



Right values, right people:
recruitment toolkit

The Common Core of skills, knowledge
and values: Behaviour that demonstrates you have
the appropriate values

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After identifying the values that are important in your organisation, employers must make sure they embed them into everyday practice across the whole organisation. This resource will help your workers understand how they can apply the four behaviours in each of the skills in the Common Core in practice. You should use this as a starting point for creating your own learning resource and adapt it to suit the requirements of your organisation.

There are examples of behaviours that would and would not meet the standards expected of social service workers in Scotland for each of the skills. You can use these to create activities in induction or ongoing learning and development.

Overarching values

There are four overarching values that you must always embed into anything that you or your workers do when providing services. It is important that these are explicit in any induction or learning activities you create from this resource.

Respect

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

Collaboration

Understand that you achieve improved outcomes through people working 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 that people who use services recognise and use their strengths and are able to make informed decisions.

Examples of behaviours

Skill: Self-awareness – understand yourself and others

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> You acknowledge that your own beliefs and life experiences may have an impact on how you view the choices of people using services but do not let these affect how you support people. 	<ul style="list-style-type: none"> You seek to influence people using services to make choices in line with your beliefs rather than their own, when you think it is in their best interests.
<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"> You acknowledge and ensure that the individual who is receiving a service is central to in all decisions. You respect the choices made by individuals even when you feel that these choices are not in their best interests. You treat everyone fairly and equally, but not the same. 	<ul style="list-style-type: none"> You treat everyone the same without acknowledging their individual needs and circumstances. You focus on the needs and circumstances of your service rather than the needs and circumstances of the individuals you are supporting.
<p>My impact on others: Understand your impact on people and how they see you. Adapt your approach including your tone, language and behaviour to suit the circumstances. Show empathy.</p>	<ul style="list-style-type: none"> You ensure that you maintain appropriate boundaries within your relationships with people using services. You acknowledge the power that you have in relationships with people using services and ensure that you never misuse this. You ensure you always consider the best ways to communicate with people using services, using language they will understand. You show empathy towards people using services, their circumstances and choices. 	<ul style="list-style-type: none"> You do not maintain appropriate boundaries in your working relationships with those you are supporting. You make decisions for people using services rather than with them. You fail to ensure that you have listened to, and understood, what people using services are saying to you. You fail to ensure the effective communication of the choices of people using services to others.

Examples of behaviours

Skill: Self-awareness – understand yourself and others

	Behaviour that meets the standards	Behaviour that does not meet the standards
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.	<ul style="list-style-type: none">• You make reflection an integral part of your practice, identifying your strengths and aspects that require development.• You acknowledge the importance of learning new knowledge and skills and ensure you incorporate this into your work.• You identify and acknowledge when you need help and seek this from the appropriate people.• You are open to learning from any source, including people who are using services.	<ul style="list-style-type: none">• You only think about your practice if an issue arises.• You make learning new knowledge and skills a low priority in your workload.• You do not ask for help when you need it.• You only rely on your own knowledge and skills to guide you when supporting people who use services.

Examples of behaviours

Skill: Building trust – recognise the importance of relationships

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> You communicate honestly with people about what you can and cannot do in your role. You ensure you do not make commitments that are outwith your powers to accomplish. You ensure you listen carefully to what people using services say, confirming your understanding before acting on this. 	<ul style="list-style-type: none"> You make commitments to people using services before you have checked if these are appropriate and achievable. You avoid difficult conversations with people using services in case you hurt or offend them.
<p>Confidentiality: Ensure 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"> You explain that you may have to pass on information given to you by or about people using services when this could have an impact on their wellbeing. You ensure you explain to people why you need information before you gather it. You ensure that you check the accuracy of information you have gathered with the people sharing it, and that they have an opportunity to ask for it to be amended. 	<ul style="list-style-type: none"> You promise not to pass on information given to you in confidence by, or about, people using services. You gather information without considering if you really need it. You do not involve people using services as fully as they are able when gathering information. You do not review the information that you hold about people using services to see if it is still accurate or still required.

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> • You ensure you empathise with people when they are faced with new or ongoing challenges. • You involve people using services and help them to understand how challenges may have an impact on them. • You are open to consider different ways that may support people using services when they are faced with challenges. • You acknowledge that people may choose to take risks and work with them to manage these appropriately. 	<ul style="list-style-type: none"> • You focus on the issues rather than considering how the person using the service is feeling about the challenge. • You only use solutions that you have used in the past when responding to challenges and are not open to consider alternatives. • You do not ensure that people using services understand their situations and the impact that challenges may have on them.
<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>	<p>You ensure you know and follow your organisational policies and procedures for protecting people from harm.</p> <ul style="list-style-type: none"> • You keep yourself up to date with specific knowledge and skills about managing challenging behaviour. • You enable people using services to understand potential risks relating to activities and situations. • You report and record any concerns you have regarding the well-being people using services. 	<ul style="list-style-type: none"> • You only think about safe practice if an issue arises. • You do not take responsibility for maintaining your knowledge and skills in protecting people from harm. • You do not carry out, follow and review risk assessments, particularly for tasks which may have become familiar and routine. • You do not report or record concerns until you have evidence to back these up.

Examples of behaviours

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

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> You ensure that you involve people using services as fully as they want to be in the planning and delivery of support to them. You recognise and acknowledge that people using services are experts in how their circumstances impact on their lives. You enable people using services to contribute as much as they want to, or are able to, in the support that they need. 	<ul style="list-style-type: none"> You focus only on your knowledge and expertise when identifying support for people using services. You listen to what people using services say but you do not acknowledge or act on this.
<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"> You ensure that people using services are actively involved in making decisions about their lives and support as far as they are able to, or want to, be. You respect choices that people using services make, even when you feel that these are not in their best interest. You work in ways that encourage people using services to make decisions about how they want to live and access support. 	<ul style="list-style-type: none"> You listen to what people using services say but you make the decisions about how you will provide support. You do not support people using services to carry out choices that you do not think are right or in their best interests. You make decisions based on your knowledge and experience without acknowledging that the people using services can provide insight and influence about support provided to them

	Behaviour that meets the standards	Behaviour that does not meet the standards
<p>Facilitation: Work with people to identify a range of options and make sure they make informed choices. Ensure that human rights-based approaches underpin decisions.</p>	<ul style="list-style-type: none"> • You ensure you provide people using services with sufficient information, and support if required, to enable them to understand the options available. • You ensure that you understand human rights legislation at a level appropriate for your role and apply this in your practice. • You ensure that people using services have sufficient time to consider their options and are able to seek more information and support if necessary. • You acknowledge that some options may involve risk and ensure that people using services understand these risks, while respecting their right to choose them. 	<ul style="list-style-type: none"> • You provide what you think are the best options for people using services based on the information that you know. • You only provide 'safe' options that do not involve risk to avoid having to support people using services to manage this. • Your starting point when providing information comes from what you can provide rather than the needs and wishes of people using services when identifying a range of options.
<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"> • You acknowledge the skills, knowledge and expertise of other workers within your service and from other agencies. • You respect the judgement and opinions of other workers, including when you do not agree with these. • You acknowledge and understand that other agencies may have different policies, procedures and priorities from your own. • You ensure that you always work in ways that supports other workers and agencies to provide the best outcomes for people using services. 	<ul style="list-style-type: none"> • You give preference to your own knowledge, skills and expertise over that of others. • You prioritise your own organisation's policies and procedures and do not seek to understand why others may not be able to provide services in the way you expect.

Examples of behaviours

Skill: Engaging people – support everyone to be included

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> You work with people using services to identify their strengths and how they could use these in the context of their lives. You support people using services to identify needs and understand potential risks in the context of their lives. You support and encourage people using services to make the best use of their strengths to meet their potential as far as they can or want to. You acknowledge and understand that people using services may require more time and resources to enable them to undertake tasks. 	<ul style="list-style-type: none"> You provide support that meets the needs of people using services but do not consider what they can do themselves. You provide support that does not take account of the individual needs of people using services. You do not allow people using services to have sufficient time to undertake tasks or do activities themselves.
<p>A flexible approach: Understand that not everyone feels included and knows 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"> You are able to use different ways of enabling people using services to become included, and to recognise when alternative approaches may be needed. You spend sufficient time with people using services to get to know their likes, dislikes and their abilities. You tailor the support you provide to people using services to take account of their individual likes, dislikes and abilities 	<ul style="list-style-type: none"> You use the same approach for all people using services to encourage them to work with you. You provide support without really understanding the likes, dislikes and abilities of people using services. You support people using services in ways that do not take account of their likes, dislikes and abilities. You fail to carry out an ongoing review of the support you provide to identify if this needs to be changed to provide the best outcomes for people using services.

	Behaviour that meets the standards	Behaviour that does not meet the standards
<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"> • You respect, and encourage others to respect the needs, wishes and opinions of all members of a group. • You work in ways that treat all members of a group fairly. • You challenge individuals if required in ways that maintain their dignity and shows respect. • You work in ways that seek to balance the rights of everyone in a group. • You identify the strengths of each member of a group and encourage group members to use their strengths for the benefit of the group. 	<ul style="list-style-type: none"> • You treat every member of the group the same, without taking account of individual needs, likes or dislikes. • You do not challenge members of the group who do not respect the needs, wishes or opinions of others.
<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"> • You support people using services to access groups or activities that meet their needs and interests. • You keep yourself up to date with the services provided by local workers and agencies, so you can provide information about these to people using services. • You assist people using services to maintain links with people and communities that are important to them. 	<ul style="list-style-type: none"> • You only provide information about services but do not make sure that people have the support to allow them to access these. • You do not acknowledge the importance of people maintaining links with their community, particularly if they have to move from it.

Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Tel: 0345 60 30 891

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Email: digitallearning@sssc.uk.com
www.sssc.uk.com

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