



Gogledd Cymru **Gyda'n Gilydd**  
North Wales **Together**

*Gwasanaethau ddi-dor i bobl ag Anableddau Dysgu*  
*Seamless services for people with Learning Disabilities*

# Values Based Recruitment

## A Practical Guide



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# Introduction

## Welcome to our practical guide on implementing values based recruitment within your organisation.

This guide has been designed to help managers within organisations think about the ethos and values of their organisation and support them to modernise traditional recruitment methods to include a focus on key values and behaviours that ensure people receive “good support”. We know that “good support” focused on person centred practices and outcomes is what works to support people to live a good life.

This guide is made up of 4 stages. Firstly, we recognise that all organisations are different and will want to develop their own values based on their ethos. Stage 1 is therefore about creating your own organisations values. An example framework has been developed with people with learning disabilities describing what is important to them. This will hopefully give you some ideas on taking your own values forward. Stage 2 focuses on values based recruitment, focusing on what you need to do prior to recruiting, such as updating your job descriptions and person specifications, through to attracting candidates and selecting candidates based on values.

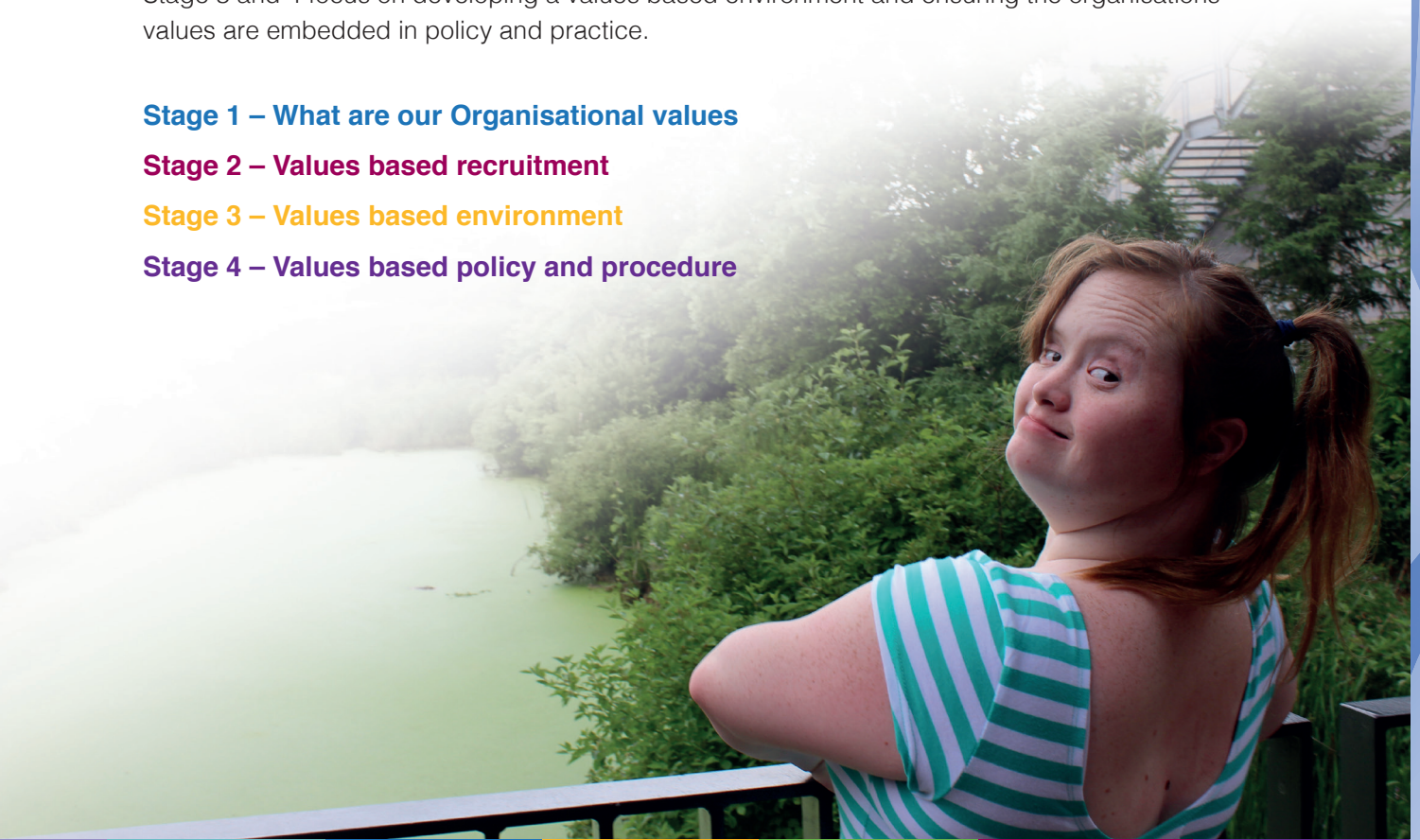
Stage 3 and 4 focus on developing a values based environment and ensuring the organisations values are embedded in policy and practice.

**Stage 1 – What are our Organisational values**

**Stage 2 – Values based recruitment**

**Stage 3 – Values based environment**

**Stage 4 – Values based policy and procedure**



Stage 1 -  
**What are our organisational values?**

Stage 2 -  
**Values Based Recruitment**  
(Values are tested at multiple assessment points)

Stage 2a -  
**PREPARATION**  
Planning & Preparing for  
the selection process

Stage 2b -  
**ATTRACTING  
CANDIDATES**  
Market your organisations  
values to prospective  
candidates

Stage 2c -  
**RECRUITMENT &  
SELECTION**  
Use of selection tools,  
methods and approaches  
to assess values

Stage 3 -  
**VALUES BASED  
ENVIRONMENT**

Stage 4 -  
**VALUES BASED POLICY  
& PROCEDURE**

**POST SELECTION**  
Evidence of values in education,  
training, development and  
organisational culture

**EMPLOYMENT & BEYOND**  
Embedding values in organisational  
processes and continuous  
learning and development

Culture and Leadership

Education, Training and Continuous Development

Values Driven Behaviour



# Stage 1

## What are your organisations values?

This is the starting point for values based recruitment. What are the key values and behaviours that are important to your organisation? You can then look at recruitment options to ensure you recruit the right people who have these values.

Values are personal to each organisation to reflect its ethos, however we have a good starting point with the Social Services and Wellbeing Act (Wales) 2014 and the All Wales induction framework.

## What are values?

Values are motivational goals that influence behaviour

Values primarily affect the goals that individuals chose to pursue (goal content) while personality traits primarily affect the amount of effort that individuals exhibit in pursuit of the goals (goal striving)

Personality represent behaviours that come more naturally, whereas values reflect effort (a choice) to behave in a certain way. This is an important distinction when considering selection tools.



In 2019, a set of values was coproduced with citizens with a learning disability who live in North Wales. A number of workshops took place across North Wales which were citizen led to look at what good support looks and feels like, focusing on key behaviours.

From this the North Wales Values and Behaviours Framework was born. Whilst very simple, it focuses on 4 key themes:

- Treat me well
- Let me be in charge of my own life
- Help me be the best I can be
- Always be honest





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Seamless services for people with Learning Disabilities*



**Everyone is an individual and should be treated with dignity and respect**

"respecting me includes respecting my space, my things, my decisions and my relationships"

"listen to me and take the time to get to know me!"

"Be kind"

### TOP TIPS

- Communicate in an open, accurate and straightforward way
- Don't use jargon
- Protect and respect peoples confidential and personal information
- Use humour appropriately
- Check how people want to be addressed
- Be on time and do what you say you will do



**Voice, choice, control and independence is at the heart of everything we do**

We embrace coproduction

"I want to have choice about where I live and who I live with"

"support me to do what I want to do and listen to me"

"I want to feel important and be able to make my own decisions"

### TOP TIPS

- Empower, encourage and enable people who need care and support to do things for themselves and to make their own decisions.
- Support individuals to maximise their decision making and have control over their own lives



**We deliver person centred care, putting the person at the heart of everything we do and helping them achieve their potential**

"learn from me and recognize what I am good at"

"help me learn new things"

"give me just enough support"

### TOP TIPS

- Be prepared to take positive risks, clearly explaining the consequences to others
- Look at tackling new and emerging problems creatively.
- Don't see mistakes as a bad thing, see them as an opportunity to learn and grow
- Be warm, kind, empathetic, reliable and compassionate in your actions



**We are always honest and transparent and not afraid to say when something goes wrong**

We are self-aware and regularly reflect on the work we do, how we do it and the impact we have on those being supported.

"I want people to just be honest with me and tell the truth"

### TOP TIPS

- We learn from others and share knowledge and best practice
- Seek, reflect on and learn from feedback from colleagues, individuals and families
- Have the courage to speak up and challenge others when you have concerns about the quality or safety of care being provided

Once organisational values are identified, organisations should embed them in everyday practice. There is no point in having a glossy poster on the wall, if the behaviour displayed by staff does not reflect the values agreed.

There are some examples of behaviours that would or would not meet the expected standards of people working in learning disabilities in North Wales. This could be adapted to the particular values that your organisation has decided to adopt.



Overarching Values	Examples of Behaviour that would meet this standard	Examples of Behaviour that may require development to meet this standard
<p><b>Everyone is an individual and should be treated with dignity and respect</b></p>	<ul style="list-style-type: none"> <li>• You respect, and encourage others to respect the needs, wishes and opinions of all members of a group.</li> <li>• You communicate in an open, accurate and straightforward way.</li> <li>• You don't use jargon.</li> <li>• You ensure you always consider the best way to communicate with people, using language they will understand.</li> <li>• You challenge individuals if required in ways that maintain their dignity and respect.</li> <li>• You work in ways to treat all people fairly.</li> <li>• You show empathy towards people you support, their circumstances and choices.</li> </ul>	<ul style="list-style-type: none"> <li>• You treat everyone you support the same, without taking in account the needs of individuals, or their likes or dislikes.</li> <li>• You don't challenge people who do not respect the needs, wishes or opinions of others.</li> <li>• You fail to ensure that you have listened to and understood what citizens are saying to you.</li> <li>• You don't ensure that the most effective communication tools for the individual are used.</li> </ul>
<p><b>Voice, Choice control and independence are at the heart of everything we do</b></p>	<ul style="list-style-type: none"> <li>• We understand what coproduction is and we embrace it.</li> <li>• You respect the choices made by individuals even when you feel that these choices are not in their best interests.</li> <li>• You ensure that individuals are actively involved in making decisions about their lives and support.</li> <li>• You work in ways that encourage individuals to make decisions about how they want to live their lives and access support.</li> </ul>	<ul style="list-style-type: none"> <li>• You fail to ensure the effective communication of the choices of citizens to others.</li> <li>• You do not support individuals to carry out choices that you do not think are right or in their best interests.</li> <li>• You make decisions based on your knowledge and experience without acknowledging individual preferences and choice.</li> <li>• You only provide 'safe' options that do not involve risk to avoid having to support individuals to manage this.</li> </ul>



	<ul style="list-style-type: none"><li>• You empower, encourage and enable people who need care and support to do things for themselves and make their own decisions.</li></ul>	<ul style="list-style-type: none"><li>• Your decision making comes from what you can provide rather than the needs and wishes of the individuals you support.</li></ul>
<p><b>We deliver person centred care, putting the person at the heart of everything we do and helping them achieve their potential</b></p>	<ul style="list-style-type: none"><li>• You acknowledge that some options may involve risk, but you ensure that individuals understand these risks and you respect the right to make that decision.</li><li>• You acknowledge that your own experiences and beliefs may have an impact on how you view your role but you do not let this impact on how you support people.</li><li>• You ensure you involve individuals fully in the planning and delivery of their support.</li><li>• You acknowledge that individuals are the experts on their own lives.</li></ul>	<ul style="list-style-type: none"><li>• You seek to influence citizens to make choices in line with your beliefs when you think it is in their best interests.</li><li>• You listen to what individuals say but you do not acknowledge or act on this and you make the decisions on how you will provide support.</li></ul>
<p><b>We are always honest and transparent and not afraid to say when something goes wrong</b></p>	<ul style="list-style-type: none"><li>• You make reflection an integral part of your practice, identifying your strengths and aspects that require development.</li><li>• You learn from all sources, including the people you support.</li><li>• You know when you need help and seek this from the most appropriate person.</li><li>• You communicate honestly with people about what you can and can't do in your role.</li><li>• You ensure you do not make commitments that you are unable to accomplish or they are out of your control to accomplish.</li></ul>	<ul style="list-style-type: none"><li>• You only rely on your own knowledge and skills to guide you when supporting citizens.</li><li>• Learning new skills and personal development are low in your workload priorities.</li><li>• You do not ask for help when you need it.</li><li>• You avoid difficult conversations in case you hurt or offend anybody.</li><li>• You make promises or commitments to individuals before you have checked if these are appropriate or achievable.</li><li>• You give preference to your own knowledge, skills and experience over that of others.</li></ul>





**We are always honest and transparent and not afraid to say when something goes wrong**

- You ensure that you always work in ways that support others to provide the best outcomes for the individuals that you support.
- You acknowledge the importance of learning new skills and ensure you incorporate this into your work.
- You have the courage to speak up and challenge others when you have concerns about the quality or safety of care being provided.
- You don't speak up when you have concerns about the quality or safety of care being provided.

The North Wales Values and Behaviours framework provides a structure for you to consider what values and behaviours are important to your workforce. This will allow you to recruit effectively and manage a workforce that fits into this culture, ultimately delivering the best outcomes for individuals.

If you don't have a values and behaviours framework in your organisation:

- Review the framework above and think about how it would apply to your organisational culture and how it fits in with your workforce.
- Discuss the framework with your workforce to get their feedback and input on how to make it relevant to your organisation.
- Change the language and personal attributes of the framework to make sure that it fits with your organisational culture.
- Ensure your senior management team are committed to adopting and using the framework throughout your organisation.
- Communicate the values and behaviours to the current workforce.
- Plan how you are going to embed the attributes and behaviours into all aspects of your recruitment and management of the workforce.



# Stage 2

## Stage 2 - Values Based Recruitment

This step involves including your values in your recruitment and selection process. To do this:

- Consider what attributes you want potential employees to have.
- Review all job descriptions and personal specifications.
- Review all the paperwork and processes that are used as part of your recruitment process.
- Shortlist and interview based on values.

### Are you ready for values based recruitment?

Is your organisation ready to modernise traditional methods of recruitment to focus on interviewing for values, behaviours and personal attributes?

It is worth considering some of the following:

- Does your organisation have a clearly defined set of workplace values?
- Do you have time and commitment to change the organisation's recruitment processes and policies to align with your workplace values?
- Do senior managers endorse your workplace values and ensure they are embedded in the organisation?
- Do current employees know what your workplace values are?
  - Does your organisation have clear job descriptions and person specifications which include expected values, behaviours and personal attributes of the person rather than experience and qualifications?
  - Is your organisation prepared to train and support people who do not have the relevant skills, but do have the right values, behaviours and personal attributes?

Once you have decided that values based recruitment is for you, you may need to consider where you are going to find potential workers and how to embed values into your job descriptions.

Once you have agreed your workplace values you are ready to build them into your job descriptions and person specifications.



## Stage 2a - Review the existing job description to make sure the responsibilities are accurate and reflect the job requirements.

For example an existing job description may include:

“To assist people who need care and support with all aspects of personal care including washing, personal hygiene, dressing and assisting with meals’.

“To help people who need care and support to participate in daily activities of their choice”.

## Embed your values into job descriptions.

### Ideas

- Describe the values of your organisation as a separate section in the job description.
- Incorporate values into the key responsibilities section of the job description.

## Review your person specification to sure this represents what you are looking for

The person specification details the type of person, skills, qualifications, behaviours and attitudes which enable a person to perform the job successfully, in accordance with the workplace values.

If you experience a high turnover of employees or find it difficult to recruit, you might find it helpful to look at how you currently advertise. Job advertisements which emphasise the need for previous experience, could be a barrier to people who would like to enter the social care profession.

## Examples

### Workplace values:

The post holder will be expected to operate in line with our workplace values which are:

- Everyone is an individual and should be treated with dignity and respect.
- Voice, choice, control and independence is at the heart of everything we do.
- We deliver person centred care putting the person at the heart of everything we do and helping them achieve their potential.
- We are always honest and transparent and not afraid to say when things go wrong.

### Duties and responsibilities as outlined in a VBR job description:

- Develop great relationships with people using our services, treating everyone with respect, kindness and generosity.
- Provide practical support to help people live well at home, in the way that the person wants. This will include help with personal care (for example getting in and out of bed, washing, bathing, dressing), providing meals, support with taking medication, looking after the home, and getting out and about. Whatever the person needs, when they need it, in the way that they want it.
- Collaborate with the person’s family, friends, and community circles, as well any colleagues from health and social care, to make sure that our work is coordinated and effective.
- Provide safe, person centred, compassionate care.
- Be respectful of people’s homes, possessions and any equipment.



## Stage 2b - Attracting Candidates

There are lots of ways of communicating with potential recruits for your organisation.

- Your website
- Online such as job sites and advertising on search engines, such as google
- Social media
- Job boards
- Newspapers and magazines
- Radio and Tv in your local community
- Careers and jobs fairs
- Open days

For some demographic groups, there are ways that work better than others. Here are some tips to help you target certain demographic groups:

Demographic Group	Channel to communicate	Further information
Young People (16-24 years)	Social Media	Social Media is very popular with younger people.
	Instagram	Has a young audience with 39% of UK users aged 16-24.
	Facebook	Is a good platform for mass advertising to all ages. There are 2.5 million 13-17 year olds on Facebook.
	Twitter	For most social media channels people will need to follow your page to see your posts. However, if you're willing to invest, paid advertising on social media allows you to target users based on their age, location and gender.
	Schools and Colleges	Contact your local schools and colleges and offer an ambassador to do a presentation. Provide teachers and careers advisors with information about social care and your vacancies. Take a look at our careers booklet here about roles within learning disabilities.
	Careers fairs and events	Contact your local schools and colleges to find out when their annual careers are and offer to do an information stand or do a talk.



**Key messages and Top Tips**

Here are the key things young people might want to know about:

- Career progression
- Opportunities to develop and learn on the job, complete qualifications and do training
- The skills and qualifications needed to work in the job - less emphasis on experience.
- Accessible entry routes into the sector, including apprenticeships

Here are our top tips for communicating with young people:

- Keep it short and to the point
- Make sure online content is mobile and tablet friendly
- Use images and real life case studies of young people working in social care
- If your publishing videos online or on social media - make sure it has subtitles
- Be realistic about what the job entails
- Use campaigns and key term dates to target young people for example when exams have finished

**School/College Leavers and Graduates**

Social Media	Social media is increasingly used by graduate in a professional capacity.
LinkedIn	Is increasingly being used by 18-28 year olds to make professional connections.
Facebook	Is the most popular social network for job seekers.
Twitter	Is a great network to raise awareness of your organisation.
Universities	Contact your local university and offer to do a presentation. Provide information about careers in social care and vacancies at your organisation. They will often promote graduate jobs on their website or on a jobs board.
Graduate Fairs	Many universities hold annual events to give graduates the opportunity to talk to employers about their vacancies.
Online	Make sure that your vacancies are online, especially on your website. You could also advertise vacancies on careers advice websites.
Email	A lot of career advice organisations send out emails to graduates who are looking for jobs. Contact them and include your vacancies.



**Key messages and top tips**

Here are the key things graduates might want to know about:

- Challenging work with responsibility
- Opportunities for career progression
- Meaningful rewards
- Opportunities to develop and learn on the job, complete qualifications and do training
- Open style management.

Here are top tips for communicating with graduates:

- Use powerful and active words such as 'implement', 'responsible' and 'managing'
- Use key terms times to target graduates for example April - May when most courses finish, July-October when they graduate or September when most graduate schemes open.

**Over 55's**

Facebook

The demographic of Facebook users is shifting and more people over 50 are now using the site. You can post vacancies in local groups on facebook, such as buying and selling groups or community groups. You can also pay for advertising to target people over a certain age in your local area.

Job Websites

There are lots of websites that promote vacancies such as the "We care" website <https://www.wecare.wales/> You could also find websites that specifically promote roles to older workers.

Adverts in local newspapers, magazines, radio or bill boards.

Research suggests older workers are more likely to interact with offline adverts than younger people. Target local establishments such as GP surgeries, dentists, local libraries, churches etc.

**Key messages and top tips**

Here are the key things that older workers might want to know about:

- Flexible working opportunities
- The culture of the organisation is inclusive and not prejudiced to older people.
- Workplace benefits such as health insurance, employee assistance schemes etc
- Opportunities to upskill or retrain
- How they can make a difference

Here are our top tips for communicating with older workers:

- Use phrases such as 'reliable', 'rewarding', 'positive impact', 'making a difference' and 'feel appreciated'.
- Make it clear that qualifications which are no longer current may still be applicable
- Specifically say on the advert you welcome applicants of all ages.



<p>People with disabilities</p>	<p>Specialist</p>	<p>You could search online for recruitment agencies who specialise in recruiting people with disabilities, as well as liaising with supported employment / work opportunities providers.</p>
	<p>Jobs or notice boards in the local community</p>	<p>You could target places where people with disabilities are more likely to visit such as GP surgeries and local community centres.</p>
	<p>Link in with local support groups or charities</p>	<p>There are often lots of local groups and charities that support people with disabilities. They might help promote your vacancies and the details can often be found online or on local notice boards.</p>
<p>Key messages and top tips</p>	<p>Here are the key things people with disabilities might want to know about:</p> <ul style="list-style-type: none"> <li>• Equal access and opportunity to demonstrate skills and knowledge.</li> <li>• Flexible working opportunities</li> <li>• Reasonable adjustments made</li> <li>• Access to a support network</li> </ul>	

### “A Question of Care: A Career for you?”

‘A Question of Care: A Career for you’ is an online, interactive video challenge based on real life scenarios from the social care sector. At the end of the challenge it provides a detailed personal profile that tells people whether they have what it takes to work in social care.

It can be accessed online <https://www.aquestionofcare.org.uk/home-page>

### How can I use a Question of Care in the recruitment process?

Candidates are asked how they would respond to some everyday scenarios, and are given a personal profile at the end of the challenge based on their answers. This personal profile maps their answers to some key values and behaviours needed to work in social care, so will give some insight into how the candidate thinks and acts, and could be a great indicator of their values and behaviours.

The profile report shouldn't be used in isolation by employers to make decisions about whether an applicant is suitable for the role. However it could form part of the interview process to assess whether candidates have the right values and behaviours to work in social care. For example you might ask candidates to complete the challenge as part of the application process by submitting their personal profile report within their application form or it could be completed as part of a wider assessment process.



Where candidates have selected incorrect or negative responses you have the opportunity to probe further by asking questions at interview to find out more about why they answered a questions a certain way. It could be that they misunderstood a question or you might feel they could perform the role successfully with training and support.

The report generated at the end of the challenge can also provide a useful resource for candidates themselves, both to help them decide whether they have the right values and behaviours for care, but also they could use their personal profile to support future job applications alongside their CV.

## Stage 2c - Recruitment and Selection

### Example interview questions

Using the values and behaviours framework, example interview questions have been developed to support employers to explore the values of workers during the recruitment and selection process. These questions are examples only and you should adapt them to suit your own organisation and recruitment requirements.

The questions are based on social care wales induction framework - values and attitudes and behaviours expected of social care workers.

Overarching Values	Example Interview Questions
<p>Everyone is an individual and should be treated with dignity and respect</p>	<ul style="list-style-type: none"> <li>• Can you please give an example of when you have promoted an individual's rights, choices, wellbeing and active participation</li> <li>• Please give an example when getting to know an individual made a difference to your work/support with them.</li> <li>• Please tell us about a time you listened carefully to someone. What difference did it make to them, to you?</li> <li>• Please give examples of how you have built trust and rapport in a relationship?</li> <li>• How might your power and influence as a worker have an impact on relationships?</li> <li>• 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.</li> <li>• Please give an example of how you have worked in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preference.</li> <li>• Please give an example of where your empathy has allowed you to give more compassionate care or support?</li> </ul>
<p>Voice, Choice control and independence are at the heart of everything we do</p>	<ul style="list-style-type: none"> <li>• Can you please give an example of when you have promoted an individual's rights, choices, wellbeing and active participation</li> </ul>





	<ul style="list-style-type: none"> <li>• Please explain how you have worked in partnership with others to support what they have wanted to achieve.</li> <li>• How might your power and influence as a worker have an impact on someones ability to make choices?</li> <li>• 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?</li> <li>• Please give an example of how you have worked with people to identify options and choices.</li> <li>• Please tell us about a time you listened carefully to someone.</li> <li>• What difference did it make to them, to you?</li> </ul>
<p>We deliver person centred to care, putting the person at the heart of everything we do and helping them achieve their potential</p>	<ul style="list-style-type: none"> <li>• Please explain how you have worked in partnership with people support them to achieve their goals/aspirations/outcomes.</li> <li>• Please give an example of when you have supported someone in a person centred way. Why was it important to do so?</li> <li>• Please give an example of a time you have assessed or managed risk.</li> <li>• Please explain how your own background, experiences and beliefs might have an impact on your practice.</li> <li>• Please share an example of when you have supported someone to identify and build on their strengths.</li> </ul>
<p>We are always honest and transparent and not afraid to say when something goes wrong</p>	<ul style="list-style-type: none"> <li>• Please give an example of a time you had to ask for help</li> <li>• Please give examples of how you have built trust and rapport in relationships</li> <li>• Please give an example of how the importance of leadership and team working made a difference on the outcomes for individuals.</li> <li>• Why is it important to understand and respect the roles, responsibilities and</li> <li>• accountabilities of others you work with?</li> <li>• Give an example of a time when you were part of a great team. What did you do</li> <li>• What difference did it make?</li> <li>• Please give an example of a situation where you've spoken up because you had concerns.</li> <li>• 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?</li> <li>• Please give an example of how you have used learning opportunities to improve your knowledge and practice.</li> </ul>



# Stage 3

## Values based Environment

### Living the values! Start as you mean to go on

#### Induction

People are more likely to stay working for their employers if they feel valued and supported. One way of doing this is to make sure you reinforce your organisations values during induction so new workers feel connected and are clear about the organisations expectations or can get support if they are not sure. In using a values based approach some of the people you recruit will show they have the right values but may not have a lot of experience in similar roles, so may need more support at first to understand how your organisation's values fit with your policies and procedures.

#### Values in Induction

Induction is the first step along a learning and developing pathway that will continue throughout a career in social care.

Values are at the core of effective induction. Induction allows staff to connect with and get to know your organisation, colleagues and most importantly the people who use your service. It gives time to build confidence, skills, knowledge and relationships.

<https://socialcare.wales/learning-and-development/induction-for-health-and-social-care-awif>



# Stage 4

## Values based Policies and Procedures

### Values in CPD

Values-based recruitment does not end at induction. It is important to remember it is part of an ongoing development process that includes recruitment and continuing professional development. If you provide your workers with opportunities to further contribute to your values, this will ensure they deliver the best possible outcomes for those using your service. You can do this as part of the CPD process required of social care workers by including values in supervision and appraisals and modelling good practice.

Continuous Professional Development (CPD) starts at induction and continues throughout a social care worker's career. All social care workers are required to undertake continued professional development throughout their careers. This is the lifelong process of learning and development and the way in which staff can maintain and enhance their knowledge and skills to complement both their current role and future career progression.

### Supervision

Supervision is a key part of the development process as it provides opportunities for your workers to identify strengths and areas for development. It also provides good opportunities to discuss your organisation's values and reflect on how they are able to apply them in their practice.

### Embedding values in supervision and appraisal

Many organisations pay particular attention to supporting new employees to understand values during their induction. However, sometimes this does not continue in the ongoing development and support given to workers through supervision.

As well as providing employees with support, guidance and opportunities to reflect on their practice, supervision has other benefits for both employees and employers.

In the past, some managers and employees saw supervision as a way of managing an employee's performance. It often focused on negative issues and the management of workloads. This left workers feeling they were not valued and contributed to higher staff turnover.



We know that good supervision helps to create a culture where employees feel empowered, valued and not afraid to talk about mistakes or aspects of their work they need support for. This means employees are more likely to want to stay in their current jobs, which contributes to better outcomes for those they are providing care and support for and helps to enhance the reputation of the organisation.

In values based approaches to recruiting and retaining employees, organisational values are embedded in the supervision policies and procedures. They are regarded as an integral and ongoing aspect of interaction between supervisors and employees.

Similarly in appraisals, organisational values are a key consideration when discussing and agreeing future development of employees and how this can be achieved within their personal development plan.

### Top tips for including values in supervision and appraisal

- Supervision provides good opportunities to discuss organisational values. You can ask workers for their views and experiences about whether these values are appropriate, relevant and embedded into the services that your organisation provides.
- Integrate the social care wales induction framework.
- Be clear about how the organisations values impact on targets and objectives so all workers are clear about what is expected and can tell you about any potential issues or barriers relating to this.
- Involve people you support in the appraisal process. You can ask for feedback about the employee's values, behaviours and attitudes. You can foster a culture where people are encouraged to provide feedback as an integral part of their support and not just when something negative happens.
- It is good practice to recognise employees who are demonstrating and promoting the organisations values and share good examples throughout the organisation.

### Other tips to embrace values based recruitment within your organisation

- Ensure your organisational values are signposted and easy to find for people inside and outside your organisation. This will help a potential employee decide if their values are aligned to your organisation. It may also help them understand the expectations of the role they are applying for.
- Be as explicit as possible about what your organisational values are. All organisations are likely to have implicit values that have evolved for adopted practice. It is important to recognise this and make sure these are included when telling people about your values.



- Avoid jargon and make sure you explain what the terminology means to you. One of the main aspects of using a values based approach is that previous experience is not given prominence over an ability to apply values in practice. Therefore, potential workers may have an inherent understanding of values but not be aware of terminology like 'personal care' or 'challenging behaviour'. Also, different organisations may not understand some terms in the same way, so it is important to be able to explore what things mean in practice with all new employees.
- Involve the people who you provide support for within the recruitment process. People using services are encouraged to be involved in planning their support and they may be able to use this expertise to help assess if workers are the right fit for the service they receive.
- Consider alternative ways of recruiting. If you find it difficult to recruit or retain employees, you may find it useful to evaluate your current recruitment process. For example, you could move away from traditional face to face interviews to ones where you ask applicants to take part in activities with service users so you can observe their interaction. It is important that you ensure alternative recruitment methods are still fair and equal, and comply with equality legislation.
- Understand and acknowledge that employees who have joined your organisation based on their values might need time and support to 'grow' into their new role. You might find potential employees have the right values, behaviours and attitudes but don't have all the skills and experience. The basis for values based recruitment is that skills and knowledge can be acquired, however, it is harder for people to work values they do not have or when their personal values don't align to the organisations.



Take a look at a small case study by Wrexham Council where they turn the traditional recruitment processes on the head focusing on activities that demonstrate people's values and behaviours.  
<https://northwalestogether.org/wp-content/uploads/2020/02/Wrexham-Council-Recruitment-Process.pdf>

