

**Thank you for agreeing to participate in the recruitment process for this post.**

The following guidance is designed to assist members of interview panels either in the role of the panel chair or as a member of the panel and is intended to be used as a guide to assist you with the planning of the selection process for the post being recruited to.

This Interview toolkit is applicable for the recruitment to permanent, fixed term, temporary, bank, secondments and honorary posts across all grades of staff clinical and non clinical. It will also apply in the selection of volunteers or work placements.

Selection interviews must include alongside assessment of clinical and technical competencies, qualifications, skills, experience and knowledge assessment of the application of Caring Behaviours regarded as essential requirements for health care roles in the NHS.

**Testing for Caring Behaviours**

When you interview candidates for a post in NHSGGC it should reflect NHS Scotland's 20:20 Workforce Vision which recognises the importance of Person Centred Care and the impact on a patient experience by having a skilled, caring and compassionate workforce.

The 20:20 Workforce Vision sets out a commitment to valuing the workforce and treating people well. Putting people at the centre of everything we do and work to a common set of values which guide the work we do, the decisions we take and the way we treat each other. This vision is also reinforced through NHS Greater Glasgow and Clyde's Facing the Future Together (FTFT) programme which aims to deliver a consistent and effective focus on listening to patients, making changes to improve their experience and responding better to vulnerable people.

Everyone can help whether in a clinical or non clinical role by living and working to our shared values of: Care and Compassion; Dignity and Respect; Openness, Honesty and Responsibility; Quality and Teamwork. Everyone who works for Scotland's Health Service is an essential and equal member of the team. Recruitment processes often tend to focus on technical competencies, work experience and qualifications but there is now a need to include selecting people with values underpinning the **6Cs Caring Behaviours**:

- **Care**
- **Compassion**
- **Communication**
- **Competence**
- **Courage**
- **Commitment**

The recruitment and selection process must include, as a part of the interview process, testing the candidate for evidence that they apply, or have the ability and understanding to apply, Caring Behaviours at an acceptable level when carrying out the duties of the role they are applying for.

Testing for Caring behavioural competencies as part of the interview stage of the recruitment process should be viewed with equal priority to clinical and technical competencies, qualifications, knowledge, skills and experience.

Using the interview process to look for evidence of Caring Behaviours is applicable to both clinical and non clinical roles as many non clinical roles, whilst not providing a direct healthcare intervention, will have a high degree of interpersonal communication with patients, their families and carers.

This guidance recommends that individual Structured Interviews are used to assess Caring Behaviours alongside the other competencies required for the post being recruited to. The interview panel must ensure the appropriate questions are identified to test candidates against the agreed selection criteria and these must relate to the Job Description and Person Specification for the post. The questions should allow the interview panel to test for not only Clinical Competencies, Technical Skills and Knowledge, Qualifications and Training but also incorporate interview questions to ensure that staff recruited to NHSGGC have the right attitudes and values for the job and can demonstrate Caring Behaviours being applied when working with service users and their work colleagues.

## **Step 1**

### **Shortlisting and Interview Preparation**

In advance of the closing date of the recruitment advertisement the Panel Chair should arrange for the members of the shortlist/interview panel to discuss and agree the recruitment process and selection criteria in relation to the Job Description and Person Specification for the post and will include:

- Agree essential criteria for short listing candidates in line with the requirements of the Job Descriptions i.e. knowledge, skills and values.
- Interview format agreed to include:-
  - i) assessment of **Qualifications (equivalent experience), Clinical/Technical Competencies Skills, Knowledge and Experience** and
  - ii) assessment of how candidates apply/demonstrate/understand the application of Caring Behaviours in the work setting
- Agree relevant interview questions needed to be developed to gain evidence from candidates in relation to the above
- As a general rule for posts: AFC Band 1 to 4 clinical and non clinical roles you should allocate a minimum of no less than 20 to 30 minutes for each candidate's interview and include questions looking at a minimum of at least 2 Caring Behaviours and for posts AFC Band 5 and above including other Grades of staff; clinical and non clinical roles at least 45 minutes to 1 hour for each interview should be allocated which will also include testing for a minimum of at least 3 Caring Behaviours.
- Agreement on minimum score to be achieved by candidates to select as Preferred Candidate for the post.

## **Step 2**

### **The Interview Process**

All selection interviews will be conducted by a panel made up of a minimum of 2 people one of which must be the line manager of the post holder.

The Chair of the panel must ensure that selection criteria and weightings are agreed by the panel and that they are based on the requirements for the job. These must be applied consistently to all candidates.

Panel members will ensure the questions they ask at interview will be relevant to the requirements of the post and are not discriminatory or unnecessarily intrusive. Panel members will make a record of each interview in the standard templates provided and complete the agreed selection scoring matrix. As candidates interviewed will be offered post interview feedback by a member of the panel, it is important to record accurately any notes. Feedback will include the reasons for them being unsuccessful based on the agreed selection criteria and person specification.

### Step 3

#### How to use Structured Interviews to Assess Caring Behaviours

Structured interviews are interviews which ask a standardised set of pre determined questions so that each applicant receives the same questions.

The interview is then scored against predetermined scoring criteria which are the same for interviewees.

There are 2 types of Structured Interviews –**Situational Interviews and Behavioural Interviews**

#### **Situational Interviews:**

Applicants are asked to imagine a set of circumstances and then indicate how they would respond to that situation e.g. *What would you do if .....*

#### **Behavioural Interviews:**

Use past orientated questions which ask the applicant to discuss examples from their previous experiences e.g. *Tell me about a time when .....*

This style of interview is based on the premise that past behaviour is the best predictor for future performance in similar situations

It is advised that interviews comprise a combination of both situational and behavioural interview questions.

How to run a structured interview:

- Questions should relate directly to the person specification and Caring Behaviours being probed
- Each candidate should be asked the same question. Limit prompting, use follow up questions to probe further
- Use relevant questions that are grouped as situational, what if, competency based or knowledge questions
- Ensure the interview lasts for a reasonable amount of time Min of 20 minutes – Maximum 1 hour
- Control input of unnecessary information
- Ensure all the necessary information for making a decision has been collated before moving onto the next question
- Members of the interview panel should rate each answer using a standard rating scale (see Step 4) that is based on evidence of performance in the actual job and take interview notes

#### **Caring Behaviours Descriptor**

To get you started a descriptor for each behaviour and a selection of sample questions relevant for both clinical and non clinical roles are provided below. You should use that to understand the definitions of each caring behaviour if you are not already familiar with these. As a panel you should agree the Caring Behaviours to be selected as appropriate to the post being interviewed for. It is important to ensure that the scenarios you use in your questions are relevant to the typical situations that the applicant may experience or will have experienced in their every day work.

*Behaviours refer to a person's underlying characteristics that are linked to aspects of job performance and are related to how an individual might normally interact with service users, their families and work colleagues.*

As an interviewer you are required to recognise evidence and signs of caring behaviours/values from the candidate's responses to the interview questions. This then enables assessment of the interviewee in their ability to demonstrate through their responses that they show a caring disposition.

The interviewer is looking for evidence that the applicant can talk about subject matter such as dignity and respect and give examples of how they have demonstrated these in the workplace with health service users, work colleagues or other third parties e.g. volunteers. You should also record where you observe examples of negative behaviours/indicators as this will also help justify your scoring of the candidates responses to questions.

### 6Cs Caring Behaviours Descriptor

Caring Behaviour	Criteria Definition	Behavioural Indicators
1. Care	<ul style="list-style-type: none"> <li>Care is our core business and that of our organisation. Caring defines us and or work.</li> <li>People receiving care expect it to be right for them, consistently throughout every stage of their life.</li> <li>Care refers to the personal relationship with patient, relative, carer and work colleagues.</li> <li>It is concerned with maintaining dignity and respect, reflects nature of emotional involvement.</li> <li>Reflects interpersonal interaction between two people and therapeutic interventions.</li> <li>Caring within the health service REQUIRES reflecting these.</li> </ul>	<p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>Reassuring, attentive and available at the bedside.</li> <li>Taking time talking to patients.</li> </ul> <p><b>Comforting:</b></p> <ul style="list-style-type: none"> <li>Physical comfort ,alleviating discomfort and</li> <li>Relieving symptoms.</li> <li>A ready to help and support ethos.</li> </ul> <p><b>Assisting:</b></p> <ul style="list-style-type: none"> <li>Enabling, helping with care needs and meeting patients human needs.</li> <li>Making a difference Instructing /encouraging self care.</li> </ul> <p><b>Facilitating a Caring Environment:</b></p> <ul style="list-style-type: none"> <li>Creating a caring environment and ensuring privacy</li> <li>Demonstrating real empathy with others</li> </ul>

#### Sample Question

**A patient has been admitted to your ward, for the shift you have been allocated to care for them as their named nurse. This is their first admission to hospital and they are extremely anxious. Describe for us the care you would provide?**

**A colleague you work with has been allocated a specific piece of work, this is the first time they have been given this particular task, and you notice they appear extremely anxious. Describe what you would do in that situation.**

### 6Cs Caring Behaviours Descriptor

Caring Behaviour	Criteria Definition	Behavioural Indicators
2. Compassion	<ul style="list-style-type: none"> <li>Compassion is how care is given through relationships based on empathy, respect and dignity.</li> </ul>	<p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>Conveying Concern Compassion Kindness and Sensitive to others.</li> <li>Accepting feelings and emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>• It can also be described as intelligent kindness, and is central to how people perceive their care.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring moments.</li> <li>• Aware of respondent feelings.</li> </ul> <p><b>Reassuring:</b></p> <ul style="list-style-type: none"> <li>• Maintaining hope, belief.</li> <li>• Creating a sense of realism.</li> <li>• Praise efforts.</li> <li>• Positive reinforcement.</li> <li>• Belief in others potential.</li> <li>• Giving and providing constant reassurance.</li> </ul> <p><b>Individualising:</b></p> <ul style="list-style-type: none"> <li>• Individualised care and treating whole person.</li> <li>• Respecting Diversity.</li> <li>• Non judgemental.</li> <li>• Getting to know patient, carer, relative/ Colleague.</li> </ul> <p><b>Trusting:</b></p> <ul style="list-style-type: none"> <li>• Trusting relationship.</li> <li>• Practicing ethically.</li> <li>• Honesty.</li> <li>• Confidentiality.</li> <li>• Reliable.</li> </ul>
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<p><b>Sample Question</b></p>	<p><b>You are allocated as the new named nurse for a patient who the previous day received of the prognosis of a serious illness, they are withdrawn and uncommunicative verging on being rude. Describe for us how you would handle this situation and your approach to their care.</b></p> <p><b>Describe a situation where your sensitivity to the patient’s perspective changed the way you managed their care.</b></p> <p><b>A work colleague appears to be withdrawn and uncommunicative and you notice verging on being rude when communicating with other co workers /patients and or visitors to the department. Describe for us how you would handle this situation.</b></p> <p><b>Describe a situation where you have shown empathy or sensitivity towards one of your colleagues.</b></p>
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Caring Behaviour	Criteria Definition	Behavioural Indicators
<p>3. Communication</p>	<ul style="list-style-type: none"> <li>• Communication is central to successful caring relationships and to effective team working.</li> <li>• Listening is as important as what we say and do essential for ‘no decision about me without me’.</li> <li>• Communication is key to a good workplace with benefits for those in our care and staff alike</li> </ul>	<p><b>Information :</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning.</li> <li>• Allow people to talk out their issue.</li> <li>• Explaining and encouraging questions.</li> <li>• Giving Information.</li> <li>• Giving Instruction.</li> <li>• Keeping relative informed.</li> <li>• Exchange.</li> </ul> <p><b>Non Verbal:</b></p> <ul style="list-style-type: none"> <li>• Communication, Facial expressions ,Eye contact, personal touch</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to indicate support through listening and appropriate gestures</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening and being open to feedback</li> <li>• Quiet listening</li> <li>• Discussing topics of concern</li> <li>• Attentive listening</li> <li>• Effective Communication</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Respect in Voice Tone.</li> <li>• Introducing Self.</li> <li>• Calling people by a preferred name.</li> <li>• Being cheerful and demonstrating patience.</li> </ul>
<b>Sample Question</b>	<p><b>A patient has been admitted as an emergency to your area/ward, you are advised they have a profound hearing impairment; they normally wear a hearing aid. However they do not have it with them. Describe for us how you would effectively communicate with the patient?</b></p> <p><b>Describe for us a situation where your communication skills had a positive impact on patient care</b></p> <p><b>Describe for us a situation where your communication skills had a positive effect upon a situation in your work workplace – what did you learn from that situation</b></p> <p><b>Describe a time when you found it difficult to communicate with a colleague, patient or relative. What did you do and how did you feel.</b></p>	

<b>Caring Behaviour</b>	<b>Criteria Definition</b>	<b>Behavioural Indicators</b>
4. Competence	<ul style="list-style-type: none"> <li>• Competence means all those working in a healthcare setting must have the ability to understand an individual's health and social needs</li> <li>• Have the expertise, clinical and technical knowledge to deliver effective care and treatments based on research and evidence</li> </ul>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Expert knowledge and use knowledge and skills effectively to promote the patients best interest</li> <li>• Know when to seek assistance/refer to colleagues</li> <li>• Can identify safety risks to patient care and ensure preventative measures are in place</li> <li>• Respects views/wishes of the patient whilst maintaining effective relationships</li> <li>• Recognition of own personal and professional limitations</li> </ul>
<b>Sample Question</b>	<p><b>You are on duty and another health professional is allocated a new clinical procedure protocol to complete. They commence the procedure and then ask if you will complete it for them. You have never undertaken this procedure on your own before. Explain what you would do in this</b></p>	

	<p><b>situation?</b></p> <p><b>Can you describe at time when you felt you made the wrong decision .How did you feel and what happened as a result.</b></p> <p><b>Describe a situation where the management of a particular piece of work/project did not go as planned – what happened and what did you learn from it.</b></p>	
<b>Caring Behaviour</b>	<b>Criteria Definition</b>	<b>Behavioural Indicators</b>
5. Courage	<ul style="list-style-type: none"> <li>• Courage enables us to do the right thing for the people we care for and work with</li> <li>• To speak up when we have concerns</li> <li>• To have the personal strength and vision to innovate and to embrace new ways of working</li> </ul>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Faces up to problems and takes decisive actions quickly</li> <li>• Knows when to take actions if patients are put at risk</li> <li>• Is confident to face up to people in most situations</li> <li>• Is confident to state what is on their mind and why</li> <li>• Speaks up when there are concerns</li> <li>• Confident to try new ways of doing things/working</li> <li>• Delivers current and accurate information</li> <li>• Not afraid to demonstrate understanding of how other feel</li> <li>• Follows convictions</li> <li>• Goes to next level if situation rejected, ignored or covered up</li> <li>• Empathises with others</li> <li>• Responds to facts</li> <li>• Not afraid to say ‘that’s not right’</li> </ul>
<b>Sample Question</b>	<p><b>You are on duty, a situation arises that could potentially affect patient safety and you have witnessed the same situation time and time again. No patient has ever come to harm – you know that the team are aware of the issue. Describe for us how you would manage this situation?</b></p> <p><b>Can you tell us about a situation where you have had to advise a colleague or direct report that they are not following correct processes /procedures in regards to an area of work they are responsible for or where you have had to flag to a line manager about performance issues within your team . Describe for us how you approached the situation and what the outcome was. (or ask how would you approach the scenario). How did you deal with the colleagues/direct report’s reaction.</b></p> <p><b>Tell us about a time where you had to address a difficult situation with a colleague. Why it was important to address the situation and what was the outcome.</b></p> <p><b>Can you tells us what you would do if you overheard a colleague making an inappropriate remark to a patient /relative or colleague.</b></p>	
<b>Caring Behaviour</b>	<b>Criteria Definition</b>	<b>Behavioural Indicators</b>
6. Commitment	<ul style="list-style-type: none"> <li>• A commitment to our patients and the public is a cornerstone of what we do</li> <li>• We need to build on our</li> </ul>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Upholds standards of the profession</li> <li>• Putting the needs of the patient</li> </ul>

	<p>commitment to improve the care and experience of our patients, relatives and carers</p> <ul style="list-style-type: none"> <li>We need to apply to perform effectively as part of an integrated team and in how we apply to work colleagues</li> </ul>	<p>first</p> <ul style="list-style-type: none"> <li>Do what they say they will do and make all effort to meet patient's needs</li> <li>Concerned about wellbeing of colleagues</li> <li>Shows consideration and respect to team members and works collaboratively</li> <li>Knows and acknowledges each colleagues role and contribution</li> <li>Is not afraid to do what is required</li> <li>Will support colleagues when they are under pressure or have a heavy workload</li> </ul>
<p><b>Sample Question</b></p>	<p><b>You arrive on duty to find there is a short notice staff absence. The ward is busy and the staff skill mix is challenging, the team leader you can see is doing their best in a situation which steadily deteriorates as workload increases through the shift. Describe for us your actions and how you would cope in this situation?</b></p> <p><b>You arrive at your work place to find that due to several members of your team being absent this leaves your team short staffed. There is a defined time line to complete some key tasks; your team leader/manager is doing their best to deal with the situation however you and your colleagues are feeling under pressure due to a number conflicting priorities. Describe for us how you would cope in this situation. Tells us how you would support other members of your team who appear to be struggling with the workload in that situation.</b></p>	

<p><b>Step 4</b></p> <p><b>Scoring Candidate Responses</b></p> <p>A <b>Scoring Matrix</b> is provided to allow you to rate the candidate's responses to interview questions. It is important that all members of the interview panel use the same scoring matrix to ensure consistency of scoring across all the candidates being interviewed for the post:</p> <p><b>Interview Scoring Matrix: i) Qualifications, Clinical/Technical Competencies, Knowledge, Skills and Experience and ii) Caring Behaviours</b></p>		
<p><b>5</b></p>	<p><b>Excellent/ Advanced Exceeded Acceptable Level of Evidence</b></p>	<ul style="list-style-type: none"> <li>Criteria more than met criteria and excellent evidence given.</li> <li>Excellent answers demonstrating comprehensive knowledge, experience and understanding of the subject area.</li> <li>Showed advanced level of evidence of having the requirements to perform well in the role.</li> <li>Has great instinct for detecting difficulties in others.</li> <li>Strong display of positive indicators.</li> <li>Responses indicated an ability to focus intuitively on solutions to situations.</li> <li>Responses indicated a natural ability to apply the characteristics of caring behaviours in the workplace and significant time and effort into ensuring these aspects of the patients and families needs are met. Response indicated on a regular basis will 'go the extra mile' for services users and work colleagues.</li> <li>More than meet all criteria and Caring Behaviour Competencies with additional relevant skills/experience/other which will benefit the service</li> </ul>

4	<b>Very Good Level of Acceptable Evidence</b>	<ul style="list-style-type: none"> <li>• Criteria met with very good evidence given</li> <li>• Very good answers demonstrating more than acceptable level of knowledge, experience of the subject area</li> <li>• Showed very good level of evidence of having requirements to perform well in the role</li> <li>• Can understand well how other people feel</li> <li>• Clearly demonstrates application empathy and compassion</li> <li>• Demonstrated more than acceptable display of positive indicators. Very clear in answers</li> <li>• Responses indicated strong background in focusing on patient needs</li> <li>• Demonstrates they understand, gives examples and can apply Caring Behavior Competencies to an above average acceptable standard</li> </ul>
3	<b>Good Acceptable Level of Evidence</b>	<ul style="list-style-type: none"> <li>• Criteria partly met, some evidence given, satisfactory answer given that demonstrated a good understanding of the subject area.</li> <li>• Satisfactory display of positive indicators makes a point to understand a person's situation.</li> <li>• Can articulate the issues of others, mostly thinks of others needs first. Doesn't hesitate to go the extra mile to help others.</li> <li>• Responses indicated ability to understand the whole situation in context of patient, family, carers and colleagues and how caring behaviours part of good clinical practice.</li> <li>• Responses indicated confidence in own knowledge and abilities in regards this aspect of clinical care</li> <li>• Demonstrates they understand, gives examples and can apply Caring Behavior Competencies to an acceptable standard</li> </ul>
2	<b>Some Acceptable Level of Evidence</b>	<ul style="list-style-type: none"> <li>• Applicant evidences examples to show they can apply Caring Behavior Competencies at a basis level</li> <li>• Criteria met, limited evidence given, answer demonstrated a basic understanding of the subject area</li> </ul>
1	<b>Borderline Basic/ Limited Evidence</b>	<ul style="list-style-type: none"> <li>• Applicant evidences examples to show they can apply Caring Behavior Competencies at a basic level</li> <li>• Criteria met, limited evidence given, answer demonstrated a basis understanding of the subject area</li> </ul>
0	<b>Unacceptable</b>	<ul style="list-style-type: none"> <li>• Unable to provide meaningful examples of application of Caring Behaviors, failed to understand or relate to the line of questioning. Seemed unfamiliar with the context of the scenarios.</li> </ul>

### Final Tips to Note:

It is important as part of the introduction before commencing the interview questions that you explain to the candidate that a series of behavioural interview questions will be incorporated into the interview which will help determine and assess their attitudes/values in regards to Caring Behaviours. Inform the candidate these are viewed as essential in all NHS roles both clinical and non clinical. Explain that their answers will be scored and used as part of the overall assessment. Encourage the candidate to give examples of real life situations reflecting their normal working practice.

### Overall Assessment

The assessment criteria should account equally in the overall scoring and selection:

- Clinical/Technical Competencies, Qualifications, Training, Skills, Knowledge and Experience
- Evidence and Evaluation of Caring Behaviours
- Other relevant information/evidence

For all candidates, to ensure fairness and standardisation of the interview you must ask to all interviewees the pre set questions, the panel members have all agreed. You can tailor how you phrase/ask the question to your own interview style and your particular service area/specialty. You

can ask follow up questions if you feel you need to probe the candidate further in regards an individual's experience or response.

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