



Right values, right people: recruitment toolkit

Example interview questions based
the common core of skills, knowledge and values

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Introduction

Employers told us they would find it helpful to have example questions they could adapt to use in interviews as part of a values-based recruitment toolkit. We have used the Common Core of skills, knowledge and values and the National Occupational Standards for Social Services and Health to create questions you can use to help explore the values of workers during recruitment and selection.

[The Common Core of skills, knowledge and values](#) is for people who work with adults in Scotland. The Common Core outlines the positive characteristics (self-awareness, building trust, promoting dignity and fairness, and engaging people) workers should have to improve outcomes for people using services.

[National Occupational Standards](#) (NOS) describe the knowledge, skills and understanding needed to do a particular job to a nationally recognised level of competence. Developed by employers, people who use services and other key stakeholders, they define the key functions in a job and are benchmarks of good practice required in the social service sector.

The questions have been linked to each of the four skills areas in the Common Core:

- a) self-awareness – understanding yourself and others
- b) building trust – recognise the importance of relationships
- c) promoting dignity and fairness – get to know how people want to live
- d) engaging people – support everyone to be included.

Some questions may appear more than once as we have tried to group relevant ones together so you can focus on particular skills areas if you want rather than use all the questions.

Please note you should use the questions as a starting point that you can adapt to reflect the role and service you are recruiting and selecting for. You shouldn't use them just as they are.

The overarching values

Respect

See people using services as experts in their own lives with opinions, knowledge and experiences; value the contribution of others.

Collaboration

Understand that you can achieve improved outcomes through people working together in partnership.

Participation and dignity

Promote the rights of individuals to play an active part in their community, as much as they want to, and respect their choices of how they wish to lead their lives.

Empowerment

Make sure people who use services recognise and use their strengths and are able to make informed decisions.

Skill: Self-awareness – understand yourself and others

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| <p>My personal feelings: Be aware of your own feelings, understand that these may be different from the people you work with and may influence the way you see them.</p> | <ul style="list-style-type: none"> • Please explain how your own background, experiences and beliefs might have an impact on your practice. |
| <p>Individuality: Recognise that needs and strengths are unique and that we are all influenced by who we are, our environment, backgrounds and circumstances.</p> | <ul style="list-style-type: none"> • Please explain how your own background, experiences and beliefs might have an impact on your practice. • Please give an example you have faced personally or through work of a time when you have supported someone who did not share your values, beliefs or ideas? (Follow up – what was the impact on your practice?) • Please share an example of when you have supported someone to identify and build on their strengths. • Could you give us an example of a time when you have had to work with or help people who have required different levels of support or assistance? |
| <p>My impact on others: Understand your impact on people and how they might see you. Adapt your approach including your tone, language and behaviour to suit the circumstances. Show empathy.</p> | <ul style="list-style-type: none"> • Please give an example of when you have effectively communicated and allowed an individual to communicate their needs, views and preferences. (Follow up – what methods did you use?) • Please give an example of a time you have helped someone feel valued. • Please give an example of where your empathy has allowed you to give more compassionate care or support? • Please give an example of where your understanding of what another person may be going through helped to develop your empathy/compassion for that person? • How might your power and influence as a worker have an impact on relationships? • Give an example of a situation where others were intense but you were able to maintain your composure. |

My personal development: Reflect on your own strengths and weaknesses. Constantly strive to learn new skills and knowledge. Set goals and know to ask for help when you need it.

- Please explain how your own background, experiences and beliefs might have an impact on your practice.
- Please give an example of a time you have evaluated and developed your skills and knowledge.
- Please give examples of opportunities for learning and development you have accessed.
- Please give an example of how you have used learning opportunities to improve your knowledge and practice.
- Please give an example of a time you needed to ask for help with something.

Skill: Building trust – recognise the importance of relationships

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| <p>Honesty and integrity: Be honest and open; discuss each other's strengths; listen carefully and be clear about your role.</p> | <ul style="list-style-type: none"> • Please can you explain what you understand about your own roles, responsibilities and accountabilities as a worker and what your limits and boundaries should be? • Can you tell us a time when you listened carefully to someone? (Follow up – what difference did it make to them, to you?) • Please give examples of how you have built trust and rapport in a relationship. • How might your power and influence as a worker have an impact on relationships? • Please give an example of a situation where you've spoken up because you had concerns. • Please tell us about a situation when you had to speak up (be assertive) in order to get a point across that was important to you or crucial to someone you were helping/supporting. |
| <p>Confidentiality: Make sure people understand what information will be kept in confidence and why some information from or about them may be shared.</p> | <ul style="list-style-type: none"> • Please give an example of a time when you were asked to keep information confidential. • Please give an example of a situation where you've spoken up because you had concerns even if someone else did not want you to. • We work with a great deal of confidential information. Describe how you have handled sensitive information in a past work or personal experience. (Follow up – what did you do to maintain confidentiality especially if pressured by others?) |

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| <p>Managing challenge: Be compassionate. Involve and engage people in understanding their situation. Be adaptable in how you respond to challenges.</p> | <ul style="list-style-type: none"> • What methods have you used to promote effective communication to allow individuals to communicate their needs, views and preferences? • Please give an example of how you have worked in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences. • Please give an example of a situation where you've spoken up because you had concerns. • We all find ourselves in stressful situations at work, when keeping a positive or compassionate attitude is most useful. Tell us about such a time and how you managed. |
| <p>Keeping people safe: Understand your responsibilities and appropriate procedures to protect people from harm. Be proactive; protect yourself and other people from harm.</p> | <ul style="list-style-type: none"> • Please give an example of when you have had to raise a concern about possible harm or abuse, poor or discriminatory practices. (Follow up – what did you do and what difference did it make?) • Please explain how you protect yourself and others from harm and abuse when in a work setting or working alone; please give examples if you can. • Please explain what you would do if you have reported concerns but no action is taken to address them. • What conflicts and dilemmas could arise in relation to the rights of people using services to make choices about how they live, and how might you address them? • What are your attitudes to protecting people from harm? How have these developed over time? • Please give an example of a time you have had concerns for the safety of another person. What did you do? What difference did that make? |

Skill: Promoting dignity and fairness – get to know how people want to live

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| <p>Active listening: Include people as active participants, listening to and with them; understand their lived experiences and other strengths.</p> | <ul style="list-style-type: none">• Can you please share an example of when you have promoted an individual's rights, choices, wellbeing and active participation.• Please give an example when getting to know an individual made a difference to your work/support with them.• Please tell us about a time you listened carefully to someone. What difference did it make to them, to you?• Please give examples of how you have built trust and rapport in a relationship.• How might your power and influence as a worker have an impact on relationships?• Please give us an example of a time when you were able to successfully communicate with another person, even when that individual may not have personally liked you or vice versa. |
| <p>Shared decision making: Understand that you can do most things together. Involve people in decision making and respect their choices.</p> | <ul style="list-style-type: none">• Please give us an example of when you have promoted individuals' rights, choices, wellbeing and active participation.• Please explain how you have worked in partnership with others to support what they have wanted to achieve.• How might your power and influence as a worker have an impact on someone's ability to make choices?• What conflicts and dilemmas could arise in relation to the rights of people using services to make choices about how they live, and how might you address them? |

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| <p>Facilitation: Work with people to identify a range of options and make sure they make informed choices. Make sure human rights based approaches underpin decisions.</p> | <ul style="list-style-type: none"> • What are the legal requirements on equality, diversity, discrimination and rights? • Please give us an example of when you have promoted individuals' rights, choices, wellbeing and active participation. • Describe a situation when it was critical that you establish an effective working relationship with either an individual or group to complete a task or project. • Please give an example of how you have worked in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preference. • Please give an example of how have you managed ethical conflicts or dilemmas. • Please give an example of how you have worked with people to identify options and choices. • Please give an example of how Human Rights support us in our day to day lives. |
| <p>Team work: Respect and value the contribution of the people you work with, including other workers/agencies.</p> | <ul style="list-style-type: none"> • Please explain how you have worked in partnership with people to support them to achieve their goals/outcomes. • Please give examples of how you have built trust and rapport in relationships. • Please give an example of how the importance of leadership and team working made a difference on the outcomes for individuals. • Why is it important to understand and respect the roles, responsibilities and accountabilities of others you work with? • Give an example of a time when you were part of a great team. What did you do? What difference did it make? • Describe a time when you put your needs aside to help another team member understand or complete a task. |

Skill: Engaging people – support everyone to be included

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| <p>Enabling potential: Consider the strengths, needs and potential risks for each person in the context of where they live, their relationships and their wellbeing.</p> | <ul style="list-style-type: none"> • What is your role in promoting individuals’ rights, choices, wellbeing and active participation? • Please explain how you have worked in partnership with people to support them to achieve their goals/aspirations/outcomes. • Please give an example of a time you have assessed or managed risk. • What conflicts and dilemmas could arise in relation to the rights of people using services to make choices about how they live, and how might you address them? |
| <p>A flexible approach: Understand that not everyone feels included and know different ways to engage people. Get to know people’s likes and dislikes, abilities and what has worked before.</p> | <ul style="list-style-type: none"> • What is your role in promoting individuals’ rights, choices, wellbeing and active participation? • Please explain how you have worked in partnership with people to support them to achieve their goals/aspirations/outcomes. • Please give an example of when you have supported someone in a person-centred/ child-centred way. Why was it important to do so? • Please give examples of how you have built trust and rapport in relationships. |
| <p>Working with people: Learn how to work with individuals or groups and how to manage the different dynamics at play. Get the best out of people.</p> | <ul style="list-style-type: none"> • Please give an example of when you have supported someone in a person-centred/ child-centred way (where they are at the centre of the design-making process and design their own support plan). Why was it important to do so? • Please share an example of when you have promoted individuals’ rights, choices, wellbeing and active participation. • Please explain how you have worked in partnership with people to support them to achieve their goals/aspirations/outcomes. • Please give examples of how you have built trust and rapport in relationships. • How might your power and influence as a worker have an impact on relationships? |
| <p>Accessing help and resources: Help people to participate in their local communities and to create the necessary bonds and networks to enrich their lives. Know which other local workers or agencies can help. Make the links.</p> | <ul style="list-style-type: none"> • Why is it important to understand and respect the roles, responsibilities and accountabilities of others you work with? • Please give an example of a time you had to ask for help. • Please explain how you have worked in partnership with people to support them to achieve their goals/aspirations/outcomes. • Why is it important to be aware of cultural and language context when supporting people to access help and resources? |

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Scottish Social Services Council 2023

