



## **Success Profiles - Candidate Guide**

This guide offers helpful advice on how to apply for our jobs and explains the recruitment framework we use.

At the Police Investigations and Review Commissioner (PIRC), we use a recruitment framework called 'Success Profiles', which is also used across the Civil Service.

This guide aims to help candidates understand our application process and what to expect when applying for roles in our organisation.

### **Our recruitment framework: Success Profiles**

The Success Profile framework is a flexible system which assesses candidates against a range of elements using a variety of selection methods. This gives us the best possible chance of finding the right person for the job, driving up performance and improving diversity and inclusivity within our organisation.

We assess three key elements to identify the best candidate for the role, these are:

- Behaviours
- Experience
- Technical

Not all elements are relevant to every role, so individual jobs will include a specific mix of elements to be assessed based on the requirements of the position.

This guide provides further information on each of the elements assessed including the level relating to the grade of the position.

### **Behaviours**

Behaviours are the actions and activities that people demonstrate which result in effective performance in a job. Behaviours are not role-specific and can be applied to different roles and contexts.

It is important to remember that recruiting managers will choose a selection of behaviours which are best suited to the specific job. You will not be asked to demonstrate all of the Behaviours for one role.

Examples of the Behaviours are designed to give an overview of what is expected of individuals at each level. There is no expectation that all individuals will need to demonstrate every part of each example to be successful.

## **Why we assess Behaviours**

When looking at Behaviours, we want to get an understanding of the actions and activities that you have done (or would do) that result in effective performance in a particular job.

As Behaviours can be observed and measured, they can help us to predict what your performance in the role could be.

Read the job advert carefully to see which behaviours are required for the job for which you are applying.

## **How we assess Behaviours**

Behaviours can be assessed in a number of ways and at various stages of the recruitment process. Some examples are listed below:

- your supporting statement in application for the role
- an interview
- assessments such as role play, presentation, analysis exercise, or judgement tests

## **Giving examples and evidence**

You are likely to be asked for an example of when you have demonstrated a particular behaviour. You can use examples from work or somewhere else such as:

- work experience
- volunteering or in connection with a hobby
- academia

## **Situational judgement tests**

In some cases, you may be asked how you would behave in a given situation, for example by using situational judgement tests or through situational interview questions.

Behaviours may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job description will outline the elements required for the role and the selection method(s) that will be used.

## **Behaviours - definitions and examples**

The definitions and examples in respect of all Behaviours are available on the Scottish Government website, and can be accessed via the link on the Candidate Information Pack, however, are also included below;

**Seeing the big picture** - Understand how your role fits with and supports organisational objectives. Recognise the wider organisation priorities and ensure work is in the national interest.

Examples of seeing the big picture at B2 and B3 grades are when you:

- understand the strategic drivers for your area of work
- align activities to contribute to wider organisational priorities
- remain alert to emerging issues and trends which might impact your work area
- seek out and share experiences to develop knowledge of the team's business area
- understand how the strategies and activities of the team create value and meet the diverse needs of all stakeholders

**Changing and improving** - Seek out opportunities to create effective change and suggest innovative ideas for improvement. Review ways of working, including seeking and providing feedback.

Examples of changing and improving at B2 and B3 grades are when you:

- work with others to identify areas for improvement and simplify processes to use fewer resources
- use technology where possible to increase efficiency
- encourage ideas for change from a wide range of sources
- clearly explain the reasons for change to colleagues and how to implement them, supporting individuals with different needs to adapt to change
- encourage an environment where colleagues know that they can challenge decisions and issues safely
- take managed risks by fully considering the varied impacts changes could have on the diverse range of end users

**Making effective decisions** - Use evidence and knowledge to support accurate, expert decisions and advice. Carefully consider alternative options, implications and risks of decisions.

Examples of making effective decisions at B2 and B3 grades are when you:

- understand own level of responsibility and empower others to make decisions where appropriate
- analyse and use a range of relevant, credible information from internal and external sources to support decisions
- invite challenge and where appropriate involve others in decision making
- display confidence when making difficult decisions, even if they prove to be unpopular
- consult with others to ensure the potential impacts on end users have been considered
- present strong recommendations in a timely manner outlining the consideration of other options, costs, benefits and risks

**Leadership** - Show pride and passion for public service. Create and engage others in delivering a shared vision. Value difference, diversity and inclusion, ensuring fairness and opportunity for all.

Examples of leadership at B2 and B3 grades are when you:

- ensure colleagues and stakeholders have a clear understanding of objectives, activities and timeframes
- take into account different individual needs, views, and ideas, championing inclusion and equality of opportunity for all
- consider the impacts of own and team's activities on stakeholders and end users
- role-model commitment and satisfaction with role
- recognise and praise the achievements of others to drive positivity within the team
- effectively manage conflict, misconduct and non-inclusive behaviour, raising with senior managers where appropriate

**Communicating and influencing** - Communicate purpose and direction with clarity, integrity and enthusiasm. Respect the needs, responses and opinions of others.

Examples of communicating and influencing at B2 and B3 grades are when you:

- communicate in a straightforward, honest and engaging manner, choosing appropriate styles to maximise understanding and impact
- encourage the use of different communication methods, including digital resources and highlight the benefits, including ensuring cost effectiveness
- ensure communication has a clear purpose and takes into account people's individual needs
- share information as appropriate and check understanding
- show positivity and enthusiasm towards work, encouraging others to do the same
- ensure that important messages are communicated with colleagues and stakeholders respectfully, taking into consideration the diversity of interests

**Working together** - Form effective partnerships and relationships with people both internally and externally, from a range of diverse backgrounds, sharing information, resources and support.

Examples of working together at B2 and B3 grades are when you:

- encourage joined up teamwork within own team and across other groups
- establish professional relationships with a range of stakeholders
- collaborate with these to share information, resources and support
- invest time to develop a common focus and genuine positive team spirit where colleagues feel valued and respect one another
- put in place support for the wellbeing of individuals within the team, including consideration of your own needs
- make it clear to all team members that bullying, harassment and discrimination are unacceptable
- actively seek and consider input of people from diverse backgrounds and perspectives

**Developing self and others** - Focus on continuous learning and development for self, others and the organisation as a whole.

Examples of developing yourself and others at B2 and B3 grades are when you:

- identify capability gaps for self and team
- ensure development objectives are set and achieved to address any gaps and enable delivery of current and future work
- take time to coach, mentor and develop other colleagues to support succession planning
- promote inclusiveness by respecting different personal needs in the team and use these to develop others
- reflect on own work, continuously seek and act on feedback to improve own and team's performance

**Managing a quality service** - Deliver service objectives with professional excellence, expertise and efficiency, taking account of diverse customer needs.

Examples of managing a quality service at B2 and B3 grades are when you:

- develop, implement, maintain and review systems and services to ensure delivery of professional excellence
- work with stakeholders to set priorities, objectives and timescales
- successfully deliver high quality outcomes that meet the customers' needs and gives value for money
- identify risks and resolve issues efficiently
- involve a diverse range of colleagues, stakeholders and delivery partners in developing suggestions for improvements
- establish ways to find and respond to feedback from customers about the services provided

**Delivering at pace** - Take responsibility for delivering timely and quality results with focus and drive.

Examples of delivering at pace at B2 and B3 grades are when you:

- show a positive approach to keeping the whole team's efforts focused on the top priorities
- promote a culture of following the appropriate procedures to ensure results are achieved on time whilst still enabling innovation
- ensure the most appropriate resources are available for colleagues to use to do their job effectively
- regularly monitor your own and team's work against milestones ensuring individual needs are considered when setting tasks
- act promptly to reassess workloads and priorities when there are conflicting demands to maintain performance
- allow individuals the space and authority to meet objectives, providing additional support where necessary, whilst keeping overall responsibility

## **Experience**

Experience is the knowledge or mastery of a specific activity or subject gained through involvement in or exposure to it.

Experience required will relate directly to the role and examples could include 'experience of managing a budget' or 'experience of leading complex projects'.

### **Why we assess experience**

When looking at your experience, we are looking for examples of things you have previously achieved or your knowledge in a particular field which is relevant to the job role.

We are not looking at how much time you have served in a particular field, but rather how you performed.

Sometimes experience can be transferable from a non-work context. Skills gained through voluntary work or a hobby, such as teamwork or communication, can demonstrate the experience required for the role.

### **How we assess experience**

We will be looking at your experience, career history and achievements that are relevant to the specific job role.

Some of the assessment methods which may be used to understand your experience include:

- the application form
- your CV
- an interview/assessment

Your experience may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job advert will outline the elements required for the role and the selection method(s) that will be used.

### **Example interview questions**

Example for Policy role - "Give us a recent example showing your ability to communicate a complex policy to the public or your team. How did you ensure it was understood clearly?"

## **Technical skills**

The Technical element of the Success Profile is the demonstration of specific professional skills, knowledge or qualifications.

## **Qualifications**

If a role requires a particular qualification or membership of a professional body, you may be asked to provide evidence of your qualification(s) or membership.

Your technical/professional skills may be assessed alongside other elements of the Success Profile to get a more rounded picture of your suitability for the role. The job description will outline the elements required for the role and the selection method(s) that will be used.

## **Why we assess technical skills**

The roles are sometimes specialised and you may be asked to show that you have specific skills, knowledge or qualifications to be successful.

An example of a specialised role is a Government Finance Officer. This may require candidates to have accountancy qualifications and knowledge of the way Finance is managed within Government.

## **How we assess technical skills**

Some professions have a professional framework. The frameworks are designed to assess the specific skills, qualifications and knowledge needed for that profession's roles.

The job advert will list any technical requirements you may need for the role. It will also explain which assessment method we will use. Some examples of these are:

- technical test
- job related simulation
- briefing or analysis exercise
- technical specific presentation
- interview question

## **Example interview questions**

What key elements would you include in an effective communications strategy?  
(Communications Profession)

## **Recruitment adjustments and guaranteed interview schemes**

### **Requesting adjustments**

We welcome and encourage applications from diverse candidates. and we fully support recruitment and workplace adjustments for anyone who needs them.

We are committed to ensuring that all applicants have the opportunity to perform at their best throughout our application process. We offer recruitment and workplace adjustments to anyone who needs them, and we also offer a guaranteed interview scheme for candidates with a disability and veterans.

## **Guaranteed interview schemes**

We currently offer two guaranteed interview schemes aimed at helping candidates with a disability and veterans of our armed forces successfully navigate the recruitment process.

### **Disability Confident Scheme**

PIRC is committed to the “Positive about Disabled People” scheme and we offer all candidates who consider themselves to have a disability and who meet all the selection criteria for the post, a guaranteed interview.

To take up the option of a guaranteed interview, candidates should tick the relevant option during the application process.

Under the terms of the scheme, candidates should consider themselves to have a disability in terms of the Equality Act 2010. Further guidance in relation to the meaning of disability is accessible on the Equality and Human Rights Commission website.

We will also consider and implement any adjustments to our standard recruitment processes to help applicants perform at their best.

### **Veterans Scheme**

We also support the Veterans Scheme and offer a guaranteed interview for candidates who are veterans, who meet all the selection criteria. There is no maximum time limit from when veterans left the armed forces to be eligible for this initiative. This means that veterans can apply regardless of how long ago they served.