The Trust’s vision

To provide the best care for the people of Bradford, Airedale and Craven

So that….

The Trust is recognised as one of the country’s leading providers of integrated community health care services

and delivers on four key aims:

- **Top** quality of care
- **Excellence** in patient experience
- **Great** relationships
- **Excellent** value for money

In the context of our intentions to:

- **Be great in our own patch**: the provider of choice for good quality, value for money services
- **Adapt to the commissioner landscape**: offering integrated, locality services based around primary care and local communities
- **Capitalise on business growth opportunities**: through partnership working and entering new markets
**Building Understanding**

Putting across ideas and opinions clearly and confidently. Making the time to listen to others and taking their views on board.

<table>
<thead>
<tr>
<th>A. Team Contributor</th>
<th>B. Leading through Others</th>
<th>C. Established Leader</th>
<th>D. Organisational Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates</strong></td>
<td><strong>Communicates effectively in more challenging day to day situations</strong></td>
<td><strong>Communicates effectively with others in complex situations</strong></td>
<td><strong>Handles complex and demanding communication across a range of situations and with stakeholders</strong></td>
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<tr>
<td>effectively on a day to day basis</td>
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<tr>
<td>• Communicates in a clear, confident, positive and professional manner</td>
<td>• Communicates ideas or concepts that are understandable and relevant to different staff levels</td>
<td>• Expresses opinions, information and key points of an argument clearly and fluently</td>
<td>• Shares complex messages; interprets and communicates the relevance to others</td>
</tr>
<tr>
<td>• Communicates openly and honestly</td>
<td>• Uses active listening to show others that their views have been heard</td>
<td>• Uses personal impact and credibility to influence others</td>
<td>• Communicates to inspire enthusiasm and commitment in others</td>
</tr>
<tr>
<td>• Listens to what others say and asks questions to clarify understanding</td>
<td>• Adapts own behaviour to respond to communication barriers (e.g. language issues)</td>
<td>• Reacts quickly to deliver an unscripted presentation or handle complex questions</td>
<td>• Plans an approach to influence specific groups (e.g. by briefing key members prior to meetings)</td>
</tr>
<tr>
<td>• Makes others feel that their views and opinions count</td>
<td>• Facilitates discussions to encourage input from others</td>
<td>• Handles cross-cultural communication effectively</td>
<td>• Builds consensus and understanding in the most complex situations (e.g. in highly political relationships)</td>
</tr>
<tr>
<td>• Uses the most suitable communication method (e.g. face to face, telephone or email)</td>
<td>• Develops reports/presentations which are suitable for the audience</td>
<td>• Manages conflict to build positive outcomes</td>
<td></td>
</tr>
<tr>
<td>• Uses non-verbal behaviours (e.g. body language, gestures and facial expressions) to build rapport and empathy</td>
<td>• Is accessible and approachable</td>
<td>• Builds the involvement, respect and trust of others</td>
<td>• Negotiates to achieve mutually acceptable agreement</td>
</tr>
<tr>
<td>• Communicates effectively with people who are upset or angry</td>
<td></td>
<td>• Shares complex messages; interprets and communicates the relevance to others</td>
<td></td>
</tr>
<tr>
<td>• Adapts behaviour and language to relate effectively to others</td>
<td>• Is assertive when required</td>
<td>• Communicates to inspire enthusiasm and commitment in others</td>
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**What is not acceptable**

- Not actively listening
- Not adapting your communication style to suit others
- Sending emails to avoid direct conversations
- Using confusing jargon
- Not allowing others to express their opinions
- Avoiding difficult conversations

**RESPECT**

**OPENNESS**

**IMPROVEMENT**

**EXCELLENCE**

**TOGETHER**
Values Based Recruitment

• What are ‘Values’?
  – Values are the things that matter to us: our judgments of what is important in life
  – As a result they can mean different things to different people

• Why measure them?
  – Cavendish Review
  – Francis Report
  – Increased employee satisfaction (Cable and Edwards 2004)
  – Identification with the organisation (Cable and Edwards 2004)
  – Retention (Auther et al 2006)
Our Starting Point

• BDCT values well established
  – Values developed through staff focus groups
  – Values into action to share and engage with staff
  – Job Descriptions
  – Induction
  – Appraisal documentation
  – Behavioural competency framework
  – ‘You’re a Star’ awards
  – Screen savers, posters, badges
You are recruiting a Brilliant Pilot would you…. 

a) See how candidates looked in their uniform?
b) See if they can drive a BMW?
c) Let them have a go at flying a plane?
d) Give them a flight simulation?
What is it about interviews?

- Used by 70% of UK organisations (CIPD 2009)
- Readily accepted by all parties (managers and candidates)
- Low cost
- Easy to administer
- **NHS culture** – “we’ve always done it this way”
Ability of selection methods to predict performance

<table>
<thead>
<tr>
<th>Method</th>
<th>Prediction</th>
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<tbody>
<tr>
<td>Certain Prediction</td>
<td>1.0</td>
</tr>
<tr>
<td>Assessment Centres</td>
<td>0.65</td>
</tr>
<tr>
<td>Behavioural interviews</td>
<td>0.4-0.6</td>
</tr>
<tr>
<td>Work Sample tests</td>
<td>0.54</td>
</tr>
<tr>
<td>Ability Tests</td>
<td>0.53</td>
</tr>
<tr>
<td>Personality Tests</td>
<td>0.39</td>
</tr>
<tr>
<td>References</td>
<td>0.23</td>
</tr>
<tr>
<td>Traditional interview</td>
<td>0.5-0.19</td>
</tr>
<tr>
<td>Graphology/Astrology</td>
<td>0.0</td>
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Pilbeam and Corbridge 2006
Assessment centre considerations

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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</thead>
<tbody>
<tr>
<td>• Good reliability</td>
<td>• More costly to administer</td>
</tr>
<tr>
<td>• Better predictor of performance</td>
<td>• Needs additional staff resource</td>
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<tr>
<td>• Reduced adverse impact</td>
<td>• Takes additional time to administer</td>
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<td>• Reinforces candidate experience</td>
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How can we improve our approach to interviewing?

• Semi structuring- improve predictive qualities whilst retaining some flexibility and adaptability
• Well trained interviewer who understand the required behaviours
• Questions that reflect the organisational context and current environment
• Comprehensive preparation on the part of the interviewer

Ekuma 2012
What is values based interviewing?

Competency interview

- Situation
- Task
- Action
- Result

Values based interview

- Situation
- Task
- Action
- Result

• What did you learn from it?
• What impact did it have on you?
• What would you do differently?
• How did you feel about it?
• Why did you decide to…?
Excellence
• We provide high quality, safe and efficient services
• We are customer focused and deliver on our promises
• We use and develop the expertise of our staff to provide the best possible user and carer experience

1. Tell me about something that you have done at work that you are proud of
What was the situation? What is it about that example that stands out for you?

Notes:

Things to listen for
• Demonstrates pride in work
• Talks about patients with passion
• Demonstrates personal drive and determination to deliver results
• Committed to delivering a great service
• Prepared to put in extra effort
Values based interviewing in BDCT (1)

• Development of question bank
  – Lead questions
  – Follow questions

• Development of scoring guide
  – Objective behavioural indicators

• Testing out within the Trust
  – R&S group
  – Staff
  – SUs and patients
Values based interviewing in BDCT (2)

• Identification of pilot sites, mix of roles and services:
  – Forensic ward, HCA
  – Community Dentistry, admin
  – Speech and Language therapists
  – Community Staff Nurse

• Trialling of different approaches
  – Telephone vs face to face
  – Shortlisting vs final stages
Learning to date

• Questions work well and differentiate efficiently between applicants
• High level of skill required to use questions effectively
• Scoring guide essential to allow for objective evaluation
• Interview responses to be considered as a whole, single response can feed into several values
• Not all questions are suitable for all staff, need to be appropriate in sophistication of both questions asked and behavioural indicators
• A 20 minute interview is not sufficient to achieve this!!
Implications for implementation

• One question bank – managers to make decisions about which questions are appropriate for which roles
• Appropriate training and support for managers (and HR team)
• More time allocated for interview process
• Levels of implementation, to compliment existing methodologies
• This represents a big change for us
• Learning from our mistakes
Evaluation

• Immediate
  – Interviewer evaluations after each session

• Medium
  – 6 month manager assessment
  – Candidate feedback once recruited

• Long term
  – Performance
  – Turnover
  – Sickness
  – Patient experience
What is a Talent Screener?

• A bespoke Situational Judgement Test designed for Health Care Assistants/Support Workers
• Applicants presented with specific scenarios and asked to select one of three responses
• Test is taken online via email invitation
• Designed to sift out applicants early in the recruitment process in two ways:
  – Scored sifting: Those failing to achieve a certain score are rejected because of their poor alignment to success in the role
  – Self selection: Candidates decide not to continue their application either because they feel the role is not for them or because they choose not to complete the questionnaire
Example Question (BDCT)

You are in the middle of ward checks when one of the newer service users starts trying to communicate with you about their evening meal. The new service user does not speak English very well and has been struggling to communicate with the staff. You are aware that the hospital has arranged for an interpreter to help out when needed, however, you cannot see the interpreter anywhere. Do you:

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>Support the service user by arranging for the interpreter to come to the ward as soon as possible</td>
</tr>
<tr>
<td>2</td>
<td>Seek a colleague’s opinion on what the service user might be trying to say.</td>
</tr>
<tr>
<td>3</td>
<td>Focus on completing the ward checks and decide to come back to the service user when you have some spare time later</td>
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</table>
Key benefits

• Reduce applicant pool size before shortlisting
• Improve quality of applicants reaching shortlisting stage
• Reduce ‘Did-Not-Attend’ at interview (they self-select out earlier on)
• Improve hit rate at interview stage
• Improve quality of hire, measured through HR and quality of care metrics
• Reduce managerial issues (discipline, conduct, retention) in the long term
Usage in BDCT

- Applicants invited to complete the Talent Screener: 730
- Talent screeners completed: 403
- Successful completions: 269