

# **LEAD PANEL MEMBER**

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Information and Guidance  
2016

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# 1. Being a Lead Panel Member

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## Introduction

This guidance seeks to compliment the LPM training course material and provide newly trained LPMs with an overview of their role along with information on sifting, effective recruitment and diversity.

Prior to the introduction of this new promotion model post specific promotion was by exception. The majority of promotion opportunities were offered through central exercises undertaken by HR.

The foundation of this new model, which has discontinued central promotion exercises and now has post specific as the default option, is having the right infrastructure in place to deliver a robust, fair and consistent process which is diversity aware and in which staff and managers can have confidence and trust.

Although some, mainly specialist areas were already moving towards a more post specific approach this remains a significant cultural change for the organisation as a whole.

## Role and Responsibilities (role description attached)

Lead panel members have a pivotal role in in this. They have a delegated responsibility to deliver the principles of this policy, uphold its standards and provide support and challenge to Recruiting Managers and other panel members.

They are empowered to influence and make significant decisions, assess and affect change in the process, develop their skills and expertise and commit their time and enthusiasm to a set of tasks out with their regular business objectives. In return the business will provide on-going training and development opportunities, support in all aspects of the process, value the role and give time to undertake it thoroughly and professionally.

It is both a challenging and rewarding role offering the opportunity to make a key corporate contribution to maintaining fairness and consistency in promotion and develop a strong understanding and insight into the new process and its on-going evaluation and review. The role will strengthen expertise in recruitment and selection policy, process and associated skills and a strong understanding of diversity and equalities in the context of recruitment and selection.

## **Key Tasks and Commitments**

### ***The lead panel member's key tasks are to:***

- Chair sift panel and interview panels (around 6 per year; however this is a big ask so it's not mandatory however the more experience you gain the better)
- Provide oversight of additional assessment tools/exercises used in the selection process
- Maintain consistent standards in the use of ratings in the sift and interview
- Ensure that equality and diversity principles are reflected throughout the process
- Coaching and supporting other panel members and involvement in the development of new lead panel members in the future.

### ***They are also required to give their full commitment to:***

- Getting the right people in the right place with the right skills looking at the longer term position of capability needed by SG in the future
- Fair and open competition, equality and diversity
- Developing and improving selection and interviewing skills –including listening, questioning and facilitation
- Completing initial learning and on-going personal development

## **Support and Development**

Lead panel members are not expected to carry out these duties and develop in the role without the full support of the business both locally and centrally:

- An initial training package and on-going development opportunities are in place to ensure they develop a high degree of expertise in recruitment and selection.
- DGs and Directors have taken full ownership of the policy and process and are committed to giving adequate time and resource.
- It is also an essential requirement that other key players in the process – recruiting managers, other panel members, HR Advisers and candidates - are equally committed in their respective roles to the model, and to supporting working constructively with lead panel members to help deliver a process which is perceived as fair, consistent and robust.
- Although lead panel members are seen as the business experts in recruitment and selection practice, the facility to raise issues with HR regarding any aspect of the policy or process or to talk through best options in individual cases remains very much in place. This ad hoc advisory role will also complement HR's measurement and evaluation framework which covers a wide range of qualitative and quantitative indicators and will inform future review.

## **Lead Panel Member – Role Description**

### **Overview**

Lead Panel Members play a key role in maintaining a fair and open system of promotion within the Scottish Government, which embraces equality and diversity. Lead Panel Members are responsible for upholding consistent standards within the system and providing support and challenge to the Recruiting Manager and other panel members.

Lead Panel Members will become part of a pool and will chair panels out with their own Directorate where promotion to Band B or Band C is a possibility. Lead Panel Members will also be involved in coaching and supporting other panel members and may also be involved in the development of new Lead Panel Members in the future.

### **Key Tasks**

- Chair the sift panel
- Chair the interview panel
- Provide oversight of additional assessment tools/exercises being used in the selection process
- Maintain consistent standards in the use of ratings
- Ensure that equality and diversity principles are reflected throughout the process

### **What are we looking for?**

- Passion for getting the right people in the right place with the right skills
- Desire to develop and improve selection and interviewing skills
- Commitment to complete initial learning and on-going personal development
- Strong personal commitment to fair and open competition, equality and diversity
- Listening, questioning and facilitation skills
- Commitment to chair panels throughout the year (you should expect to chair panels regularly, around one every two months)

### **What will the role give you?**

- The opportunity to make a key corporate contribution to maintaining fairness and consistency in promotion
- Strong understanding and insight into the new process, along with the opportunity to be involved in its on-going evaluation and development
- On-going opportunities to develop expertise in recruitment and selection policy, process and associated skills
- Strong understanding of diversity and equalities in the context of recruitment and selection.

## 2. Promotions Policy

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### **Key Aims**

The key aims of the policy are to ensure that we deliver promotion opportunities across the business robustly and fairly, having due regard to equality and diversity issues, that our approach is at all times proportionate, flexible and consistent and that our processes are simpler and faster giving us the agility we need to take the business forward and meet the demands of SG2020.

### **Initial Considerations for Recruiting Managers**

Promotion exercises for bands A-C are run by individual business areas to fill a specific post or posts. Before taking forward a promotion opportunity the “recruiting” manager must consider other methods to fill the vacancy including local restructuring and redeployees.

Where the situation is urgent (and the relevant criteria are met) the recruiting manager may also consider a managed move on a lateral basis.

### **Eligibility Criteria**

Applicants must:

- Have been recruited through fair and open competition;
- Have completed their probation period;
- Be currently employed by the Scottish Government, its Agencies or Associated Departments or a common citizenship body;
- Have a last performance appraisal marking that was effective or better;
- Not be subject to a development programme or trial period in relation to performance or attendance respectively;
- Not have been issued with a letter regarding being placed on a formal trial period because of their level of sick absence.
- Not have been issued with a disciplinary letter with a penalty prohibiting an application for a promoted post.



## **Panel**

Selection panels must contain three people including a lead panel member, who has been fully trained in all aspects of the assessment process. It is also expected that the recruiting manager and other panel members will have undertaken the training and learning package on offer. The lead panel member should not be the recruiting manager and will be from out with the recruiting manager's Directorate. In all cases it will be the lead panel member's responsibility to ensure all aspects of the promotion process are undertaken appropriately and to offer advice to other panel members as and when required.

The key elements of this learning package are – as well as a full understanding of the promotion process – advertising posts, sifting applications, assessment of candidates including interviewing skills and giving feedback.

Selection panels where practicable must have both genders represented. If this has proved not possible, evidence of attempts to secure a gender balanced panel can be requested as part of internal audit.

Panel members must be graded at least one level above that of the vacant post.

## **Advert**

The job advert should be clear and concise describing the main elements of the posts and the criteria and competencies that candidates will be required to meet.

The job advert should highlight the essential criteria required, any desirable criteria and state clearly that applications will be sifted on this basis.

Although the key purpose of the advert is to ensure that details of the vacancy and the skills required by the successful candidate are clear it should also give the maximum number of candidates the opportunity to apply. Recruiting manager should consider closely the criteria required for the post. It is important not to narrow the potential candidate field by adding any elements that are either not essential or skills that can be quickly acquired through training or development opportunities.

The advert should also highlight the competencies to be tested at the assessment stage - one or two mandatory competencies for the band plus another two or three (a maximum of four overall) competencies most relevant to the post. There may also be a specialist or technical competency assessment depending on the role. Sift and interview dates should be stated on the advert to help ensure a swift throughput of the process.

## **Sift**

The sift should determine which candidates best satisfy the essential and desirable criteria based on the information that each of the candidates have detailed on their application form. It will be undertaken by panel members and overseen by the lead panel member.

The sifting panel should not be influenced by any prior knowledge of the candidate and their final decision should be based solely on the information provided on the application form.

Candidates should bear in mind that their application should best illustrate how they meet the criteria required for the post and that that are not being tested on competencies at this stage. They should also closely adhere to the word count limits noted on the application form.

## **Interview / Assessment**

Those candidates successful at sift go forward to assessment. Assessment elements can vary depending on band and specialism. In most cases, up to B3 level, assessment will be via competency based interview with the option of another assessment element relevant to the requirements of the post. From C1 level assessment will be via competency based interview and other assessment elements relevant to the post. Three or four competencies will be tested at each assessment - one or two mandatory and two or three most relevant to the post. Competencies are tested twice for band C and above and once for B3 and below.

Mandatory competencies, all of which are under the managing and leading category, are as follows: -

- A Band (to A4) - self-awareness or teamwork
- B Band – self- awareness or people management
- C Band - people management and leading others

There is **no input from performance appraisal** to the promotion process and the panel will not have sight of/access to appraisal reports or markings.

### **Capita - Assessment Services Provider**

Capita is our external supplier of assessment services and has provided for us a regularly updated collection of assessment tools and exercises that recruiting managers can use – all of these exercises have been tested to ensure that they are fair and equality proofed and will not disadvantage individuals or candidate groups. These tools/exercises have been purchased centrally in advance and so there is no charge for the business area should they choose to use them without alteration.

If the recruiting manager considers that the assessment tools available are not sufficiently relevant to the post they can work directly with Capita to develop additional exercises. In such cases Capita will ensure that the new exercises are fair to all and have a consistent scoring method however the business area will have to bring its knowledge and expertise to any specialist or technical aspects. This work will incur an additional charge from Capita agreed at the outset which the business area will have to meet.

Capita can also advise recruiting managers on best assessment methods for the specific post, assist with reasonable adjustments and provide assessors on the day at a cost to run the assessment event.

We recommend that recruiting managers consult Capita in all cases where assessment tools other than sift and interview are to be used.

### **Reserve Lists**

Where a business area has an anticipated future requirement (within a period of 9 months from running an assessment) and the future posts they have identified are the same in terms of the essential criteria and competencies required– they may hold a reserve list of candidates from the assessment to fill these posts as they become vacant.

Successful candidates on the reserve list will not be automatically eligible for (or hold a ticket for) any other advertised posts at that grade either within the recruiting area or more widely.

## **Feedback**

Applicants assessed for promotion who have been unsuccessful will be entitled to written or verbal feedback within 10 working days of either the outcome of sift or the assessment results being announced – whichever is appropriate. It can also be useful for successful candidates in planning learning and development opportunities to help them settle and progress in their new role.

It is the responsibility of the Recruiting Manager to provide feedback however the Lead Panel member can assist with this offering advice and guidance as required.

The feedback must be tailored to the individual's application or performance including their strengths and those areas where they require further development to help their readiness for future promotion opportunities.

As a minimum feedback should cover the points above making clear the extent to which the applicant demonstrated they have the requirements for the post and/or the ability to match each required competency. It can suggest ways in which the candidate might learn new skills, develop particular knowledge or learn to adopt different behaviours and attitudes (where appropriate) – although ultimately this will be for the candidate and their line manager to discuss.

Feedback should provide the candidate with enough information to help them consider their immediate development needs and to talk through with their line manager and to develop a learning plan - the Local Learning and Development Support Officer and Development Adviser can help to identify the most relevant learning opportunities.

## **Evaluation/Audit**

The promotion process will be subject to on - going evaluation and audit. This will be conducted centrally with monitoring information and analysis informing all aspects including the effectiveness of key areas such as guidance, learning and support.

There will be a regular audit sample for each DG and extra support provided to business areas where any issues are found.

Measurement and evaluation will cover a wide range of qualitative and quantitative indicators - from candidate and recruiting manager experience to data on diversity indicators.

Recruiting managers, panel members and candidates are encouraged to participate fully in the evaluation process to help us ensure that we deliver promotion opportunities across the business in a fair and consistent manner

## 3. Sifting Guidance & Recruitment Panels

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This section is designed to provide you with an overview of the role of recruitment panels, who should sit on panels and guidance on good sifting practice.

### **Sift Guidance**

Sifting applications is a key part of the promotion process and should be undertaken with careful consideration. Sifting must be done in a fair and objective way using the same set of selection criteria for each applicant. The criteria must relate to the requirements for the post as outlined in the job advert and must be free from bias or any form of discrimination.

### **Panel Membership**

The panel should have 3 members including the lead panel member. Lead panel members are required for internal promotion panels. They are not required for externally advertised posts. The panels should be gender balanced (where practicable)<sup>1</sup>. Panel members should be at least one grade above the advertised post.

### **What is being assessed?**

The recruiting manager may include desirable criteria in the job advert – knowledge and experience that may be useful for the successful applicant to have. Both essential and desirable criteria will be scored at the sift stage.

Panel members should undertake the sift basing their decision on skills and experience alone and should have undertaken all the appropriate training including training in avoiding unconscious bias.

Exceptionally where it has been difficult to identify a fully trained panel member or where, for example, a panel member is unable to attend due to illness and a replacement sought at short notice the lead panel member may offer coaching to the panel member to ensure that they are best prepared to fulfil their role.

Overall responsibility for ensuring that an individual is suitable to be a panel member and that the sift is undertaken appropriately lies with the lead panel member.

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<sup>1</sup> If not possible evidence of attempts to secure a gender balance panel might be requested as part of internal audit.

## **Lead Panel Member**

The lead panel member should arrange an initial meeting with the other panel members to ensure that they fully understand requirements for the post, explain the sifting and scoring processes and ensure that members have the required training.

Once scoring the applications has been completed they should meet again to agree the final shortlist. Where there are inconsistencies in scoring and agreement cannot be reached the final decision lies with the lead panel member.

It is not necessary for panel members to score each application individually. It will be for the lead panel member to determine how to divide up applications between panel members and once scored the lead panel member should take a sampled selection of applications and scoring sheets to quality assure. For example if the number of applications is less than 5 then it is reasonable for the lead panel member to determine that the panel members should score each application individually. Where numbers are higher the lead panel member should divide the applications between panel members for scoring and should then select a representative sample to cross check. Should there be any substantial inconsistencies in scoring the lead panel member should discuss this with the scorer and reach an agreed final score. The lead panel member may also decide to quality check additional applications if he/she has identified major inconsistencies.

## **Scoring and STARR Approach**

The panel can where appropriate score applications using the STARR approach looking closely at the information that the applicant has provided to support/illustrate their level of competence in meeting the essential criteria. This can help panel members determine whether the applicant has demonstrated fully their skills experience and knowledge in relation to the essential criteria. ***However it is not mandatory for applicants to use the STARR approach and the panel should only apply this when it is appropriate to do so.***

## **Situation**

From the beginning of the example the applicant gives you – what was the situation? Where were they? Who was there with them? What had happened?

## **Task**

What was the task that the applicant had to complete and why?

## **Actions**

What did the applicant actually do? Ensure that the applicant explains what he or she did (actions, behaviours and decisions based on evidence) and not we or them, as this could indicate that they had help or it was someone else who took the action.

## **Results**

What results did the actions produce? Was it a successful outcome?

## **Reflection**

Upon reflection would they have done anything differently, what did they learn?

Each of these aspects above should be clear in the illustrative examples provided by the applicant and directly read across to the appropriate essential criteria - a lack of clarity or relevance will negatively impact on the scoring for that particular criteria.

## **Sift Report**

The sift report is used to record whether applicants have met the essential criteria. The scoring scale, which is standard for all opportunities across SG main, is as follows:

### Essential Criteria

Essential criteria are about the knowledge, skills and experience you want from a candidate.

Exceeds Criteria = 2 points

Meets Criteria = 1 point

Does not meet Criteria = 0 points

Applicants who score a 0 in any of the essential criteria will not be invited to interview and will be deemed unsuccessful at the sift stage. Those applicants who score a minimum of 1 in each of the essential criteria have reached the baseline (minimum pass mark) and may be invited to further assessment or interview. However the panel can decide to agree a minimum pass mark which is above the baseline.

### Desirable Criteria

Desirable criteria often relate to a specific qualification or specific experience or knowledge which if made part of the essential criteria would limit the pool of applicants. Desirable criteria may also be elements that applicants can work towards in the future. The recruiting manager can decide not to include desirable criteria, it is discretionary. If included these should be limited to a maximum of two. Candidates either meet the desirable criteria or not, achieving a maximum score of 1 point. It is at the discretion of the recruiting managers as to whether this is used as a differential in achieving the minimum pass mark (baseline score)

### Scoring

Meets Criteria = 1 point

Does not meet Criteria = 0 points



### **Guaranteed Interviews**

Applicants who claim a guaranteed interview will be clearly marked on the sift report and should always merit an interview should they achieve a minimum of 1 in each of the essential criteria.

If candidates have passed the essential criteria and are not invited to further assessment/interview, the reasoning behind this decision must be clear and noted within the comments section and this reasoning must be applied to all applicants to ensure fairness.

### **Feedback**

It is the responsibility of the Recruiting Manager to provide feedback however the Lead Panel member can assist with this offering advice and guidance as required.

# 4 Effective Interview Skills

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## Competency-Based Interviews

The interview remains one of the most commonly used methods of selection. The term itself covers a wide variety of procedures ranging on a continuum from a more unstructured format to a structured format. Unstructured interviews tend to be conducted on a one-to-one basis and although the interviewer will have a list of areas to be covered, the order and questions will depend on the interviewee. The most fair and effective type of interview is the structured format.

Competency Based Interviews are structured interviews. They consist of a core of questions relating to each competency. Candidates' answers are evaluated against benchmarks of positive and negative evidence for the target competency. The line of questioning involves asking candidates to provide specific examples of past behaviour relevant to what is being assessed. The application of a consistent method of interpreting and rating the answers decreases the subjectivity inherent in interviews and this kind of interview has been shown by research to be more reliable and effective than the traditional 'unstructured' selection interview.

By gathering information in this way interviewers are able to find out whether the candidate possesses the competences required in the job.

*"A good predictor of future performance is past performance"*

### What is a Competency?

*'Behaviour which is driven by underlying characteristics such as skills, traits, motives, bodies of knowledge, and awareness of self-image and social roles'*

*'The things that people do that make them successful in their job and which differentiate the good performer from less effective colleagues'.*

There is no exhaustive list of different competencies. They are usually specifically identified by employers and depend on the following:

- The type of job that is being recruited for (e.g. technical or general)
- The type of organisation recruiting (e.g. culture)
- The 'level' of the position being recruited for (e.g. management)

## Where are Competencies Assessed?

Not all competencies are assessed in all exercises, as this would create information overload for assessors, and prove impractical (for example, it would be unlikely that 'numerical ability' could be fully assessed in an interview).

## Competency Based Interviewing Techniques

The competency based interview format encourages people to talk very specifically about what they have done. This is not in accordance with people's normal expectations of interviews in which they are often asked to describe how they would act in hypothetical situations, what they know about something or for very general information about themselves. This move away from what candidates expect means that it is important to set the scene for the interview right from the outset.

## Gaining Complete Evidence (STARR)

The questions are designed to collect behavioural evidence for particular selection criteria or competencies. *Complete evidence* for an individual competency is needed *before* positive or negative assessments of behaviour can be made. This ensures the evaluation is as accurate and fair as possible.

Gathering complete evidence should involve the following steps:

- Establishing the **Situation** or **Task** the person was involved in (**S** or **T**)
- Identifying the **Action** they as an individual took, and why (**A**)
- Finding out what the **Result** was (**R**)
- Asking them to **Reflect** on what they did and the outcome (**R**)

Therefore, gathering complete evidence will involve getting all four parts of the **STARR**.

Guard against false STARRS. These involve the candidate's feelings and opinions, theoretical or future oriented statements, vague statements and collective statements that don't convey the candidate's specific contribution e.g. "We did this".

## Follow-up Questions and Further Probing

Even though the questions are pre-planned, it is sometimes difficult to get all the evidence needed. Follow-up questions and further probing may be necessary by:

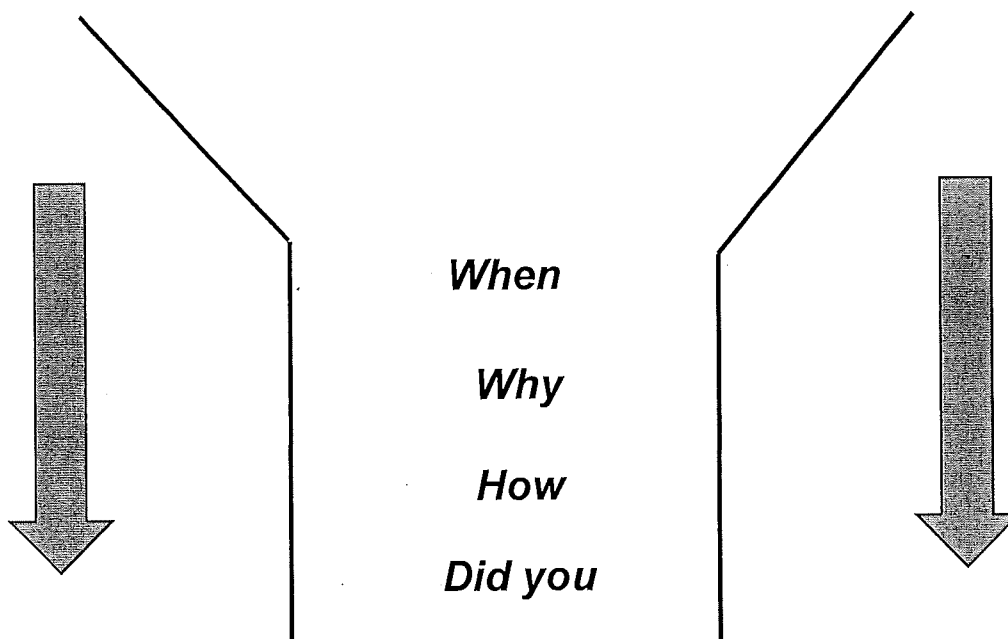
- Repeating the question.
- Reiterating the kind of information required, e.g. *“What we want to know is what you did, why and what happened as a result ...”*

Interviewers should not be too concerned if they have to ‘take control’ by interrupting the more enthusiastic and/or less focused of interviewees. The top priority is to collect the right kind of information by ensuring that questions are addressed. Interviewers should expect that candidates will need guidance through this unfamiliar interview setting.

## Examples of Probing Questions

- What did **you** do?
- What was **your** contribution?
- How did **you** tackle the problem?
- What was the outcome?
- How did **you** know you achieved your objective?
- What have **you** learned from the experience?

## Funnelling Technique



## **Taking Notes**

Taking notes makes it easier to identify which part(s) of the behavioural example is missing. Further questioning can then be directed appropriately:

- *"We'd still like more detail about what it was that you did exactly ....."*
- *"Why was that?"*
- *"How did that turn out?"*

Some interviewers have objections to note taking in interviews, but failure to keep an accurate record is one reason for the weakness of the 'traditional' interview. Therefore, all evidence should be written down - short notes are all that are needed. Notes should be factual and non-evaluative.

One often-voiced objection to note taking is that it disturbs the rapport established between interviewer and interviewee. There is no doubt that some interference can occur. However, this can be reduced to a minimum by emphasising the mutual benefits of note taking at the start of the interview.

## **Building Rapport**

The importance of rapport cannot be over-emphasised. In order to get people to be honest and disclose both positive and negative information, they will need to feel comfortable. If people feel threatened they will be very reluctant to disclose. In addition to improving rapport, the maintenance of an individual's self-esteem will lead to a more productive interview.

One barrier to this process is when interviewers are overtly judgmental or evaluative, registering approval or disapproval to a candidate's replies. The technique of reflecting the responses back to candidates *"Just to check that I have understood"* can serve the dual purpose of disguising assessor reactions and showing candidates that they have been understood. This is as ego enhancing as it is productive.

## Skilful Questioning

Type of Question	Use
<p><b>Open-ended</b>            “What did you enjoy about .....?”            Encourage the person to talk openly.</p>	<ul style="list-style-type: none"> <li>• to generate discussion</li> <li>• to explore and gather information</li> </ul>
<p><b>Closed</b>            “Did you tell her .....?”            Invites yes/no response.</p>	<ul style="list-style-type: none"> <li>• to establish specific facts</li> <li>• to confirm understanding</li> </ul>
<p><b>Probing</b>            “How do you come to that conclusion .....?”            For deeper understanding.</p>	<ul style="list-style-type: none"> <li>• when you want the person to open up</li> <li>• to obtain more detailed information</li> </ul>
<p><b>Reflective</b>            Employee “I don’t agree with that”            Manager “You don’t agree?”            Prompts for further information</p>	<ul style="list-style-type: none"> <li>• when overcoming objectives – additional information may be provided the second time round</li> </ul>
<p><b>Clarifying</b>            “So you’re saying .....?”            Gets people to explain or expand.</p>	<ul style="list-style-type: none"> <li>• when message is not clear, or you want confirmation</li> </ul>
<p><b>Empathy</b>            “You feel upset about this .....?”            Recognition of underlying emotion.</p>	<ul style="list-style-type: none"> <li>• to demonstrate understanding</li> </ul>
<p><b>Why</b>            What is your purpose in .....?”            To establish mutual understanding.</p>	<ul style="list-style-type: none"> <li>• when you want to establish a reason for an action</li> </ul>
<p><b>Challenging unhelpful statements</b>            “You always feel that way?”            Challenge the thinking behind the statement.</p>	<ul style="list-style-type: none"> <li>• to get the person to think more positively</li> </ul>
<p><b>Reframing</b>            “How is that a problem for you?”            To create a different perspective.</p>	<ul style="list-style-type: none"> <li>• to get the person to think about things in a different way</li> </ul>
<p><b>Super Questions</b>            “Can you imagine .....?”            To encourage the unconscious mind to work on the problem.</p>	<ul style="list-style-type: none"> <li>• when the person is really fixed in his or her perception of something</li> </ul>

## Ineffective Questioning

Type of Question	Example and Outcome
<b>Leading Questions</b>	<p>“How unhappy were you when you heard that you had not achieved your targets?”</p> <ul style="list-style-type: none"> <li>• This question assumes that they were unhappy. These usually occur when you are looking for a specific answer</li> </ul>
<b>Statements as Questions</b>	<p>“We use lots of these don’t we?”</p> <ul style="list-style-type: none"> <li>• We dress up a statement as a question by adding ‘don’t we’, ‘isn’t it’. These usually occur when we are just seeking confirmation of our own point of view</li> </ul>
<b>Multiple Choice Questions</b>	<p>“When will you do this, tomorrow, the day after, or sometime next week?”</p> <ul style="list-style-type: none"> <li>• The other person will choose the one option closest to the answer, but it may not be the answer they would choose</li> </ul> <p>(The first part of the question is fine on its own)</p>
<b>Long and Multiple Questions</b>	<p>“Do you like living there, are the neighbours nice, how big is the garden?”</p> <ul style="list-style-type: none"> <li>• The other person will only answer part of the question, usually the last part or the easiest to answer</li> </ul>
<b>Front Loading Questions</b>	<p>“Bearing in mind your poor performance in this area, how will you...?”</p> <ul style="list-style-type: none"> <li>• We often use these questions to ‘steer’ the other person in a particular direction. If you front load the other person will often take issue with the front loading i.e. “My performance wasn’t that bad, I was unlucky that’s all”</li> </ul>

## The ORCE Model

Observe                      *During the interview*  
Record

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Classify                     *After the interview*  
Evaluate

## Preparing for the Interview

To state the obvious, it is very important to listen to what a candidate is saying during the interview!

However, you might find it hard to listen if you are not prepared for the interview. If you are wondering where the interview is heading or what questions you should be asking next, you will not be able to concentrate on what the candidate is telling you.

When preparing you should:

- read through the application form and any other relevant information
- plan the interview, apportioning the time to be spent on each competency
- check the room you are using and rearrange the furniture if necessary

## Beginning of the Interview

A brief introduction to the interview should incorporate an unequivocal statement about the aim of the interview, a clarification of what is required from the interviewee, an explanation of note taking activity, and the establishing of a 'contract' between the parties involved, e.g.:

*"Let me tell you about the interview you've come in for. We have developed a structured interview so that we can be sure to gather the same information from each candidate. The questions are simple and straight-forward and are designed to explore your career so far in more detail."*

*"Do not worry if it takes time to immediately think of an example, this is to be expected. Take your time and relax and we'll guide you through the process so that you have the chance to give us the information we are looking for."*



*"We will be making notes to make sure we record all the relevant information so don't let that put you off.....relax and enjoy. There will be time for you to ask us questions but before we start do you have any questions at this point?"*

You may wish to put the candidate at ease by asking them to spend five minutes briefly detailing their career history so you may see their interview responses in context.

### **During the interview**

Do not be afraid to control the interview. If the candidate goes off on a tangent then redirect them by asking them to pause and reminding them the question. You may need to rephrase a question to help the candidate understand what you are looking for.

Remember, it is your responsibility to find the information you need (if it is there!); it is not up to the candidate to "guess" what you are looking for or what you mean. Just as the candidate has to give you specific examples of past performance so you have to be explicit in what you are looking for.

## Evaluating the Evidence

At first assessors should work independently using their notes taken during the interview. These will provide the evidence – or lack of it – that they demonstrate the competencies that you are looking for. Sometimes, one example will cover more than one competency and sometimes the evidence may be incomplete – or not even there! The evidence can be collected together under the competency headings on the CBI classification/rating sheet. It can be classified as positive or negative evidence of that particular competency, using the behavioural indicators in the competency framework.

Score	Comment	Definition
5	Outstanding	Meets all the Evidence - Acceptable
4	Good	Meets almost all the Evidence - Acceptable
3	Acceptable	Meets almost all the Evidence - Acceptable. Any Evidence - Unacceptable are outweighed by the Evidence - Acceptable ones
2	Marginal	Some Evidence - Acceptable but outweighed by more Evidence - Unacceptable ones
1	Poor/Well below Acceptable	Only Evidence - Unacceptable or no evidence at all

The next step is to evaluate the evidence for each competency using a five-point scale.

Whilst rating, take into account the similarity of the evidence to the role and the recency of each example. If your candidate is giving you only recent examples – or only examples from a while ago – then help them travel through time. We want to see that their behaviour is consistent throughout their career – that it truly is their “preferred behaviour.” You can do this by putting in phrases such as “During the past six months, tell me about a time....” or, “Let’s go further back, say 5 years, tell me about a time when you were at.....”

If there is more than one assessor per candidate, once independent ratings have been made, the Chair will invite each panel member to give their ratings on each selection criterion and will record these on a decision sheet. Discussion should then proceed on selection criteria where there is disagreement, **returning to the evidence to resolve differences**. Finally a consensus rating for each selection criterion should be reached and registered.

### **Observation and Evaluation Skills**

Well trained interviewers are critical if interviews are to be accurate and effective.

The ability and skill to:

- Listen and observe for long periods
- Recognise, observe and report the behaviours being measured
- Record and classify behaviours into the appropriate competencies
- Rate behaviour in a consistent and standardised manner
- Make accurate and legible records of observations which can be used by a third party to deliver candidate feedback
- Feedback candidates' behaviour using the evidence collected

## Active Observation

When observing it is important to concentrate on both verbal and non-verbal behaviour. In order to be as objective as possible, it is vital to actively observe the behaviour demonstrated.

In our daily lives it is usual for most of us to fairly interpret the behaviour which we observe, and to make inferences about the motives or intentions behind the actual behaviour.

### **For example:**

In a meeting we may think about the behaviour of somebody present as:

“She is being very aggressive”.

This is an *evaluation* or *interpretation* of the observed behaviours.

As we know, different people can interpret the same behaviour in different ways and another individual observing the same behaviours may have seen the behaviours as “assertive and purposeful” rather than “aggressive”.

At this stage of observing performance in an interview we should only be concerned with recording behaviour.

We can avoid complications by basing our ratings on observed behaviour rather than evaluations or judgements.

To this end, interviewers should be encouraged to achieve as detailed a record as possible.

## Evidence Classification

Having established a good record of observed behaviours, the next stage is to classify them appropriately against the competency framework.

It may be the case that occasionally some behaviours can be assigned to more than one competency or category. Care should be taken, as with careful consideration most behaviours can be categorised as belonging predominantly to one competency.

For example, from a group exercise the following behaviours were recorded:

*“He continually brought others into the discussion e.g. “Do you have a view on this Sam?” “John, what do you think?” and incorporated their ideas into regular summaries. These summaries could be heard clearly and incorporated all of the points which the group had agreed on”.*

<b>Behaviour</b>	<b>Category</b>
<i>“He continually brought others into the discussion e.g. “Do you have a view on this Sam?” “John, what do you think?” and incorporated their ideas into regular summaries”.</i>	Communication & Engagement (+) Leading Others (+)
<i>“These summaries could be heard clearly and incorporated all of the points which the group had agreed on”.</i>	Communication & Engagement(+)

All these behaviours are positive in that they are effective against the competency definition and this is indicated by (+). Some behaviours are negative in that they represent ineffective behaviour against the competency e.g.

<i>“He didn’t speak clearly; on six separate occasions, one of the group had to ask him to repeat his comment”</i>	Communication & Engagement (-)
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**Additional guidance on classifying evidence is contained in Annex A along with Skills for Success Framework for reference. This guidance was developed in collaboration with managers throughout the business and identifies acceptable and unacceptable evidence. This can be used as an aide to interview**

## Potential Sources of Error When Evaluating



### **Halo Effect**

The tendency to generalise one aspect of good performance to all performance.

### **Horn Effect**

The tendency to generalise one aspect of poor performance to all performance.



### **Recency**

The tendency to be most influenced by the last observations made and to disregard earlier contrary evidence.

### **Anchoring Bias**

The tendency to give more weight to the first bit of information gathered and to interpret all new information in light of the original anchor.

### **Confirmation Bias**

The tendency to favour information that confirms an already established belief. It is when information is selectively gathered, remembered or interpreted.

### **Commitment Bias**

The tendency to increase commitment in a decision based on prior investments despite evidence that the cost of continuing is greater than any expected benefit.

## 5. Diversity

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### **Diversity Policy Statement**

The Scottish Government is committed to increasing the diversity of staff within the organisation. We will develop all our staff, ignoring all irrelevant differences in their management and development. Furthermore we will positively value the different perspectives and skills of all staff and make full use of these in our work.

### **Equal Opportunities Policy Statement**

All staff should be treated equally irrespective of their sex, marital/civil partnership status, maternity/paternity status, age, race, ethnic origin, sexual orientation, disability, religion or belief, working pattern, employment status, gender identity (transgender), caring responsibility, or trade union membership

In support of this commitment we are continually working to ensure our approach to recruitment and selection is fair, open and consistent for all.

These frequently asked questions are just a small example of questions posed to the Resourcing Team and Recruiting Managers throughout the various stages of recruitment assessment and selection. These do not cover all scenarios and further guidance can be [found here](#).

## FAQ's

***Q - I currently work part time 3 days a week can that be managed in this post?***

A - Where possible we aim to support staff in managing their work life balance, including being flexible with working patterns. Each request to work part time should be considered based on the requirements of the individual and also the work of the immediate team and Division and other staff members. There are a number of issues to take into consideration and further details can be found from the guidance on part-time working link below:

<http://intranet/InExec/HR/PoliciesandGuidance/Diversity/WorkLifeBalance/Part-time>

***Q - I am studying for a degree and need every Wednesday off during term time will that be ok?***

A - The circumstances of the individual and business area should be taken into consideration before making a decision. There are a number of options to explore to help support the request. Is the degree being funded by the individual or the SG? Is the post holder and post full time, can compressed hours be accommodated within the FWH system? If the post is funded by the SG the individual may be entitled to special leave during exams.

***Q- I have experienced difficulties using public transport due to being in wheelchair. The post involves some travel to Glasgow, must I or can I complete the duties from Edinburgh?***

The recruiting manager should explore how the duties could be completed from Edinburgh to avoid any unnecessary travel. Meetings, discussions, one to one's with individuals can all be done by VC, telephone or Skype and all should be explored in the first instance. It would be important to balance the needs of the individual against the business area and other individuals in the team also.

***Q - I thought it only fair to let you know that I am 20 weeks pregnant?***

A - A member of staff applying for a post who has confirmed she is 20 weeks pregnant should be treated in the say way as any other candidate. If successful for the post she can be assigned into the new role prior to her taking maternity leave or arrangements made to back fill the post on a temporary basis until the individual can take up the post.



***Q - I'm worried about how to manage my disability should I be successful in securing a new role. I am bipolar and have a range of adjustments currently in place.***

A - HR will ensure that reasonable adjustments that are in place are implemented in the new workplace. HR will work with the individual to complete a disability passport which they can use to advise new line managers of any reasonable adjustments needed.

***Q - My home is in Stonehaven and my current post is in Aberdeen I note this one is in Glasgow. I have caring responsibilities so cannot move location can I work remotely from Aberdeen?***

A - Each post should be considered on an individual basis to determine whether or not remote working is an option. There would need to be a discussion between all parties. If this was an option in most circumstances the post holder will need to travel to Glasgow on a regular basis, although depending on the role and duties involved including stakeholder engagement and staff management there may be a requirement to be there on a more frequent basis. Expenses will be paid for dates when you are required to attend the parent office on a contractual home working day. It would need to be clear on contracts what days are home working and those which are not.

***Q- I have Aspergers and will need to see questions for interview in advance and also need extra time to respond to questions?***

A- The recruiting panel will consider all requests for reasonable adjustments including extra time for responding to questions and getting questions in advance of the interview.

***Q- The post involves travel to remote areas but due to my disability I can't drive, is it possible to adjust the job description or someone to travel with me?***

A- How much travel is required should be explored and whether or not the need to travel is on their own or with other individuals and if public transport is an option. If public transport isn't an option consideration should be given as to whether that part of the role can be moved to someone else. It would only be in exceptional circumstances that we would expect that it was a requirement to be have a driving licence for a post. This will be a requirement for some posts.

***Q - I have caring commitments and work from home 2 days per week – ca.. post?***

A- The SG supports a number of flexible working options including home/remote working. However working from home is not intended to allow someone to complete caring duties at the same time as working. Flexible working options, if feasible for the type of post and duties should be explored to support the individual with caring commitments.

***Q -I note from the advert the post involves some weekend working. I can't do Sundays as go to church will that cause any problems?***

A- All consideration will be given to altering work or shift patterns to allow individuals to undertake religious observance.

***Q- I am disabled and would like a guaranteed interview under the "positive about disabilities" scheme***

The SG participate in the Jobcentre Plus "Positive about Disabled People" Scheme. Under the scheme all candidates who consider themselves disabled in terms of the Equality Act 2010 and who meet the essential minimum criteria for the post, will be guaranteed an invite to interview.

## ANNEX A

A candidates suitability for a job could be assessed against Skills for Success indicators as below, these are a guide and suggestions to help you assess and score interview

### BAND B SKILLS FOR SUCCESS INDICATORS

#### SELF-AWARENESS

Evidence - Acceptable	Evidence - Unacceptable
<p>Adjusts own behaviour to different situations and people</p> <p>Listens to others and repositions their message to suit and include others</p> <p>Responds positively to feedback and makes necessary adjustments</p> <p>Adaptable</p>	<p>Behaviour always the same no matter the situation or who they are interacting with</p> <p>Does not listen. Does not reposition their message even when others are not on-board</p> <p>Defensive when given feedback. Rigid. Does not react well to criticism.</p> <p>Unaware of their impact on others</p>

#### PEOPLE MANAGEMENT

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Takes responsibility. Takes charge</li> <li>• Provides focus</li> <li>• Makes others feel involved</li> <li>• Increases colleagues' job satisfaction and motivation. Raises morale</li> <li>• Gets it done through others</li> <li>• Encourages loyalty and commitment</li> <li>• Fair. Consistent in word and deed. Empathetic</li> <li>• Manages upwards as well as downwards</li> </ul>	<ul style="list-style-type: none"> <li>• Uncomfortable in management role</li> <li>• Creates confusion and frustration</li> <li>• Team feels neglected. May feel bullied</li> <li>• Demotivates others. Undermines morale</li> <li>• Interested only in self. Too hands on. Does not let others do it. Team not performing</li> <li>• Team has no sense of loyalty or commitment</li> <li>• Unfair to others. Says one thing does another</li> <li>• Avoids contact with those in a more senior role</li> </ul>

COMMUNICATION & ENGAGEMENT

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Is clear and consistent both verbally and in writing. Removes ambiguity</li> <li>• Encourages others to give their point-of-view. Listens</li> <li>• Has good supportive networks</li> <li>• Team feels emotionally connected to him/her</li> <li>• Is respected by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Confuses others. Message unclear. Others do not know what they are thinking</li> <li>• Does not invite others to express their point-of-view. Does not listen or take others' view on board. Talks over people</li> <li>• Isolated. Few relationships. Has no effective networks</li> <li>• Team feels disconnect from him/her</li> <li>• Others avoid him/her</li> </ul>

IMPROVING PERFORMANCE

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Coaches others</li> <li>• Seeks out self-development opportunities</li> <li>• Reflects to consider how things could be done better</li> <li>• Positively challenges the status quo</li> <li>• Embraces change</li> <li>• Facilitates team's progress to achieve targets</li> </ul>	<ul style="list-style-type: none"> <li>• Sees no value in coaching others</li> <li>• Treading water. Avoids self-development opportunities</li> <li>• Does not consider how things could be improved</li> <li>• Prefers the status quo</li> <li>• "If it ain't broke, don't change it" attitude</li> <li>• Targets are vague, ambiguous. Does not guide team to deliver</li> </ul>

#### ANALYSIS & USE OF EVIDENCE

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Diagnoses problems effectively</li> <li>• Organised and systematic</li> <li>• Meets deadlines</li> <li>• Considers reliability of data/info before using it</li> <li>• Uses data/info to rigorously consider all options</li> <li>• Final decision is anchored in logical, thoroughly thought through rationale</li> <li>• Sees the bigger picture. Strategic</li> </ul>	<ul style="list-style-type: none"> <li>• Poor problem solver. May create more problems due to poor decision making</li> <li>• Works in a chaotic manner</li> <li>• Does not see deadlines as important. Gets side tracked by trivia</li> <li>• Accepts data/info at face value</li> <li>• Fails to consider or see all potential options</li> <li>• Final decision often wrong due to lack of analysis and thought. No anticipation of potential issues. Manipulates data</li> <li>• Very limited perspective. Not a strategic thinker</li> </ul>

#### FINANCIAL MANAGEMENT

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of value for money</li> <li>• Considers costs. Seeks efficiencies/savings (e.g. ideas on saving time to reduce costs)</li> <li>• Can interpret basic financial information</li> <li>• Considers cost implications when making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Does not consider value for money</li> <li>• Presents no evidence of making efficiencies/savings</li> <li>• Struggles when working with figures. Makes mistakes</li> <li>• Costs are never considered when making decisions</li> </ul>



# SKILLS FOR SUCCESS – Band B Core Skills

Managing and Leading			Delivering Outcomes		
Self Awareness	People Management	Communications and Engagement	Improving Performance	Analysis and Use of Evidence	Financial Management
Responsible for personal behaviour and is accountable for own actions, health and wellbeing.	Prioritises and agrees objectives aligned with the Directorate Plans to engage staff, manage workloads and build capacity to deliver.	Engages and is credible with stakeholders and is connected to a range of internal and external networks.	Demonstrates ongoing use of relevant performance improvement tools and techniques including skills development.	Use evidence to assess, measure and evaluate projects and policies, considering the impact on other policies and government outcomes.	Uses accurate and relevant financial data to create objectives and targets relevant to budget responsibilities.
Aware of personal strengths and takes pride and responsibility for performance at work and responsive to constructive feedback.	Credible with staff, creating conditions to build confident effective teams that empower, value, develop and motivate people.	Communicates clear & creative ideas that meet the needs of a range of audiences, ensuring objectives & outcomes are achieved.	Uses SG Programme and Project Management Principles effectively and proportionately.	Engages with analytical specialists at appropriate stages of policy and programme development.	Takes responsibility for the monitoring and controlling of expenditure.
Adaptable and embraces new ways of doing things, contributing ideas and energy to continuous improvement.	Raises performance using constructive challenge, feedback and coaching skills, seeking support and advice from HR professionals when needed.	Produces concise, clear, well structured written work using SG guidance.	Adapts quickly to fit skills and resources to changing circumstances and expectations.	Interrogate analytical and management information to draw out key messages and findings to support decisions.	Understand & apply the principles of Budgeting, Financial Management & Resource Accounting outlined in the Scottish Public Finance Manual.
Takes control of personal and professional development, actively managing own Personal Learning Plan as well as supporting the development of others when needed.	Aware of impact on others and creates a positive environment for innovation, is aware of diversity and equality and supports health and wellbeing.	Considers and communicates the impact of decisions on wider policies and programmes.	Applies risk management principles to decision making and controls opportunities and threats to achieving objectives.	Organises and collates robust information from a variety of sources in decision making, sharing knowledge and information across the wider system.	Maintains regular contact with relevant finance staff, and knows when to seek advice from audit, risk, procurement and finance professionals.

**BAND C SKILLS FOR SUCCESS INDICATORS**

**LEADING OTHERS**

Evidence - Acceptable	Evidence - Unacceptable
<p>Adaptable. Versatile                      Knowledgeable. Well informed. Keeps others informed</p> <p>Sets a clear direction</p> <p>Manages conflict                      Leads by example. A Role Model</p> <p>Checks everyone is focused                      Promotes realistic expectations</p> <p>Regularly supports others                      A great motivator                      Believes in team's abilities                      Goes the extra mile. Exceeds expectations                      Has the courage of their own convictions                      Passionate about their work</p>	<p>Avoids the leadership role                      May be knowledgeable but does not share it.                      Believes, "knowledge is power" not to be shared</p> <p>Vague in direction. Reactive or changes direction and priorities causing team frustration</p> <p>Avoids conflict                      A Bully. Has a "don't do what I do, do what I tell you" approach</p> <p>No regard for team's focus                      Accepting. Never pushes back so expectations can be totally unrealistic</p> <p>Does not offer support                      Does not attempt to motivate                      Shows little regard for the team                      Delivers only what is required; nothing more                      Lacks courage                      Plodding approach to work</p>

**PEOPLE MANAGEMENT**

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Is accountable. In control</li> <li>• Reduces ambiguity. Reassures</li> <li>• Cultivates back-up talent</li> <li>• Promotes team harmony</li> <li>• Consistent in deed and word</li> <li>• Asks for others' points-of-view</li> <li>• Exerts a calming influence</li> <li>• Inspires loyalty and commitment</li> <li>• Overcomes adversity</li> </ul>	<ul style="list-style-type: none"> <li>• Blames others when things go wrong</li> <li>• Confuses others. Team lacks self-confidence</li> <li>• Has no succession plan</li> <li>• Only interested in getting the job done. Harmony irrelevant</li> <li>• Says one thing does another. Unreliable</li> <li>• Not interested in what others think</li> <li>• Over-reacts when things don't go smoothly</li> <li>• Does not view loyalty and commitment as important. May have high staff turnover</li> <li>• Surrenders to adversity. Gives in when challenged</li> </ul>

**COMMUNICATION & ENGAGEMENT**

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Great communicator – verbally and in writing</li> <li>• Repositions message to suit audience</li> </ul>	<ul style="list-style-type: none"> <li>• Messages are unclear, confusing</li> <li>• Does not consider the audience and so</li> </ul>

<ul style="list-style-type: none"> <li>• Wins hearts and minds</li> <li>• Great influencer. Very persuasive</li> <li>• Regularly sought out by colleagues</li> <li>• Inspiring</li> <li>• Well networked both internally and externally</li> </ul>	<p>often loses people's interest</p> <ul style="list-style-type: none"> <li>• Does not seek or gain buy-in</li> <li>• Poor influencing skills. Struggles to make people see their perspective or to change their minds</li> <li>• Isolated. A loner</li> <li>• Demotivating. Demoralising</li> <li>• Very limited networks</li> </ul>
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#### IMPROVING PERFORMANCE

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Does not make do with average performance</li> <li>• Continually seeks new ways of doing things to improve team's performance</li> <li>• Knows team members' skills and uses them to maximise performance</li> <li>• Takes "calculated" risks to improve performance</li> <li>• Learns quickly from mistakes</li> <li>• Creative. Insightful</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address performance issues</li> <li>• Prefers to do things in the way they have always been done. "Tried and tested" approach</li> <li>• Cannot and does not delegate effectively because they are unaware of people's strengths and limitations</li> <li>• Risk averse. Plays it safe</li> <li>• May not admit own mistakes. May become defensive</li> <li>• Lacks any creativity</li> </ul>

#### ANALYSIS & USE OF EVIDENCE

Evidence - Acceptable	Evidence - Unacceptable
<ul style="list-style-type: none"> <li>• Examines issues from multiple perspectives</li> <li>• Diagnoses problems effectively</li> <li>• Organised and systematic</li> <li>• Considers things from an organisational perspective rather than just a local one</li> <li>• Questions the data/information before using it</li> <li>• Logical</li> <li>• Considers all potential options</li> </ul>	<ul style="list-style-type: none"> <li>• Narrow, linear perspective</li> <li>• Diagnosis of problems is incomplete or inaccurate</li> <li>• Disorganised. Chaotic</li> <li>• Considers only the local perspective/own limited area of responsibility. Self-centred.</li> <li>• Does not check the validity or accuracy of data/information before using it</li> <li>• Rationale is confusing, vague</li> <li>• Does not recognise or anticipates all potential options</li> </ul>

#### FINANCIAL MANAGEMENT

Evidence - Acceptable	Evidence - Unacceptable



<ul style="list-style-type: none"><li>• Makes great use of time and resources</li><li>• Encourages efficiency</li><li>• Manages budget</li><li>• Anticipates when he/she needs to seek expert financial advice/help</li><li>• Regularly tracks project spend</li><li>• Interprets and uses financial data to inform decision making</li></ul>	<ul style="list-style-type: none"><li>• Not planned. Does not consider time or effective use of resources</li><li>• Uninterested in making efficiencies. Only interested in getting the job done by any means</li><li>• Cannot manage a budget</li><li>• Fails to anticipate when expert financial help is required. May call for it after the crisis has occurred rather than before</li><li>• Does not track project spend</li><li>• Consideration of financial data not part of the decision making process.</li></ul>
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# SKILLS FOR SUCCESS – Band C Core Skills

Managing and Leading		Delivering Outcomes			
People Management	Leading Others	Communications and Engagement	Improving Performance	Analysis and Use of Evidence	Financial Management
Prioritises and agrees objectives aligned with the Directorate Plans to engage staff. Responsive to change, managing workloads and building capacity to deliver.	Communicates a clear vision which supports actions and engages others.	Contributes to and develops clear, creative and detailed policy communication strategies to achieve SG outcomes.	Uses relevant tools, techniques and skills development to facilitate continuous improvement.	Develops policy options and decisions using a range of evidence and research, to ensure that policies are aligned to outcomes.	Interprets and uses accurate financial data to inform decision-making, investment appraisals and risk management implications.
Credible with staff, creating conditions to build confident and effective teams that empower, value, develop and motivate people.	Takes responsibility to deliver consistent services, managing risk and resources to support continuous improvement.	Manages internal and external relationships, creating positive networks and maintaining trust and credibility.	Understands SG Programme and Project management Principles and uses PPM effectively and proportionately	Uses relevant evidence, recognising validity and limitations, in evaluations & assessment of risks against desired outcomes, engaging analytical specialists appropriately.	Delivers objectives within budget, applying procurement policies & procedures and knows when to seek advice from audit, risk, procurement and finance specialists.
Raises performance issues using constructive challenge, feedback and coaching skills, seeking support and advice from HR professionals when needed.	Promotes collaborative working and is able to respond creatively to tough challenges.	Knows when to engage with Communications specialists and considers the impact on other policies and programmes across SG & wider system.	Adapts quickly to fit skills and resources to changing circumstances and expectations.	Captures and securely organises knowledge & information for wider use across the organisation.	Set targets to improve the value achieved from resources, utilising financial data in business cases for change and monitors outcomes using performance measures.
Self aware, recognises impact on others and creates a positive environment which supports diversity and equality and promotes health and wellbeing.	Actively manages authorising environment, making connections across boundaries to build strong networks and partnerships.	Communicates complex information clearly, presenting strategic ideas in a clear and positive way.	Maintains and promotes risk management processes to improve strategic planning and resource allocation.	Shares knowledge and information across the wider system, to obtain best value from it across the wider public service.	Understands the wider public expenditure and financial decision making environment as outlined in the policies of the Scottish Public Finance Manual.

Band C Skills for Success

## ANNEX B

A Record of Interview should be completed for each candidate using the template below:

### Candidate Rating Sheet

Date			Candidate Name	
Candidate Contact Number			Interviewer Name	
Position Applied for				

#### Interview Introduction:

##### Remember:

- Before meeting your candidate ensure that you have water in the interview room.
- Put your candidate at ease – introduce yourself

#### Please explain the following to the candidate before beginning the interview:

- In this interview we will be chatting about your work; projects you have participated in
- You will ask initial questions followed by a series of additional questions to ensure we collect lots of relevant information
- We are looking for you to talk about *specific* examples not “woulds” or “shoulds”
- You may want to take time to think of the best example to a question – we don’t expect and immediate answer to all our questions so relax and take your time
- If any question is unclear then do ask us to repeat it; that’s not an issue

#### Interviewer note: please be careful not to suggest responses when assisting the candidate in understanding the question

- The interview will last for approximately X minutes and there will be time for you to ask any questions you may have at the end
- We will be taking notes throughout the interview. This is a record of your answers and will enable us to assess accurately. We will not be assessing your responses during the interview
- We expect you to do most of the talking so don’t be concerned if you feel you are talking too much
- “Do you have any questions before we start?”

**Question 1**

*Interviewer's note allow X minutes for this question.*

*Insert Question:*

**Record (*Interviewers Note: Get a specific example and record initial response*)**

Use this space for Follow Up/Drill Down Questions