

Value Based Interviewing (VBI)

VBI is a way of helping employers to recruit the most suitable people to work within your organisation. It helps employers assess the values, motives and attitudes of those who are applying for jobs. It focuses on "how" and "why" an applicant makes choices in work and seeks to explore reasons for their behaviour. It supports employers to check a candidate's values and whether they align with the organisation's values, as well as their values to safeguard children and young people.

Whilst the technical interview is about talking through the theory, skills and knowledge, VBI is about focusing on what a person actually does by exploring real historical examples and assessing information about their character (what makes them tick, what their pressure points are). VBI allows recruiters to extract additional information about a candidate's personality and helps predict their behaviours on the job.

VBI cannot guarantee that you will spot or eliminate all unsafe adults, however, research proves that VBI can predict unsafe behaviours. The safer recruitment and on-going culture model is the part of recruitment that is most difficult to get right, although easiest to skip over.

VBI adds real value to the recruitment process without making it too complicated: Reduces or eliminates "gut feeling"

- Distinct focus on personality
- Provides more information to base decisions upon
- Increases confidence in decision making in recruitment
- Enhances and mirrors information from other selection stages.
- Explores organisational values and team fit.
- Sets out safeguarding expectations for applicants.

The VBI method builds on good recruitment and safeguarding practice. It is not a substitute for good pre-employment checks or sound general recruitment. It relies on an organisational commitment to high standards of safer recruitment and staff training from the top and a culture where service users' safety and wellbeing are paramount.

Common values for value-based interview questions

Here are a few examples of common values which can be explored in VBI:

- Motivations for working with vulnerable adults
- Self-awareness/knowledge and understanding of self and professional role.
- Adaptability
- Accountability
- Collaboration
- Integrity
- Emotional Maturity & Resilience
- Consistency under pressure.
- Ability to use authority and respond appropriately.
- Ability to build and sustain professional standards and relationships

Interviewing volunteers

The same principles apply when interviewing volunteers, but it is often appropriate to make interviews more informal than for paid staff. They will often be very much a two-way process about selling the volunteer role to the potential candidate(s). However, this does not mean that the interview should not probe into candidates' attitudes and motives and their suitability for work with your organisation. This is even more important for candidates who perhaps have no previous experience of work with vulnerable people.

Behaviours/ Competencies	Positive Responses	Negative Responses
Motivation for working with vulnerable adults.	Well thought out and expressed reasons for working with the client group.	Unconvincing responses based on unclear or theoretical examples.

<p>Self awareness/knowledge and understanding of self and professional role.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • What do you feel are the main drivers which led you to want to work with vulnerable adults? • What do you have to offer in support of vulnerable adults? • How do you motivate vulnerable adults? • What has working with vulnerable adults taught you about yourself? • In relation to working with vulnerable adults, what do you consider to be your strengths/areas for improvement? • Can you give an example of how vulnerable adults have benefited from contact with you? 	<p>Convincing responses based on balanced understanding of self and circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses.</p> <p>A realistic appreciation of the challenges involved in working with vulnerable adults.</p> <p>Good examples given with sound reasons for actions.</p>	<p>Not self-aware, do not see themselves as others do.</p> <p>Driven by personal needs not needs of others.</p> <p>Not realistic about personal strengths and weaknesses.</p> <p>Unrealistic impression of what working with vulnerable adults is really like.</p> <p>Pushed by others, or forced by circumstance, to do something they do not appear to have personally thought through.</p>
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<p>•</p> <p>Emotional Maturity & Resilience</p> <p>Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • Tell me about a time when you have been working with vulnerable adults and your authority was seriously challenged. • How did you react and how did you manage the situation? • What strategies did you employ to bring things back on course? • Tell me about a person you have had particular difficulty dealing with. • What made it difficult? How did you manage the situation? 	<p>Behaves consistently and appropriately under pressure or in a position of authority.</p> <p>Has control over emotions when dealing with adults.</p> <p>Understands power position and how to seek help in difficult circumstances.</p> <p>Effective action identified and taken when concerns raised about a colleague's practice.</p>	<p>Inappropriate responses when under pressure or when in a position of power.</p> <p>Inconsistent responses.</p> <p>Handles conflict badly.</p> <p>Fails to control temper/emotions.</p> <p>Fails to identify when help or action is needed and fails to seek support and advice.</p>
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<p>Values & Ethics</p> <p>Ability to build and sustain professional standards and relationships.</p> <p>Ability to understand and respect other people's opinions.</p> <p>Ability to contribute towards creating a safe and protective environment.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • What are your attitudes to safeguarding adults? • How have these developed over time? • Tell me about a time when a vulnerable adult behaved in a way that caused you concern. How did you deal with that? Who else did you involve? • What are your feelings about adults who make allegations against staff? 	<p>Demonstrates a balanced understanding of right and wrong.</p> <p>Puts the client first.</p> <p>Is aware of the realities of abuse.</p> <p>Prepared to believe the client.</p> <p>Shows a contemplative approach, drawing on personal experiences & lessons from others.</p> <p>Builds values & judgements based on new information.</p> <p>Shows a balanced understanding of risk and can identify the appropriate course of action.</p> <p>Shows an appreciation of safeguarding</p>	<p>Extreme opinions which don't account for the views/feelings of others.</p> <p>Fails to show balance in opinion.</p> <p>Does not build on new information or understanding.</p> <p>Demonstrates hardened opinion not adjusted to circumstances.</p> <p>Does not show a full or rounded appreciation of safeguarding issues. Dismissive of, or underplays, the risks. Consistently puts the blame and responsibility for safeguarding adults elsewhere.</p> <p>Fails to believe in suspicions/reports of abuse.</p>
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<ul style="list-style-type: none"> • How do you feel when someone holds an opinion which differs from your own? How do you behave in this situation? • Have you ever had concerns about a colleague's ability to work with vulnerable adults? How did you deal with this? • How can you personally support the Our safeguarding agenda? • Can you give me some examples of how you would contribute to making the service/organisation a safer environment for vulnerable adults? • Bullying is often a serious issue which has to be dealt with in all areas of work. In your experience what is the best way to deal with it? Can you give an example of how you have tackled this in the past? 	<p>issues and an ability and responsibility to contribute towards a protective environment.</p> <p>Shows respect for others feelings, views and circumstances.</p>	
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