

Healthier Together



Improving health and care in Bristol,
North Somerset and South Gloucestershire

Inclusive Recruitment & Unconscious bias training



Objectives

By the end of the programme participants will have:

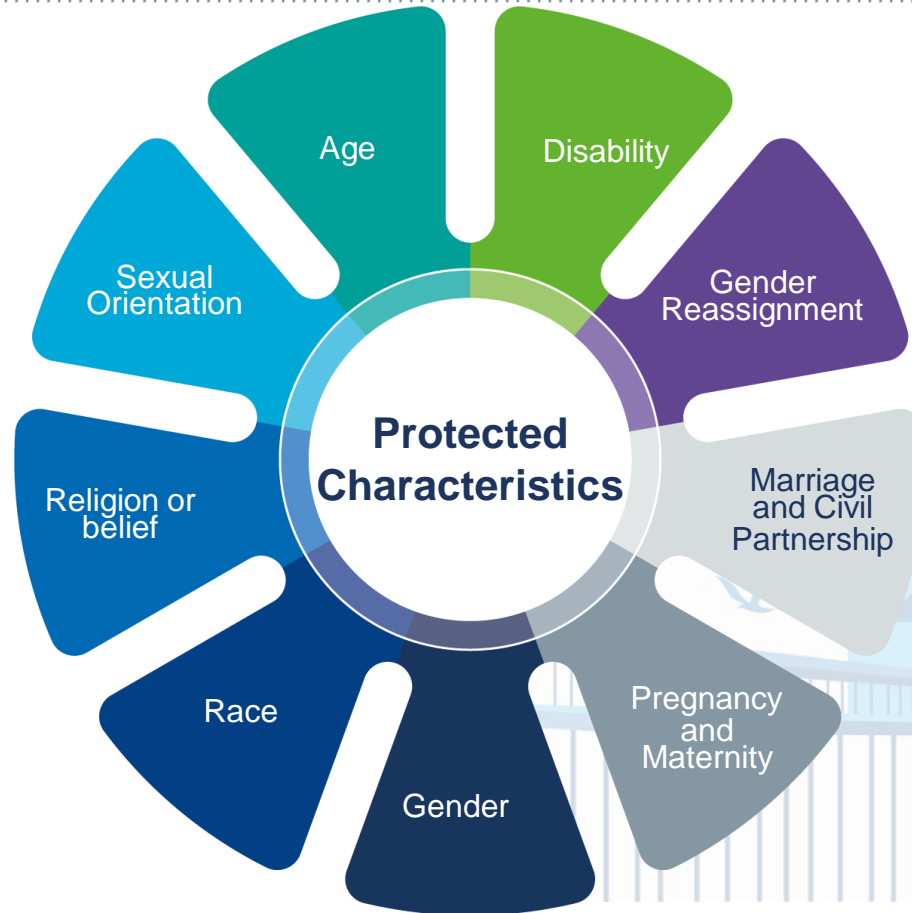
- Become familiar with equal opportunities legislation in relation to recruitment and selection, the 9 Protected Characteristics, and BNSSG EDI priority;
- Explored the impact of bias
- Gained an understanding of each stage of the recruitment cycle
- Explored how to conduct a successful interview

The Equality Act 2010

- The Act came into force 1st October 2010 and replaced existing equality legislation
- The Act established a Single Equality Commission responsible for enforcing anti-discrimination rules and for promoting human rights
- It created a “general duty” that all public authorities:
Eliminate discrimination, harassment and victimisation and advance equality and foster good relations between persons who share “protected characteristics” and persons who do not share it



The 9 Protected Characteristics



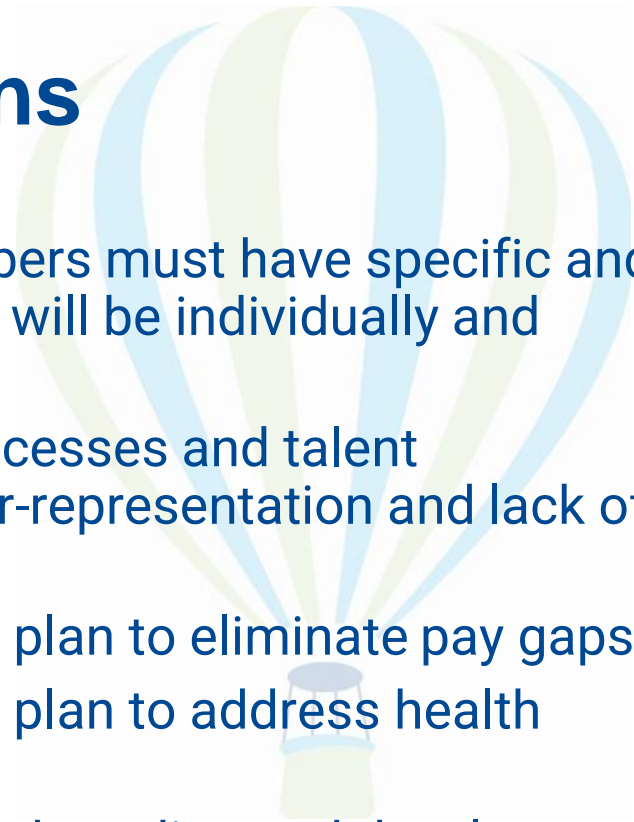
BNSSG Equality, Diversity and Inclusion (EDI)

BNSSG ICS is committed to eliminating individual and institutional discrimination, harassment and victimisation across all protected characteristics set out in the Equality Act 2010;

This is reiterated with BNSSG ICS commitment to oversee the delivery of the EDI improvement plan by NHS providers, ensuring progress toward achievement of high impact actions and Long-Term Plan priorities for 2023-2025.

The 6 High impact actions

1. Chief executives, chairs and board members must have specific and measurable EDI objectives to which they will be individually and collectively accountable.
2. Embed fair and inclusive recruitment processes and talent management strategies that target under-representation and lack of diversity.
3. Develop and implement an improvement plan to eliminate pay gaps.
4. Develop and implement an improvement plan to address health inequalities within the workforce.
5. Implement a comprehensive induction, onboarding and development programme for internationally-recruited staff.
6. Create an environment that eliminates the conditions in which bullying, discrimination, harassment and physical violence at work occur.



Diversity within BNSSG – March 2023

Average age
42 years

BAME
19.1%

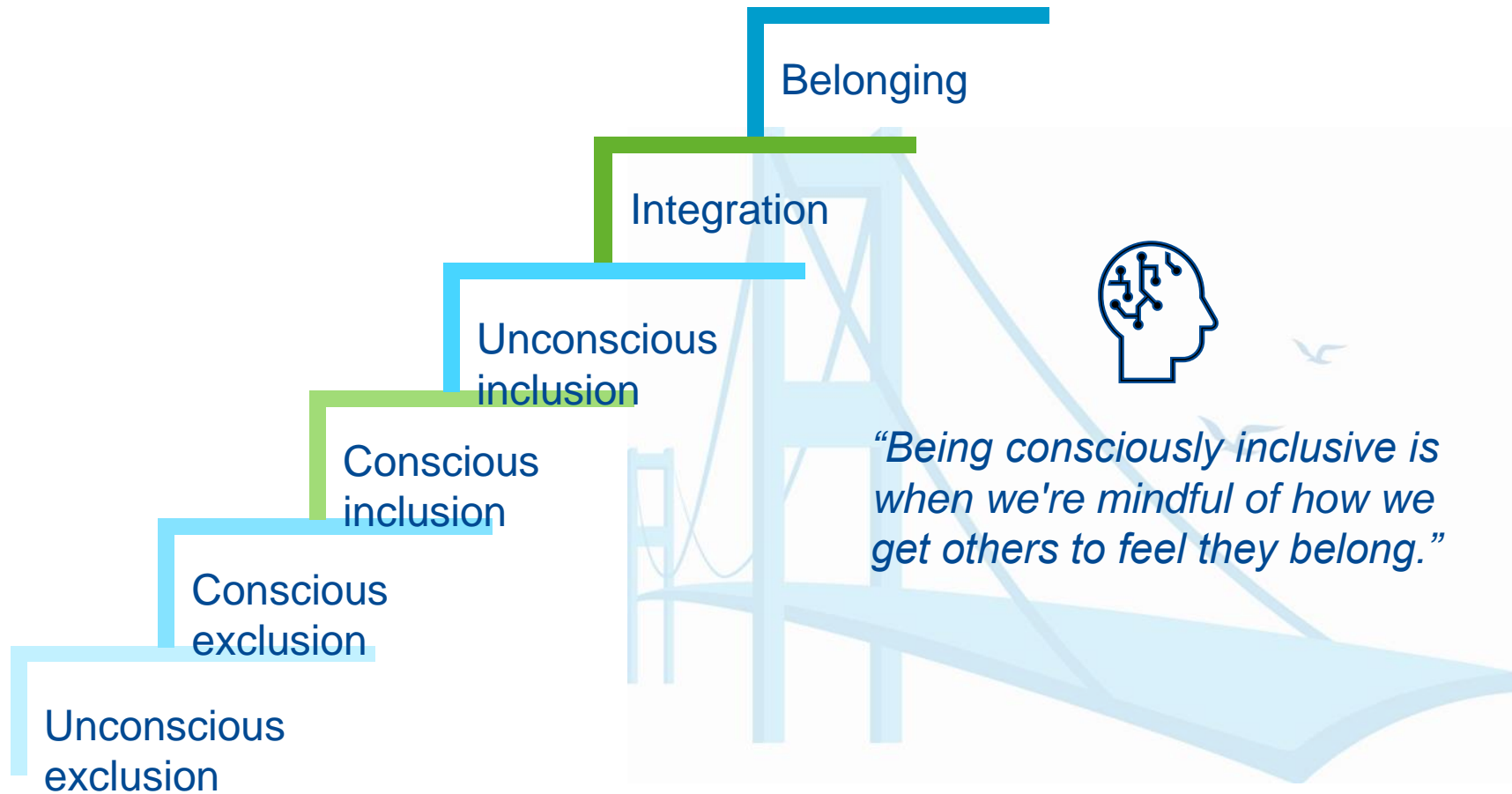
Disability
4.2%

LGBT+
3.7%

Women
77%



Inclusion begins with “I”



Equality and Equity



Equality



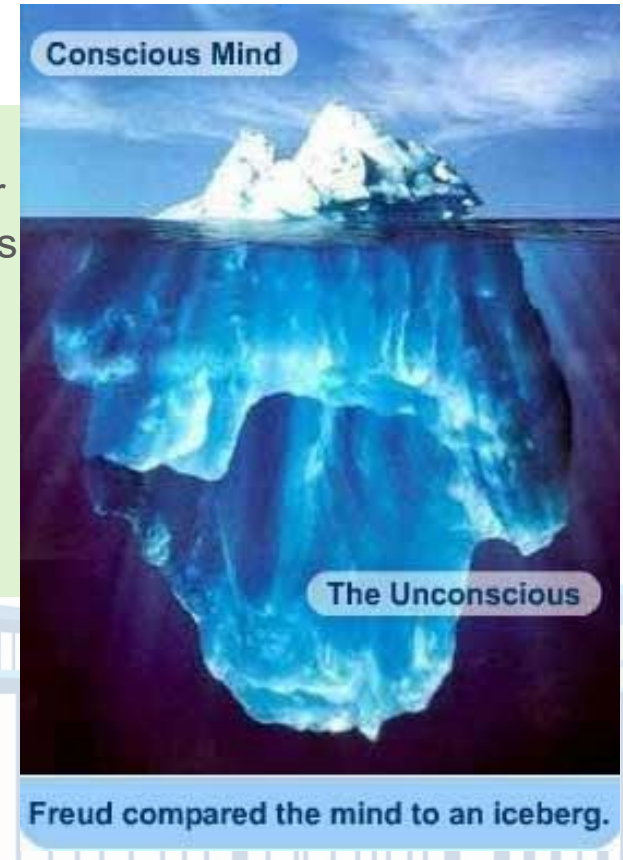
Equity



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Bias – Conscious & Unconscious

- **Conscious bias** is a known awareness and prejudice in favour of or against one thing, person or group compared with another, usually in a way that's considered to be unfair or negative
- **Unconscious biases** are social stereotypes about certain groups of people that individuals form outside of our conscious awareness



Describing Unconscious bias?

System 1 - Fast

- **Defining characteristics:** unconscious, automatic, effortless
- **Without** self-awareness or control
“What you see is all there is”
- **ROLE:** Assesses the situation, delivers updates

98% of all our thinking



System 2 - Slow

- **Defining characteristics:** deliberate and conscious, effortful, controlled mental process, rational thinking
- **With** self-awareness or control, logical and sceptical
- **ROLE:** seeks new/missing information, makes decisions

2% of all our thinking



The need for Speed



Where do our biases come from?

- Family and friends
- Cultural conditioning
- Media portrayal



Our experiences

Childhood and upbringing

Societal influences

Why and when does bias occur?

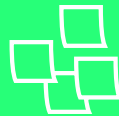
Need to act fast



Too much information



Need clarity



High stress levels



Hungry, thirsty or tired



Challenging assumptions and stereotypes

Family status

Sex



Class and social status

Income/wealth



Occupation

Location

Race and ethnicity

Age

Common biases and ways of being consciously inclusive



We want to hire someone 'like me'

"I don't think they would gel very well with the team"

- ✓ Hire best fit for the role
- ✓ Hire for 'culture add' NOT 'culture fit'
- ✓ Recognise diverse experiences and perspectives - is NHS experience a must?

Affinity bias



Making choices based on emotion or other factors

"I have a gut feeling about this candidate"

- ✓ Focus on the person's capabilities and consider 'stretch'
- ✓ Limit off topic discussions
- ✓ Avoid confusing confidence with competence

Intuition



Heavy focus on perceived positives

"Oh, she's from x organisation? She must be very good"

- ✓ Recognise institutional biases and where you may be adopting these
- ✓ Take all evidence and scoring into consideration when making decisions

Halo effect



Heavy focus on perceived negatives

"She didn't have enough gravitas. Did she feel like a 'leader' to you?"

- ✓ Is it code for something e.g. "She's a bad fit?"
- ✓ Focus on facts
- ✓ Reconsider first impressions – these aren't evidence of someone's ability to perform

Horns effect

Common biases and ways of being consciously inclusive



Stereotypes and assumptions about different groups

“She’s had a lot of gaps between jobs; we need someone who can hit the ground running”

- ✓ Avoid making judgements such as career breaks or contracting vs perm jobs
- ✓ Challenge stereotypes – such as ‘men make better leaders’

Perception bias



Comparing one candidate to another, instead of using criteria

“I prefer the first guy we saw, the others didn’t seem as confident”

- ✓ Evaluate each candidate based on the criteria and scoring only
- ✓ Limit off topic discussions in interviews
- ✓ Score independently before reviewing as a group

Contrast bias



Positive or negative evaluation of someone based on their body language, appearance, weight, etc.

“I didn’t think much of the way he spoke”

- ✓ Focus on what was said instead of how something was said
- ✓ Recognise where non-verbal bias can cloud your judgement

Non-verbal bias



Information that confirms our beliefs, preconceptions or snap-judgements and we ignore everything else

“This candidate is brilliant, you should hire them”

- ✓ Recognise where there may be over reliance on the panel chair, or when listening to the most senior person as this can sway decisions (e.g. groupthink)

Confirmation bias

Your role as an inclusive interviewer



Respect all candidates, ensuring they are given a fair chance. Be curious and continue to learn about all types of diverse people



Check if you are giving weight to non-competency elements, such as sense of humour, charisma or personal interests



Avoid over reliance on one voice, such as panel chair – it is easy to sway decisions



Ensure you take notes, and don't try to recall from memory as these are interpretations of the past and prone to bias



Encourage different points of view from the panel, and reflect/examine own assumptions and behaviour



Rather than reviewing each candidate one by one, compare how each candidate did on a specific question



Challenge the language written down in your feedback - is it stereotyping? Is it biased?



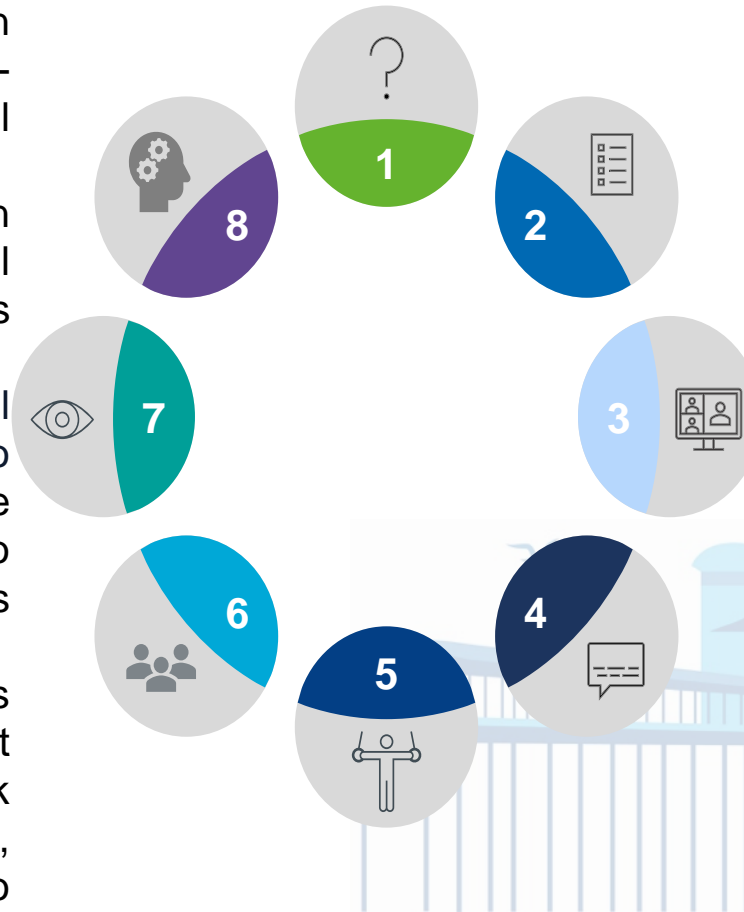
Discussing candidates before scoring can sway, ensure you score separately, then come together



Challenge bias using the "5 Why" method. Continuously asking "Ok, why do you think that?" 5x until you get to the root of the thought process

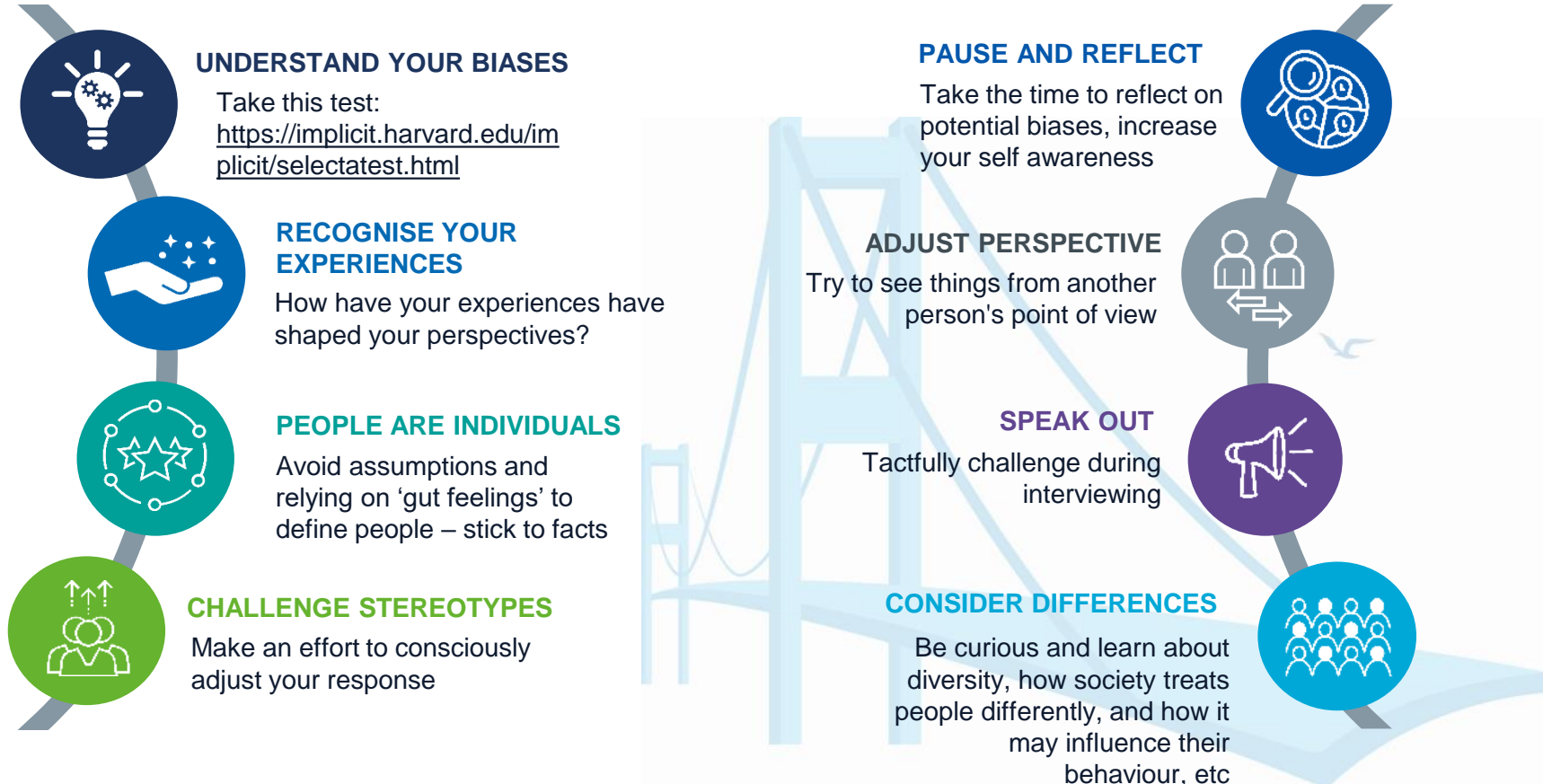
Considerations for interviews

- 5) Be as flexible as you can and show empathy, give micro-affirmations equally to all
- 6) Ask the same questions in the same order for all candidates
- 7) Some candidates are visual learners, so it can take time to formulate responses, embrace silence and resist the urge to fill in the gaps
- 8) Abstract interview questions such as “What is your biggest weakness?” can be a roadblock for some disabled candidates, such as those with autism who tend to think quite literally



- 1) Ask ahead for reasonable adjustments
- 2) Consider sharing the agenda for the interview, and questions/competencies ahead for disabled candidates
- 3) Provide video interview best practices ahead of time, such as recommendations for lighting and background
- 4) Offer phone or video off. Candidates who are hard of hearing, for example, may prefer to use a particular platform which has a ‘live captions’ function – or have an interpreter attend the interview too

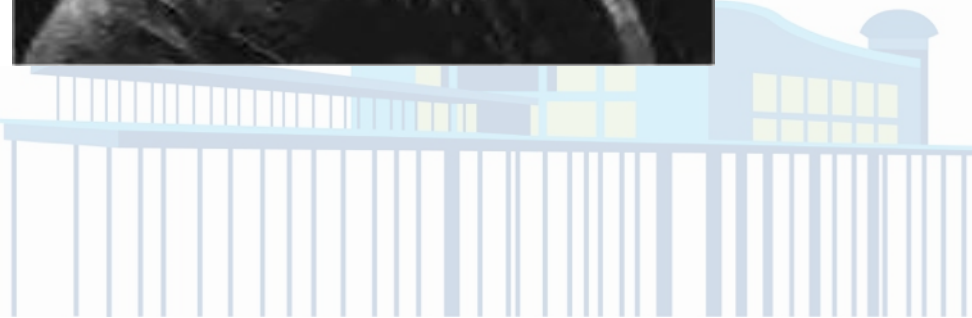
Increase your self awareness to reduce unconscious biases



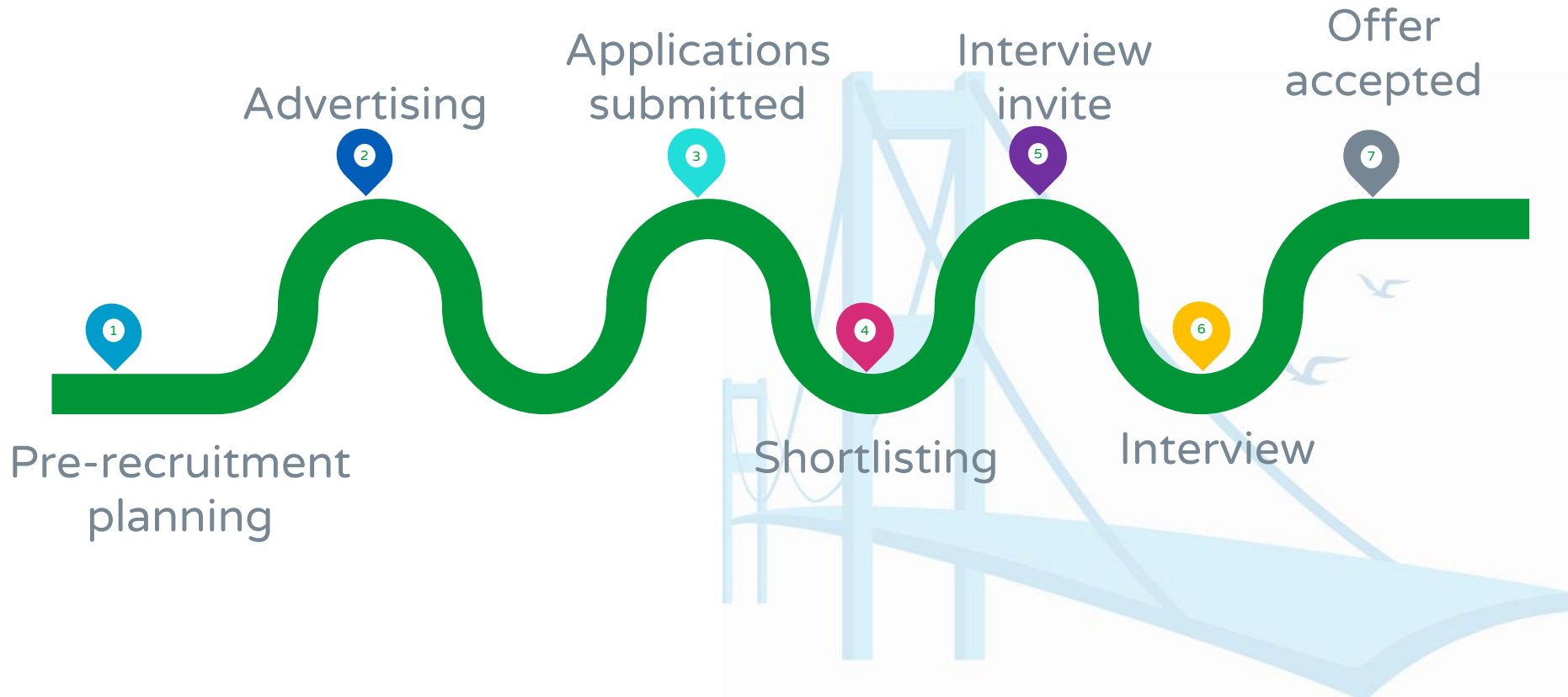
First Impressions and Personal Bias



All see things differently



Recruitment Journey



Pre-recruitment planning – Job creation

- Carry out an analysis and review the composition of current team. Consider strategies you can use to diversify your team.
- Engage the team to help understand the experiences of disadvantaged and underrepresented groups, for example staff networks and groups.
- For fixed term roles, consider creating these into positive action opportunities. Review the BNSSG Positive Action Framework available on the NHS Futures EDI page, *the framework provides guidance on how to develop new initiatives (if you don't have access to the NHS Futures page you can access the framework from your EDI Lead or Resourcing Lead)*.

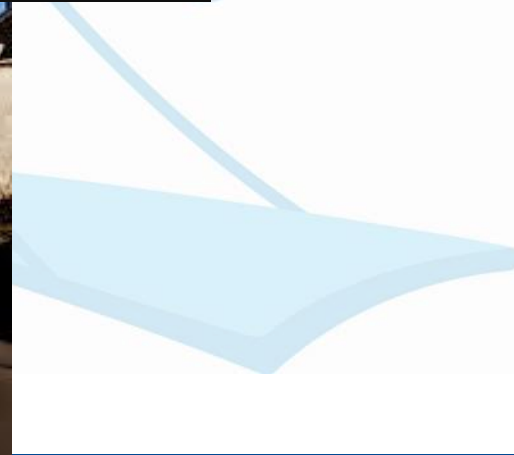
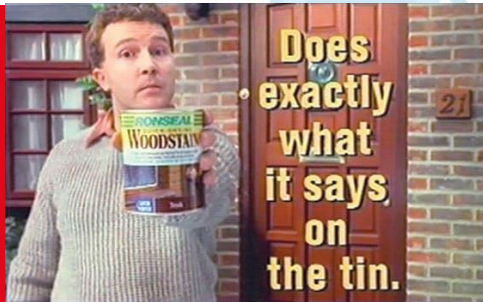
Pre-recruitment planning – Person specification and Job Description

- Include Flexible working option in the JD;
- State clearly in the JD how the candidate will be supported in the role e.g. supervision arrangements, access to continuing professional development.



Advertising

An advert should do exactly that- **promote** the job...



Advertising

What can't we say in an advert?

- X Age
- X Disability
- X Sex
- X Gender reassignment
- X Marriage or civil partnership
- X Pregnancy and maternity
- X Race
- X Religion or belief
- X Sexual orientation



- X “mature”
- X “youthful”
- X “energetic”
- X “mobile”
- X “pretty”
- X “strong”
- X “family orientated”
- X “traditional”



Advertising

Adverts to be placed on job board web sites to attract diverse candidates :

- NHS Jobs
- Organisation careers page
- Find a job (job centre)
- Indeed
- Jora (world-wide)
- LinkedIn
- Can advertise elsewhere (at cost)



Shortlisting

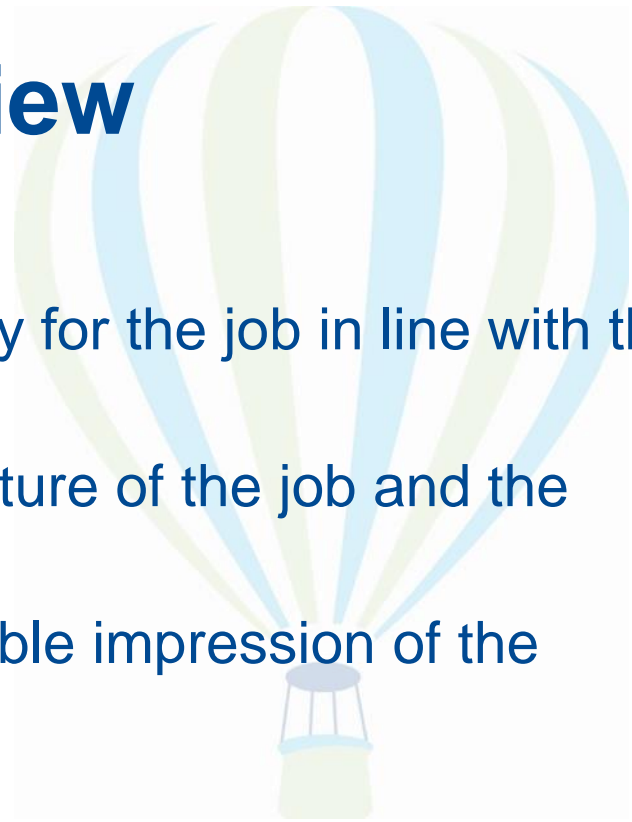
TWO TICKS - DISABILITY CONFIDENCE SCHEME

When shortlisted, please ensure that any candidates who have the two ticks' symbol by their name (see below) on Trac and **meet the essential criteria** are offered an interview as a minimum. These applicants have declared a disability under the disability confident scheme. Reasons must be detailed on the shortlisting summary form where a disabled applicant does not meet the essential criteria and has therefore not been shortlisted.



Process of the Interview

- To assess the candidates' suitability for the job in line with the person specification;
- To give candidates an accurate picture of the job and the organisation;
- To leave candidates with a favourable impression of the organisation as an employer.



Preparation for the interview

- Read all the information you have about the candidate and make sure you are completely clear on the role requirements;
- Understand the process that the candidate has experienced to get to the interview. What do they already know about the business and what do you know about them?
- Familiarise yourself with any pre-recruitment information the candidate has received about your organisation;
- Consider how you can make the process candidate-friendly so that the candidate can make informed decisions throughout;
- check that the candidate is comfortable with the technology (eg: MS teams). If it is face-to-face, send them any COVID-secure guidance that may apply;

Preparation for the interview (cont.)

- Consider, and make, any reasonable adjustments that may be required;
- Create an appropriate space for the interview;
- Review Interview structure, interview questions to obtain the facts and take care not to make decision link to own subjective views / opinions;
- Reviewing the panel membership – measure competencies, diverse and representative of our workforce.



Role of Chair

- Welcome
- Adequate time
- Agreement on structure
- Copies of relevant paperwork
- Paperwork is completed
- Objective criteria are set and used
- Appropriate questions
- Ensure no discriminatory questions
- Manage process



Structure of the Interview

- Introduce panel members
- Explain interview structure/ note taking
- Put candidates at ease
- Ensure interview accurately documented
- Keep to schedule / timing
- Ensure candidates do most of the talking
- Use open questions
- Guide candidates if struggling
- Explain terms and conditions
- Respond to any questions
- Close interview /explain process for informing candidates and thank them for attending



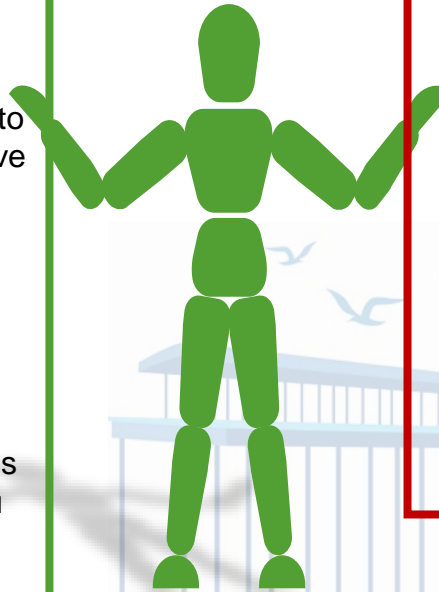
Interview Do's and Don't's

Do

- ✓ **Do** design questions to check facts and assess work attitude
- ✓ **Do** ask open questions, ie those beginning with "what", "which", "why", "how", "where", "when" and "who", rather than closed questions inviting only a "yes" or "no" answer
- ✓ **Do** ask questions that are challenging, but never ask them in an intimidatory or aggressive tone or manner.
- ✓ **Do** ask questions that require the candidate to give examples of real situations that they have experienced.
- ✓ **Do** ask factual questions about past experience and behaviour and refrain from making assumptions.
- ✓ **Do** try to understand the skills that the candidate brings to the role and where they may need further development.
- ✓ **Do** ask questions that explore the candidate's ability to perform the job and ensure that you adopt a consistent approach in the way that you do this with all candidates

Don't

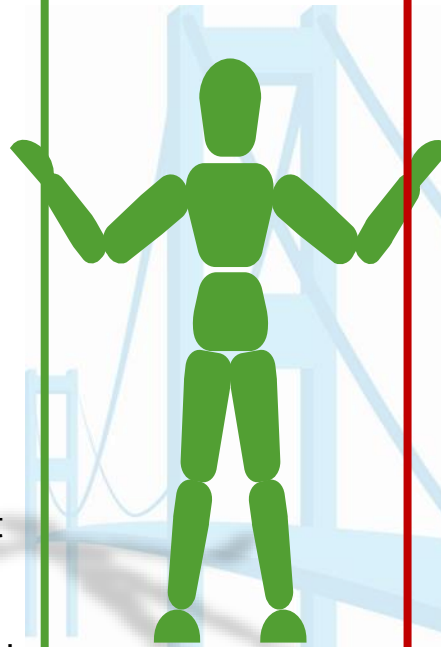
- × Don't ask any questions that might be considered discriminatory
- × Don't ask questions about opting out of pensions auto-enrolment
- × Don't lose control of the interview (candidate talks to little or talks to much)



Note Taking - Do's and Don't's

Do

- ✓ **Do** write down the actual behaviour you observe, not what you read into any behaviour at the time.
- ✓ **Do** make a record of the rationale behind the selection decision, to note the key reasons, why the successful candidate was selected, and the other shortlisted candidates rejected.
- ✓ **Do** be aware that any notes you make, or other communications you send, (even those created after the interview privately) will still be disclosable if an employment tribunal claim is brought.
- ✓ **Do** explain to the candidate upfront that you may break eye contact at times to take notes, either by hand or by typing.
- ✓ **Do** write key points in relative shorthand, but leave a gap between interview sessions to write up notes fully

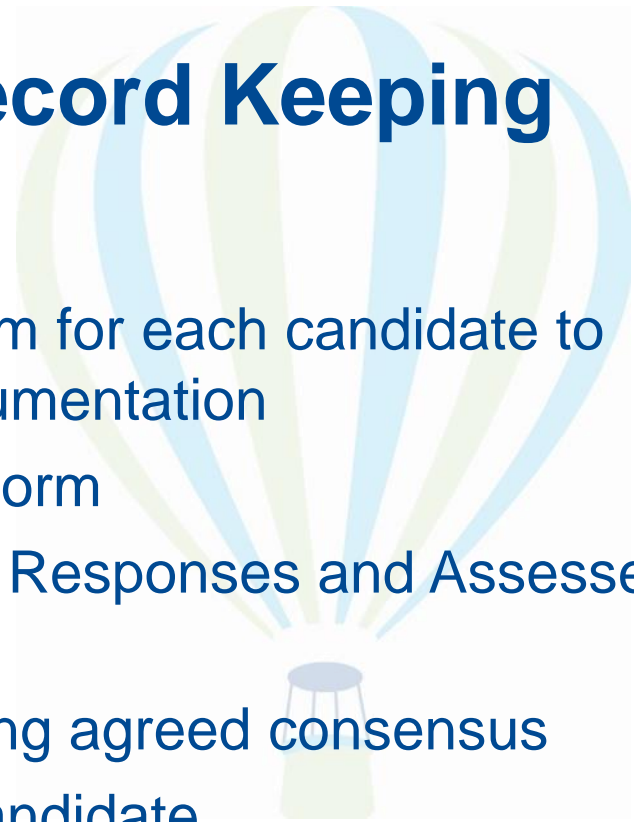


Don't

- × Don't set any physical descriptors in your notes, as these could very easily be considered discriminatory, even if, in your mind, they are intended as visual reminders of the candidate. For example, do not write "pregnant lady" or "Asian middle-aged man" at the top of their CV or other notes

Decision Making and Record Keeping

- Complete the Interview Record Form for each candidate to record responses and validate documentation
- Complete the Interview Summary Form
- Each Panel Member - Summarises Responses and Assesses Responses
- Scoring of Candidates and Reaching agreed consensus
- Reasons for Selecting Preferred Candidate
- Reasons for Non-Selection of Candidates
- Identify Second Choice Candidate



Job Offer



Complete the following:

- **Verbal Offer**
- **Offer Reserve**
- **Unsuccessful Candidates**
- **Apprenticeship/training role offers**
- **International Candidate Offers**

Making an offer: Delivering the good news

Contact successful candidates **first**

- Check they're free to talk
- Be clear on the hours and type of contract you're offering
- Subject to successful pre-employment checks
- Seek acceptance- take time if needed (circa 48 hours.)
- Share contact details
- Agree when to talk next

Let them know they'll be contacted by recruitment team with a formal conditional offer letter to start the pre-employment checks. Once checks are complete, they'll receive an unconditional offer.

Making an offer: Delivering the bad news

- Planning- be clear what specific areas were lacking in the scores.
- Prepare what you want to say.
- Make contact as soon as you can
- On the call- ask if now is a good time to talk
- Don't prolong the inevitable
- Be honest
- Give initial feedback, highlight positive and negative: e.g., “we loved your enthusiasm for the role. Unfortunately, you didn't score very well in X, which is important for this role.”
- Offer to give more detailed feedback, either now or another time.



Making an offer: Giving feedback

Tell the truth:

Factly and with evidence, stay away from offering opinions and feelings.

Provide the feedback out of a genuine desire to offer assistance:

Feedback is not something that you are required to provide for candidates; you offer the feedback as a service to the candidate to develop.

Treat your candidate with respect:

They are a potential employee for the future and highly likely to visit the hospital for treatment or as a visitor.

Correlate your feedback with the job description and personal specification:

Make your feedback as constructive and clear as possible. Candidates need examples to demonstrate their behaviour, if a skill test was part of the interview process, tell the candidate how they did on the test.

In many cases, your decision had little to do with anything that your candidate could improve in the short term:

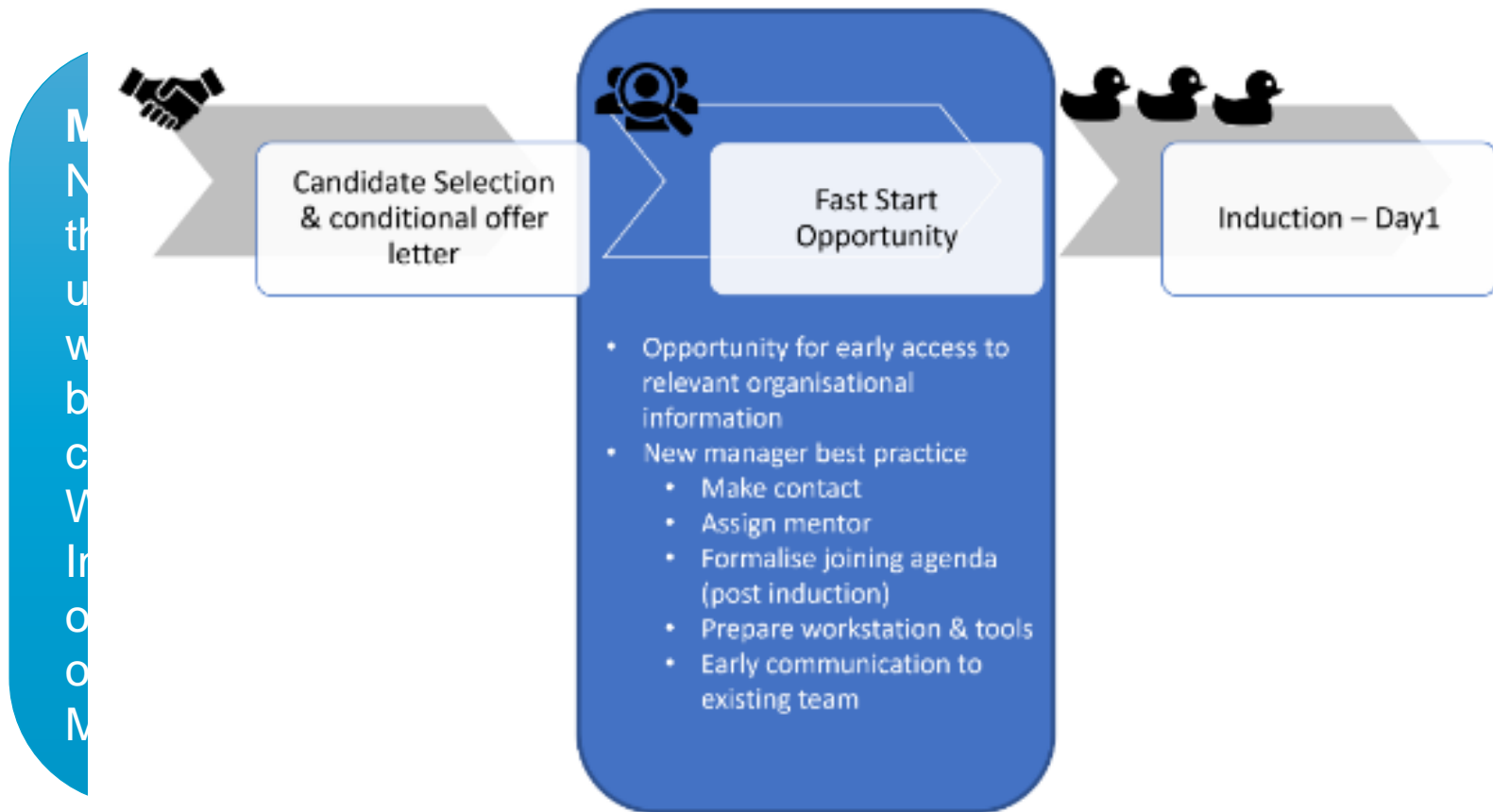
Sometimes, the appropriate feedback is that you had applicants with more experience and knowledge in areas that you perceive as most important for the job. Be prepared though, for the candidate to ask in which areas they should strive to improve.

Restrict your feedback to activities, responses, and experience that the candidate can change:

For example, if an individual is employed, you might suggest the areas that he or she needs to obtain experience in to qualify for jobs similar to yours in the future.



Employment Checks/Starting



Healthier Together

Improving health and care in Bristol,
North Somerset and South Gloucestershire

