- an increasing number and range of people and work areas for which one is responsible
- greater proactivity and focus on good practice going from following set procedures to identifying the need for improvement
- increasing responsibilities for risk management and contingency management
- greater involvement in investigation and follow up of breaches to health, safety and security

What does good behaviour look like?

- Level 1:** Can/has assisted in maintaining own and others health, safety and security
- Level 2:** Can/has monitored and maintained own and others health, safety and security
- Level 3:** Can/has promoted, monitored and maintained best practice in health, safety and Security
- Level 4:** Can/has developed and maintained an environment and culture that improves health, safety and security and best practice in health, safety and security

Sample Questions

Level 1

- Tell me how you maintain personal responsibility for your health, safety and security.
- Describe a situation where you observed a health, safety or security risk.
- How do you keep up to date with health, safety and security in your work?
- How do you ensure a safe working environment?

Level 2

- Describe a situation when you have demonstrated personal responsibility for your health, safety and security at work.
- How do you contribute to the health, safety and security of yourself, your patients and your colleagues at work?
- Give me an example of a time when you took action after noticing a threat to health, safety or security at work.
- Give me an example of the type of health, safety and security policies or documentation you are familiar with using.

Level 3

- Give me an example of when you have managed a complex health, safety or security issue.
- Describe the ways in which you contribute to the health, safety and security policies of your department / wider NHS Lanarkshire.
- Talk me through an occasion at work when you took a risk.
- Talk me through how you would ensure safe systems of work in your area of responsibility.

Level 4

- How do you continually manage your and your teams, health, safety and security knowledge?
- What best practice in health, safety and security have you implemented in your current role?
- Tell me about your input in to health, safety and security strategies within NHS Lanarkshire.
- Give me an example of the activities you have participated in during the last three months to ensure your knowledge of current legislation is up to date.

Indicators of weak answers

When discussing this competency there may be an indication that the responsibility for health, safety and security lies with others or that it is troublesome.

They may not be able to demonstrate the difference in the 3 areas in relation to the role and responsibilities they hold.

Knowledge of NHSL and legal policies may appear limited, as will the ownership of personal responsibility.

They may not participate in current legislation updates frequently enough to keep up to date.

Words/characteristics you should hear in answers

Awareness/interest/enthusiasm around health, safety or security matters.

Commitment to personal and others learning and activity in these areas.

Recognition of value of policy/legislation.

Personal responsibility and where appropriate, responsibility for others.

Competency 6: Service Improvement

This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates). The services might be single or multi-agency and uni or multi-professional.

Improvements may be small scale, relating to specific aspects of a service or programme, or may be on a larger scale, affecting the whole of an organisation or service. They might arise from:

- formal evaluations (such as audit)
- more informal and ad hoc approaches (such as 'bright ideas')
- applying developments from elsewhere
- national policy and targets
- changes in legislation at international or national level
- working closely with users and the public
- the need to modernise services.

What does good behaviour look like?

- Level 1:** Can/has made changes in their own life or work to improve services
- Level 2:** Can/has made changes in their own practice and contributed suggestions for improvement of services, supported others in understanding the need for and making agreed changes and evaluates own and others work
- Level 3:** Can/has made changes in their own practice and applied directives to appraise, interpret and apply suggestions, recommendations and directives to improve services.
- Level 4:** Can/has worked in partnership with others to develop, take forward and evaluate direction, policies and strategies.

Sample Questions

Level 1

- Give me an example of a situation where you found a better way of doing things.
- Describe a situation where you observed poor service to a patient or relative.
- How do you keep up to date with the way of working you personally deliver?
- Tell me about a time when you introduced something new in your work.

Level 2

- Give me an example of a situation at work where you found a better way of doing things for the benefit of patients and their relatives.
- Describe a time when you have suggested improvements that would help improve patient care and services.
- Talk me through something you have personally done to improve the performance in your work area.
- What steps do you take to get to know your colleagues in order to develop stronger teamwork?

Level 3

- Describe an improvement project that was implemented by others, but used your personal input.
- Tell me about a time when you identified a complex service issue.
- Talk me through a situation when you identified a new, unusual or different approach to addressing service improvement.
- How do you monitor the progress or impact of service delivery and its improvement in your team?

Level 4

- Tell me about a time when you identified an opportunity for service improvement and then drove it forward for the benefit of patients, staff and/or visitors to NHSL.
- Give an example of a time when you identified a shortcoming and initiated action without awaiting direction from others.
- Describe something you have done to improve the performance of the service within your sphere of responsibility.
- Give me an example of the measurement methods you would use to ensure consistency or impact of service improvement?

Indicators of weak answers

When discussing this competency there may be little pride or concern with service improvement.

Service improvement will be the business of others, particularly if they see the task as difficult. They are happy for service to be delivered perhaps at less than the expected quality as long as they are on time, and will not show passion for success.

They will not provide examples of others using their own ideas, preferring to focus on where others have implemented *their* ideas.

They may demonstrate a fixed approach, which could suggest they are unwilling or unable to alter the way they carry out tasks and react to processes.

They may not consider the consistency of continuous forward travel in developing service or how they would measure it.

Words/characteristics you should hear in answers

An appreciation that ongoing service review and improvement is necessary

A commitment to personal engagement with service improvement (at a personal or leadership level)

Competency 7: Quality

This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including: codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems. This dimension supports the governance function in organisations – clinical, corporate, financial, information, staff etc.

Progression through the levels in this dimension is characterised by:

- increasing scope – from own activities to the work of others and then broader areas
- greater proactivity in improving quality and addressing quality issues.

What does good behaviour look like?

- Level 1:** Can/has maintained the quality of their own work
- Level 2:** Can/has maintained the quality of their own work and encouraged others to do the same
- Level 3:** Can/has maintained the quality of their own work, supported others to do the same and contributed to the improvement of quality
- Level 4:** Can/has maintained the quality of their own work, managed others to deliver it and developed a culture that improves overall quality

Sample Questions

Level 1

- Tell me how you ensure that your own work is of the required quality.
- Give me an example of a way that you can check the accuracy of your work.
- Talk me through a situation where you observed poor quality at work.
- Tell me about any changes you have initiated to enhance quality.

Level 2

- Give me an example of how you have improved the quality of your own work.
- Talk me through your understanding of evidence-based practice.
- Tell me about a time when you made an error related to quality.
- Give me an example of what you would consider poor quality work.

Level 3

- Describe a time when you were faced with a decision that had many quality options from which to choose.
- Tell me what measures you take in your current role to ensure that you are providing a quality service.
- Talk me through how you have improved quality in your current role.
- Give me an example of a situation where you maintained quality during a last minute emergency.

Level 4

- Give an example of a time when you had to ensure that your team, your patients or your peers understood the detail of the quality that was required in a task/project.
- Talk me through how you have planned, implemented and reviewed quality within your area.
- Tell me about a time when you took responsibility for a corporate objective relating to quality.
- Can you give me an example of what measures you take to ensure a consistent level of quality is provided by the wider teams?

Indicators of weak answers

When discussing this competency they may not be able to show how they see things from either a patient's or NHS Lanarkshire perspective.

Their view on how to meet quality expectations is likely to be short term and based on personal views rather than informed feedback.

This will lead to their quality-based decisions being made on assumptions that are wrong or out of date.

Their experience may include their work area/department being slow to respond to quality issues. They may also see that responsibility for quality is not their own.

You may not hear evidence of a consistent driving forward of the quality agenda.

Words/characteristics you should hear in answers

A focus on quality; what it means at a personal/team/organisational level; how it is/can be measured or viewed especially by others; a personal desire to provide a quality job/service and how this can be done.

Competency 8: Equality and Diversity

It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisations; the public in general.

Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different abilities; ages; bodily appearances; classes; castes; creeds; cultures; genders; geographical localities; health, relationship, mental health, social and economic statuses; places of origin; political beliefs; race; religion; sexual orientation; and those with and without responsibilities for dependents.

Where diversity and equality are not integral to an organisation, discrimination may occur and must be avoided. Progression through the levels in this dimension is characterised by:

- moving from own practice to the consideration of team and organisational cultures
- an increasing understanding of the nature and complexity of equality and diversity
- being more proactive and challenging in the promotion of equality and diversity
- increasing knowledge about the legislation, policies and procedures relating to equality and diversity from awareness, knowing where to obtain information, having a working knowledge of the legislation, policies and procedures and being able to interpret them to others, to an extended knowledge of the legislation, policies and procedures and monitoring their effectiveness in organisations

What does good behaviour look like?

Level 1:

Can act/has acted in a way that supports equality and values diversity acting in a way that treats everyone with dignity and respect and recognising and reporting behaviour that undermines equality and diversity

Level 2:

Can/has supported equality and values diversity, recognising the importance of people's rights, takes account of own behaviour and its effect on others, identifies and takes action when own or others behaviour undermines equality and diversity

Level 3:

Can/has supported equality within their area of responsibility and values and promotes diversity. Enables and coaches others in best practice. Identifies patterns of discrimination and takes action to overcome.

Level 4:

Can/has developed a culture that actively promotes equality values and promotes diversity and influences best practice. Interprets legislation, actively promotes, identifies and highlights methods and processes, actively challenges individuals and organisational discrimination, evaluates policies and procedures and develops best practice.

Sample Questions

Level 1

- Tell me what equality and diversity mean to you.
- Give an example of a time when you have dealt with someone equality and diversity needs.
- Talk me through a time when you observed poor equality or diversity behaviour.
- Give me an example to show your responsibilities in terms of equality and diversity.

Level 2

- Tell me about a time when you have had to use your knowledge of equality and diversity at work
- Give me an example of a time when you have had to conform to policy relating to equality and diversity
- Talk me through a time when you had to challenge a situation that was causing an adverse effect amongst patients, relatives or colleagues on the grounds of equality and diversity.
- Tell me how you keep yourself up to date with the changes in equality and diversity policies.

Level 3

- Tell us about a time when you have been confronted with pressures from others to do something against your personal equality and diversity values.
- Give me an example of a time when you had to ensure that equality and diversity policy was implemented for the benefit of patients and staff.
- Describe a time when you had to reinforce the values of equality and diversity in others.
- Tell me how you have ensured your teams consistently comply with the requirements of equality and diversity.

Level 4

- Describe what equality and diversity qualities you respect and value in others.
- Give me an example of a time when you have had to manage a complex issue based around equality and diversity.
- Talk me through how you have influenced best practice in relation to equality and diversity.
- Tell me how you have ensured your teams appropriately understand the policies and behaviours required within the values of equality and diversity.

Indicators of weak answers

When discussing this competency the applicant may not come across as being open or honest and may have a struggle to separate person views and opinions to NHSL policy.

They may give into pressure and sacrifice their personal values/beliefs on equality and diversity rather than have the courage of their convictions.

They may see it as a policy or someone else's responsibility and not relate it directly to their day to day interactions with colleagues, visitors and patients.

They may not link behaviour with policy or provide appropriate learning opportunities on the subject

Words/characteristics you should hear in answers

Displays a genuine warmth towards and interest in the health and well-being of people from all walks and situations of life

Appreciation of the contribution made by equality and diversity in day to day and/or working life.

Commitment to learn: able to differentiate facts from myth or prejudice.

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Competency 9: Setting Direction – Intellectual Flexibility

Embraces and manages ambiguity and complexity and is open to creativity in leading and developing services.

What does good behaviour look like?

A good answer will show that the individual has a proven track record of making sense of ambiguous or complex information. Their examples will show how they can adeptly pick out important, relevant information, make links, see patterns and trends, and be able to switch from significant detail on the ground, to big picture thinking. They will demonstrate how they willingly seek out the views, insights and approaches of other people, groups and organisations and take time to understand them and to help shape positive actions. They will give examples of when they have used innovative, creative approaches in their leadership style to achieve individual, team, and business success.

Sample Questions

- Talk me through your understanding and use of intellectual flexibility.
- Tell me about a time when you have embraced and cut through ambiguity and complexity.
- Give me an example of when you have been open and creative in leading and developing services.
- Give me an example of a time when you were required to demonstrate belief in your own and others personal power to challenge obstacles to achieve operational excellence.
- Tell me about a time when you were required to drive for results and allocate resources for maximum effectiveness.

Indicators of weak answers

When discussing this competency, the applicant may fail to make connections, or relate things to a wider context. They may struggle with their answers as you ask more probing questions.

They may prefer to use their own knowledge and insights, rather than seek out and understand other people's.

They are likely to struggle to make sense of disparate information, often failing to 'see the wood for the trees'. Their examples of creativity and innovation will be weak, and come across as fairly unoriginal.

Examples may not be clearly formulated or lack an element of evaluation.

Competency 10: Setting Direction – Drive for Results

Displays a strong commitment to making service performance improvements and a determination to achieve positive service outcomes for the public.

What does good behaviour look like?

A good answer will show that the individual has a proven track record for delivering service improvements. They will give examples of stretching targets that they've both set and achieved, to improve service delivery. They will explain how they've used structured approaches to monitoring and measuring progress. They will give examples of obstacles that they've successfully overcome to achieve results, and will be open about failure, recognising it as an opportunity to learn, and coach others. They will come across as highly motivated and energised, and with a genuine desire to improve things for colleagues, customers and communities. They will be good at prioritising, and won't be afraid to tackle, and turn-around, under-performance, showing how they've done this in the past with positive results.

At a senior level, they will have set ambitious, organisational goals and targets, and overcome significant pressures to achieve them. They will have put in place systems and processes to track and measure progress and will have acted decisively to address under-performance - internally and externally. They will have created an environment of continuous improvement, enthusing and inspiring others to continually improve service delivery and exceed expectations.

Sample Questions:

- Tell me about a time when you had to plan, implement and review a project that developed a 'drive for results' culture.
- Give me an example of how you have shown strong commitment to making service performance improvements.
- Talk me through a complex situation where your determination to achieve delivered positive service outcomes for users.
- Give me an example of a time when your analysis of performance data allowed you to prioritise and improve functional performance within an area/organisation.

Indicators of weak answers

When discussing this competency they may feel under pressure when set challenging targets. They may focus on too many, or the wrong, priorities and will have an unstructured approach to tracking progress against targets. They won't like conflict and will avoid having to tackle under-performance.

They will tend to 'fire-fight', rather than learn from past experiences and try to improve things.

They may fail to see all the implications in written and statistical information.

Misses some critical issues facing the department or service does not make effort to understand their actions on other functions or departments.

Fails to see all the implications in written or statistical information.

Competency 11: Personal Qualities – Self Belief

Displaying confidence that you will succeed and you can overcome obstacles to achieve the best outcomes for service improvement.

What does good behaviour look like?

A good answer will show that the individual believes in their abilities, loves a challenge and is motivated to improve service. They will demonstrate positive energy and a 'can do' attitude, seeing problems and difficulties as an opportunity for learning and development. They will have risen to a number of different challenges and successfully overcome real obstacles along the way to achieve their goals. They will discuss the ways in which they've successfully involved and influenced colleagues, stakeholders and those in power to overcome their challenges and achieve their goals. Finally their words and behaviour will demonstrate their integrity and their passion for improving services with a determination to stand up and be counted when putting their ideas and arguments forward.

At a senior level they will have taken on multiple, stretching challenges and have had to overcome significant personal, business and political obstacles to achieve their goals. They will give examples of where they've been prepared to stand up and be counted, having the confidence to take on others in positions of power when putting forward their views and ideas. They will describe how they've challenged the 'status quo' in the organisation, driven by their commitment to, leadership of, and direct involvement in, continuous service improvement.

Sample Questions:

- Give me an example of a time when you have shown the inner confidence that you will succeed during challenging times.
- Talk me through a situation where you overcame major obstacles to achieve the best outcomes for service improvements.
- Tell me how about a time when you transferred your 'self belief' into actions that your teams understood and delivered on.
- Give me an example of a time when you have established the appropriate relationships with the right people to gather information to ensure the development of fresh ideas or initiatives.

Indicators of weak answers

When discussing this competency, the applicant may appear lethargic and show little enthusiasm or passion during the interview. They may seem arrogant, over confident or, instead, anxious and lacking confidence in their abilities. They're likely to be defensive, or back down if you challenge them and may show that they prefer to reach a 'safe' consensus rather than stand up and be counted. They may not be able to cope with the pace and scale of change.

Does not gather the right information from the wider cohort perhaps because of tense relationships with others.

Is not inclined to seek opinions or manage conflicting data.

Competency 12: Personal Qualities – Drive for Improvement

Shows deep motivation to improve performance in public services and thereby to make a real difference to others.

What does good behaviour look like?

A good answer will show that the individual is passionate about providing, and improving public services and is keen to take into account the needs of patients, relatives, stakeholders and staff. They will talk positively and demonstrate a real sense of purpose and desire, delivering beneficial, accountable services for the greater good of patients, relatives, stakeholders and staff.

They will discuss how and when they've worked collaboratively with diverse groups of people to achieve improvement, often putting other people's needs first. They will proudly discuss the improvements they've instigated and the positive outcomes they've achieved and explain how they were delivered through effective involvement, teamwork and support.

At a senior level the individual will demonstrate how they have developed and delivered strategies that have left a legacy of significantly improved services, with enduring benefits for patients, relatives, stakeholders and staff. They will think long-term and have worked with diverse interest groups to maximise impact. They will explain how they've shared their time, experience and expertise with other people and groups, for the greater good. People will respect them for their passion, drive and commitment to improved public services and they will encourage and support others to act the same way.

Sample Questions

- Describe a time when you have shown and communicated your motivation to improve performance at senior management level.
- Tell me about a situation where your direct input to improvement changed health and quality of life strategies within your organisation.
- Talk me through your approach to uncovering areas for improvement at a strategic level.
- Give me an example of a time when you used logical reasoning combined with personal insight and experience to produce a strategic direction of improvement.

Indicators of weak answers

When discussing this competency, they may see public service as a duty, rather than a passion. They may see their role as maintaining services, rather than improving them. Their examples may indicate small-step improvements, and a fear of taking on larger improvement projects. They may have experienced difficulties working with other groups or individuals, and are more likely to be interested in personal gain and recognition, than achievement of goals for the greater good.

Demonstrates a lack of thoroughness in analysis of information or will make a snap decision rather than build a direction of drive for improvement travel.

Competency 13: Personal Qualities – Personal Integrity

Demonstrates a sense of commitment to openness, honesty, democracy, inclusiveness, loyalty and high standards in undertaking the leadership role.

What does good behaviour look like?

A good answer will show that the individual has strong personal values and can demonstrate how they consistently demonstrate them, even when under pressure or faced with challenges from others. They will discuss how they communicate in an open, honest, and inclusive way, providing clarity through plain language. They will expect others to do the same and explain how they've encouraged this with colleagues and customers. They will demonstrate how they've respected and encouraged the involvement and contribution of other people. They will give strong examples to support the importance of collective leadership through loyalty to colleagues. They will confidently 'be themselves' during the interview and come across as genuine.

At a senior level, they will have helped to shape organisational values to create an open, honest and democratic culture where everyone has a valid contribution. They will champion the involvement of employees, customers, stakeholders and communities in service development. They will be open and honest, even when messages are difficult or unpopular. They will have made personal sacrifices to stand up for what they feel is right and will have lived and breathed the values as an ambassador for the organisation, increasing its profile and reputation as a result.

Sample Questions

- Give me an example of how/or when your leadership has had a positive strategic result.
- Tell me about a time when you have managed dishonest/exclusive/militant behaviours in your senior team.
- Talk me through your core values as a leader and how these have had an impact in your current/previous role.
- Give me an example of a time when you have needed to challenge a colleague whose commitment to company values has been 'out of line'.

Indicators of weak answers

When discussing this competency, they may not come across as being particularly open or honest. They are unlikely to encourage, or respect, the contribution of others, and may prefer to work alone. They may give into pressure, and sacrifice their values and beliefs, rather than have the courage of their convictions. They may be overly competitive within their peer groups, seeking to take personal glory, instead of working together for mutual benefit. They may fail to model the values and/or demonstrate a dip in energy or enthusiasm.

Competency 14: Delivering the Service – Leading Change through People

Communicates the vision and rationale for change and modernisation, and engages and facilitates others to work collaboratively to achieve real change.

What does good behaviour look like?

A good answer will show that the individual has a proven track record of successfully delivering change projects through people. They will inspire others to want to improve services and will give them the time, encouragement and practical support they need to instigate and lead change. They will recognise the importance of clear, open, regular, two-way communication and will demonstrate how they've created the right culture and environment to achieve change. They will discuss ways in which they've worked collaboratively with diverse groups of people, creating the right conditions for effective partnership working. They will be competent in overturning resistance to change by informing, engaging and supporting people.

At a senior level they will demonstrate how they have clearly communicated visions and strategies and brought them to life for, and through, others. They will have excited people and groups by their vision and inspired them to contribute to, and lead, change initiatives. Their actions will have created a positive change climate which recognises and celebrates achievement and success. They will have initiated cross boundary working, identifying and securing resources accordingly and removing significant obstacles in the way.

Sample Questions

- Tell me about a time when you have led the vision and managed the rationale for change and modernisation.
- Give me an example of a time when you facilitated the transition of a team from disengaged to engaged.
- Talk me through an occasion when you managed a collaborative team through a key strategic project and delivered the required outcomes.
- Give me an example of a time when it was required of you to build the trust and credibility of a team that was finding difficulty in a period of change.

Indicators of weak answers

When discussing this competency they may not enjoy change, seeing it as a necessity, rather than an opportunity to improve. They will have little experience of delivering major change, preferring to step back and allow others to take the lead. They will fail to provide real clarity and direction and will find it difficult to trust, encourage or support others in leading change. You may feel that their style of communication would fail to inspire or engage others. You may observe assertive talking or rigid assumption or communication style.

Competency 15: Delivering the Service – Effective and Strategic Influencing

Is able and prepared to adopt a number of ways to gain support and influence diverse parties, with the aim of securing improvements.

What does good behaviour look like?

A good answer will show that the individual has a proven track record for successfully influencing individuals and groups. They will be able to explain how and when they've used a range of different influencing strategies - from well-reasoned arguments, facts, figures, costs, benefits, and so on, to more informal approaches, such as lobbying, sharing information, and informal persuasion.

They will discuss when and how they've had to adapt their style to overcome objections and when they've had to use multiple influencing strategies to engage and win over key stakeholders. Their purpose at the interview is to influence you to employ them so their preparation and approach should clearly reflect their influencing skills.

At a senior level they will have considerable experience of strategic influencing to initiate and achieve major projects or longer-term change programmes to drive the organisation forward. They will be able to demonstrate how they've built and used extended networks of influence to get results and initiated ways of working in partnership with third parties and interested groups. Their complex and multi-layered influencing strategies will have directly contributed to business improvement.

Sample Questions

- Tell me about a time when you have adopted a number of ways of gaining strategic support to influence diverse parties.
- Give me an example of a time where your influencing skills gained key results in a challenging situation.
- Talk me through your influencing style and how you plan to use it strategically in this new role.
- Give me an example of a time in the past when you have needed to calculate and predict the impact of your behaviour on others.
- Talk me through how you choose which interpersonal skills to engage when it is necessary to present a message of immediate change in service tempo.

Indicators of weak answers

When discussing this competency the applicant may back down if challenged. They will come across as unprepared and give unconvincing examples. They may understand formal influencing strategies, but struggle to use them. They will demonstrate little or no understanding of the power of subtle influencing and how best to use it. They are likely to have a limited network of influential contacts. They may appear reluctant to work in partnership with others, relying on the force of their own impact, and seeing only their side of the argument.

They may fail to pick up on signals and not articulate the skill of asking incisive questions to assist deep understanding of the current position. May make assumptions.

Competency 16: Technical / Role Specific Skills

The applicant displays a good level of technical/functional/professional knowledge in their field and constantly updates knowledge to ensure skills remain relevant.

What does good behaviour look like?

- Shows commitment to achieving quality /excellence in their field /area
- Displays continuous development and learning in the field / area
- Work undertaken always demonstrates best practice
- Demonstrates knowledge is up to date on key issues / facts

Sample Questions

- What technical skills do you have that are relevant to this post? (Essentials and/or desirables)
- What personal development have you done recently to ensure you are up to date in your technical area and leadership skills?
- Tell me about a time recently when you have reviewed, planned, implemented and managed a system of 'best practice' in your field/area.
- Give me an example of how you encourage feedback from your peers on your professional knowledge.
- Give me an example of what you have done to prepare for any new skills you consider you may need in your role going forward.

Indicators of weak answers

When discussing this area they may focus on limited examples of using their expertise.

They may also show that they are happy enough to be an expert but dislike or struggle to cope with people who are not, possibly belittling them for their lack of knowledge and will show a tendency to prefer working with other experts.

They may also show in their examples that they like to keep in their knowledge to themselves to preserve their value, rather than allowing others access their unique knowledge.

May not have any idea of how others view them.

Do not know or has little interest in preparing skills for the future.

Appendix 1 : Organisational Values



Our Values are those things that really matter to us individually and together across all parts of NHS Lanarkshire. This means we share a common set of responsibilities in how we provide our services.

FAIRNESS

Ensuring clear and considerate decision making at all levels

As a team, we are responsible for being consistent and open in making decisions

As an individual, I am responsible for participating in decisions and seeking clarity whenever I am unsure

RESPECT

Valuing every individual and their contribution

As a team, we are responsible for being courteous and professional in fulfilling our individual and collective roles

As an individual, I am responsible for recognising that we are all different and appreciating the contribution that I and others make

QUALITY

Setting and maintaining standards in everything we do

As a team, we are responsible for upholding our high standards in every activity, for every person, everywhere

As an individual, I am responsible for ensuring I understand and deliver our standards every time

WORKING TOGETHER

Thinking, growing, delivering as a team

As a team, we are responsible for creating and sustaining an environment that allows team working and collaboration to flourish

As an individual, I am responsible for communicating effectively and working well with others at all times

By living our Values, we all take pride in the vital role we have as providers of excellent services to people across Lanarkshire

Appendix 2

Post Interview Panel Review Document

The purpose of this document is to encourage panel members to review their own and other panel member's performance during the interview. The questions are designed to support a post-interview discussion by the panel and to improve future interviews for both interviewees and the panel.

Date _____

Post Interviewed for _____

Chair
Panel Members

- How could preparation for the interview improve?
- Did the shortlisting 'filter out' less appropriate applicants, leaving you with the best interviewee list? If not, how could shortlisting improve?
- Were the questions asked related to specific competency (ies)? If not, how could they be improved?
- Did each member of the panel contribute appropriately? If not, what needs to change and by whom?
- Were the introductory statements/questions appropriate? If not, what needs to change?
- Was the panel explanation of the interview process detailed and clear? If not, what needs to change?
- Was the applicant given enough encouragement and time to ask questions? If not, how could this be improved?
- Did the closing remarks contain the right amount of information and happen at the right time? If not, what needs to change?
- Was there enough discussion to reach a consensus on the score and feedback for each applicant? If not, how could this improve?
- Was all documentation completed, signed and returned, ensuring one set remains with the person providing feedback to applicants? If not, what needs to be done, when and by whom?
- Are there any other improvements that should be made?