

EPA Recruitment and Selection Process

1. The Application Process

How do I Apply?

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1. The Application Form Procedure

The EPA uses a standard job Application Form. We do not accept CVs. You will be required to provide all information that is necessary to assist in the selection of the best person on the Application Form.

The Application Form will give you an opportunity to prepare for the interview by thinking and working through the competency requirements for the post.

Your responses to the questions on the form will be used in short-listing, and by the Interview Board as part of the scoring system.

Allow yourself enough time to complete the Application Form as accurately and comprehensively as possible.

An incomplete Application Form with spelling mistakes, gaps in work experience or poor examples of the competencies required in the role will demonstrate insufficient attention to detail and a possible lack of interest in the job – even if that is not the case.

Late Application Forms will **not** be accepted.

In addition to the instructions on the form, follow the best practice guidelines for completing the EPA Application Form to ensure you give yourself the best chance of being shortlisted.

2. Guidelines for completing the EPA Application Form

The Basics

1. Read and follow the instructions on the form **exactly**.
2. Complete the form fully – don't leave blanks.
3. Use simple, understandable English. No jargon or unexplained technical terms.
4. Ensure there are no major gaps or conflicting pieces of information. Check that it all flows. Make sure all dates and details are correct.

Layout and format

5. Type your Application Form. If possible, keep the same font type and size throughout the form.
6. Use headings where necessary to break up information.
7. **DO NOT USE BLOCK CAPITALS. IT TAKES UP MORE (VALUABLE) SPACE ON YOUR FORM, IS DIFFICULT TO READ AND MAY ANNOY THE PEOPLE SCREENING YOUR APPLICATION FORM.**
8. Do not crowd the Application Form with text. Format it so that it is easy to read. Split out paragraphs where required, use bold, italics and bullets to emphasise key words and points.
9. Avoid using underline - it can be difficult to read.

Competency examples and experience

10. Use examples that show you have the required competencies. Write them out factually and clearly.
11. While you might find the same example illustrates two different competencies, try to use different examples for each.
12. Refer back to the behavioural indicators for each competency and make sure your example demonstrates these.
13. Take credit for your achievements. Say 'I was responsible for....' or 'my role was' for group or team achievements. Your Application Form (and an interview) is no place for modesty.
14. Do not exceed the word limit of 250 words for each Core Competency example.
15. For the Technical / Specialist / Administration Competency section, ensure you summarise your Technical / Specialist skills and Administration work experience concisely.

Other

16. Use the “additional information” box at the end of the application to sell yourself on relevant points that may not be covered elsewhere in the form. Include things such as other relevant educational qualifications, extra-curricular activities, experience and achievements, professional memberships or awards, and personal strengths.
17. Get permission from the referees you propose to use well in advance of the closing date.

Review and Revise

18. Review your first draft after a night’s sleep. You might want to make changes to it when you come back to it with ‘fresh eyes’.
19. Do a spell check. Remember that a spell check will not pick up some of the really dreadful mistakes e.g. too / to, from / form, practice / practise, its / it’s, there / their, you’re / your.
20. Give your form to someone you trust to go through it in detail and highlight any mistakes or inconsistencies.
21. Ask your line manager or a trusted previous boss to read through your form and give you feedback on the content. Discuss and make any suggested changes.

Final touches

22. Make the final edits. Save it carefully. Print it off.
23. Keep a copy for yourself. When you get to the interview you need to know exactly what you wrote, and be ready to talk about it further.
24. Sign and date your Application Form and deliver/post it to the return address. Allow sufficient time for the form to get to HR by the closing date and time.

3. Understanding the EPA Core Competencies

We assess all candidates against the EPA Core Competencies at the Application Form and Interview stages of our selection process. This approach provides you with an opportunity to show how you have demonstrated these competencies in the past, by giving examples.

We will explore and probe these examples in more detail at the interview to assess your ability to deliver in the new role.

A. What is a Competency?

Quite simply, a competency is defined as the blend of knowledge, skills and personal attributes and behaviours required to do the job well:

- **Knowledge:** Specialist knowledge
- **Skills / Competencies:** Technical or interpersonal skills and abilities
- **Behaviours:** The way you apply these skills and competencies
- **Attributes:** Personal qualities

Four core interpersonal or behavioural competencies apply to all EPA staff.

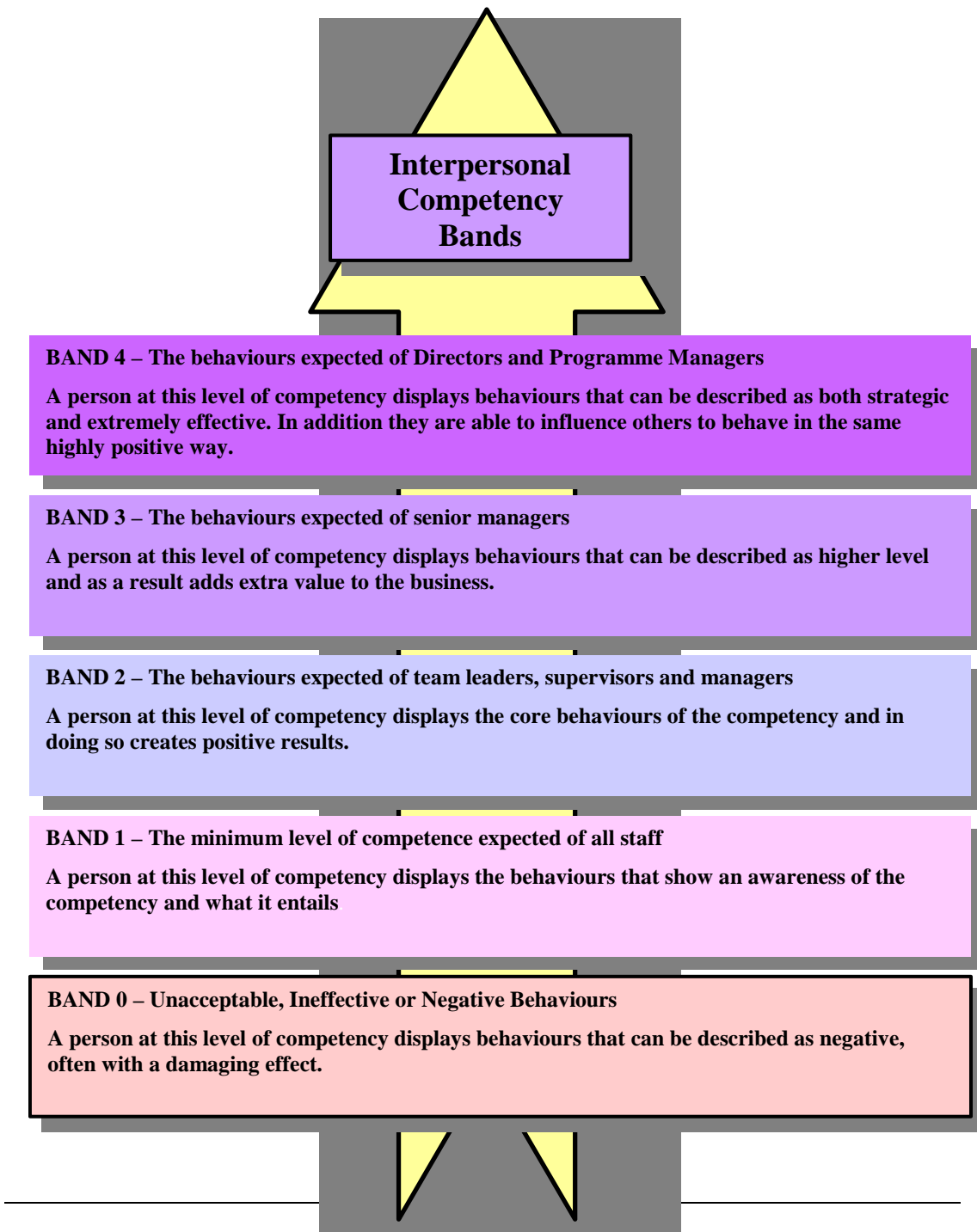
These competencies reflect EPA values in our everyday interactions, and are important at every level in the organisation. They are core interpersonal competencies for all staff in the EPA and are clearly defined as follows:

Team Player	<i>“Works positively and proactively with colleagues to attain the organisation’s goals.”</i>
Communication	<i>“The ability to communicate clearly, confidently and effectively, to colleagues and customers / stakeholders, in a way that is readily understood by others, and contributes to clear, honest, professional relationships”</i>
Customer and Stakeholder Focus	<i>“The drive to build positive and lasting relationships with all customers and stakeholders, acting as a partner to them, by learning as much as possible about their concerns in order to better add value for them and for the EPA. In addition, the drive to increase knowledge and awareness of the context we operate in, to add greater value for EPA and customers / stakeholders.”</i>
Concern for Quality and Clarity of Work	<i>“The ability to complete all tasks and projects to the highest standards of accuracy and excellence.”</i>

B. Understanding the Bands

All staff, regardless of their role or seniority, must demonstrate these core competencies. As you progress in the organisation, you will need to demonstrate a greater depth of each competency.

This progression is clearly illustrated through the division of each competency into 4 'bands'. Band 1 describes the minimum level of expected competence and behaviours for *all* staff. As you move up the bands, the behaviours correspond with higher levels of responsibility and complexity in job roles. Negative indicators are also shown at Band 0.



1. TEAM PLAYER

“Works positively and proactively with colleagues to attain the organisation’s goals.”

Everyone is a member of a team be it part of a unit, area, Office or the EPA as a whole. At every level in the EPA, this is someone who always delivers on his or her own work to the highest standard, and recognises that this is only a starting point in achieving team targets. All staff must aim for the highest possible level of performance in their band. Each person must show that: he / she is constantly aware of team targets, proactively intervenes to ensure they are met, and provides guidance / coaching to others to ensure this. He/she also recognises the linkages between teams, how performance of each impacts on the other, and works proactively to ensure high performance within teams and across teams.

Band 4	Contributes to people development across teams for the benefit of the organisation Actively promotes the benefits of teamwork and influences others to work as a team Understands how teams work and uses this knowledge to drive teamwork Seeks the linkages between teams and seeks to contribute across teams to benefit the organisation Leads by example / Is seen as a role model on teamwork
Band 3	Seeks to resolve difficult situations within the team Is capable of listening effectively even in difficult circumstances Gives credit to others for their contribution to the team Recognises the impact his / her team has on the performance of other teams and their targets Looks for ways to improve performance of own team Maintains a positive atmosphere in the team, even at times of particular pressure Always leads by example, through effective work practices and personal commitment to high standards of professionalism Leads decision making process
Band 2	Seeks opportunities to share useful information with others Always aware of team targets and deadlines Proactively puts effort into ensuring that team targets are met Recognises others’ backlogs and offers support Coaches others in areas of personal strength Sees situations from the perspective of others Looks for feedback on personal performance from team members and accepts it, without defensiveness Accepts team decisions readily
Band 1	When own work is complete appraises Team Leader or Manager Is on time and prepared for all meetings, internal and external Pulls his/her weight on the team by always delivering on time and to the highest standard Delivers without needing to be reminded Listens carefully to the ideas and views of others Demonstrates awareness of and regard for others in all interactions Speaks of team members in a positive and constructive way Always aware of personal targets
Zero (Ineffective Behaviours)	Works only on his/her own / concentrates only on own area of work Does not see where his / her work fits into team goal When own work is complete, doesn’t keep team lead appraised Arrives late and unprepared to team meetings Doesn’t engage /offer ideas, suggestions at team meetings Shows little regard for the feelings of others Doesn’t listen to and consider the ideas and views of others Does not share knowledge or provide updates to others Does not recognise how personal behaviour impacts the entire team

2. COMMUNICATION

“The ability to communicate clearly, confidently and effectively, to colleagues and customers / stakeholders, in a way that is readily understood by others, and contributes to clear, honest, professional relationships”

At every level in the EPA, this is someone who: listens carefully; sees the point of view of others; has excellent written and oral skills; has excellent reporting skills, and is a positive ‘ambassador’ for the EPA through their work and their example. At the highest level, this is someone who influences others through effective reasoning; represents EPA positively at all times to stakeholders and manages stakeholder expectations confidently and superbly.

Band 4	<p>Is capable of negotiating agreement on highly sensitive and complex issues, internally and externally</p> <p>Contributes to clear and open communication across the organisation</p> <p>Builds lasting relationships at all levels, internally and externally, through open and honest communication</p> <p>Leads by example / Is seen as a role model of effective communication</p> <p>Written communication is of a very high standard.</p> <p>Fully understands messaging for intended audience</p>
Band 3	<p>Capable of delivering difficult information in a sensitive way e.g. discussions on poor performance</p> <p>Anticipates objections and pitfalls in advance and seeks ways to influence good outcomes</p> <p>Asks probing questions, identifying and extracting the concerns of others</p> <p>Is comfortable, confident, and effective in all customer / stakeholder situations</p> <p>Is recognised as a persuasive communicator, both orally and in written communication</p> <p>Coaches others to communicate effectively</p> <p>Written work is of a high standard</p>
Band 2	<p>Is able to give clear and logical presentations, internal and external</p> <p>Deals effectively and un-defensively with questions</p> <p>Chairs meetings effectively / produces clear outcomes and including ownership of actions</p> <p>Ensures that others have understood the communication</p> <p>Uses appropriate times and channels to keep colleagues and customers informed</p> <p>Looks for feedback on personal performance from team members and accepts it, without defensiveness</p> <p>Written work, even on complex, technical issues, is of a good standard, and ready for delivery after only one review</p>
Band 1	<p>Understands the need for clear communication</p> <p>Listens, and seeks to understand the views of others</p> <p>Capable of explaining things effectively to colleagues</p> <p>Presents information accurately using appropriate formats</p> <p>Demonstrates a good understanding of needs of intended audience</p> <p>Needs few reviews to finalise work</p> <p>Is positive and professional with colleagues and customers / stakeholders</p> <p>Writes clearly and accurately</p>
Zero (Ineffective Behaviours)	<p>Talks rather than listens, or does neither</p> <p>Makes simple ideas seem complex</p> <p>Uses channels poorly, e.g. email when verbal would be more appropriate</p> <p>Is poor at briefing others on expectations, deadlines, customer / stakeholder needs</p> <p>Written work is sub-standard, does not know how to construct appropriate level of information for intended audience</p>

3. CUSTOMER / STAKEHOLDER FOCUS

“The drive to build positive and lasting relationships with all customers and stakeholders, acting as a partner to them, by learning as much as possible about their concerns in order to better add value for them and for the EPA. In addition, the drive to increase knowledge and awareness of the context we operate in, to add greater value for EPA and customers / stakeholders.”

At every level in the EPA, this is someone who: honours all commitments to customers and stakeholders and who looks for solutions to problems. At the highest level, he / she spends time and personal effort getting to know customer / stakeholder business, strives to increase our knowledge of the environment and the context we operate in, and relevant trends, recognises the value of strong customer / stakeholder relationships to EPA, coaches and encourages others in all aspects of customer and stakeholder focus.

Band 4	<p>Seeks information about the real underlying needs of the c / s, beyond those expressed initially, and seeks to address these</p> <p>Influences the c / s to see the need for a more effective solution</p> <p>Leads by example / Is seen as a role model in developing and maintaining strong c / s relationship</p> <p>Achieves the correct balance between meeting the c / s needs, and the EPA business goals, including fiscal performance.</p> <p>Is considered an expert in aspects of the environment/ context we operate in</p> <p>Represents the organisation at important c / s meetings, industry forums etc.</p> <p>Coaches others within the organisation and is proactive at learning more</p>
Band 3	<p>Takes ownership of major customer / stakeholder problems and sorts them out</p> <p>Proactively seeks to add value for the c / s.</p> <p>Makes themselves accessible to the c / s, especially when the c/s is going through a difficult period</p> <p>Adds value to the c / s experience through the positive behaviours they adopt</p> <p>Understands the balance between meeting the c / s needs, and the EPA business goals, including fiscal performance, and seeks direction when there may be conflicts.</p> <p>Has a very good knowledge of the context we operate in and is proactive in developing context knowledge further</p>
Band 2	<p>Takes personal ownership of c/s problems and for seeing things through</p> <p>Reviews and evaluates the level of service being given to c/s</p> <p>Provides accurate, good quality information</p> <p>Corrects mistakes promptly and openly without making excuses</p> <p>Follows through on difficult c/s situations to ensure a satisfactory solution</p> <p>Is proactive in talking to / meeting with c/s, to review service levels</p> <p>Has an awareness of the need to balance the c/s needs with EPA business goals, including fiscal performance goals</p> <p>Understands our context with action plans to increase knowledge</p>
Band 1	<p>Follows through on general customer / stakeholder enquiries, requests or complaints</p> <p>Manages expectations and sets out with c / s what is realistic</p> <p>Builds rapport with c/s by listening, understanding their needs and honouring commitments</p> <p>Responds positively to all requests from c / s</p> <p>Demonstrates some awareness of the context we operate in</p> <p>Demonstrates interest in increasing knowledge of the context we operate in</p>
Zero (Ineffective Behaviours)	<p>Does not recognise the value & importance of time with customers & stakeholders (c/s)</p> <p>Addresses own agenda in preference to that of c/s</p> <p>Resists requests from customers and stakeholders for help and support</p> <p>Does not follow through on commitments to c/s / lets things slip</p> <p>Does not take personal ownership for developing c / s relationships</p> <p>Goes for the easy option even though it does not satisfy the c / s needs</p> <p>Has no awareness of the need to balance c / s needs and EPA's business goals.</p> <p>Has little knowledge or interest in the environment or the context we operate in</p>

4. CONCERN FOR QUALITY AND CLARITY OF WORK

“The ability to complete all tasks and projects to the highest standards of accuracy and excellence.”

At every level in the EPA, this is someone who meets all deadlines, internal and external and delivers all work and projects to the highest standards. At the highest level this is someone who: delivers all work and projects to highest standards of excellence; demands excellence and will not tolerate poor quality output; is aware of all relevant policies, procedures, regulations and legislation; puts in place procedures to monitor key outputs; seeks new and better ways of ensuring quality; regularly benchmarks work against all best practice.

Band 4	<p>Continually reinforces the importance of standards and quality of work across EPA</p> <p>Regularly monitors key outputs to ensure vital standards being met</p> <p>Identifies areas of risk and prioritises resources to put solutions in place</p> <p>Makes time and resources available to ensure EPA meets all best practice</p> <p>Drives culture of Service Level Agreements for customers / stakeholder & suppliers</p> <p>Leads by example and creates a culture of excellence in all aspects of EPA work, internal and external</p>
Band 3	<p>Takes ultimate responsibility for ensuring quality, accuracy and defensibility of all work in area of responsibility</p> <p>Is aware of all legislation relevant to the work of their area of responsibility</p> <p>Ensures that all teams / staff in area of responsibility are aware of relevant standards, policies, procedures, and guidelines</p> <p>Monitors and reviews output of all teams in area to ensure high quality</p> <p>Puts in place processes / systems to ensure such review takes place</p> <p>Benchmarks quality of output against external best practice</p> <p>Shares learning across Offices and Units within EPA</p>
Band 2	<p>Demonstrates pride in quality of own work and work of colleagues in own area</p> <p>Helps to review work of colleagues to ensure quality and standards</p> <p>Recognises when standards in the area may be slipping</p> <p>Helps to identify causes of slippage and put in place solutions</p> <p>Consistently identifies new and better ways of doing things</p> <p>Ensures that staff have adequate training and development</p> <p>Always goes the extra mile to ensure accuracy and quality of own work and work of colleagues, recognising the potential damage to EPA of inaccuracy or inconsistency</p> <p>Takes ownership and initiatives to ensure quality output in own area</p>
Band 1	<p>Takes clear briefings when assigned tasks, listening, questioning and clarifying</p> <p>Plans and allows time for the delivery of own tasks</p> <p>Pays close and accurate attention to detail in personal work</p> <p>Is aware of and adheres to internal guidelines for all written work</p> <p>Is aware of and adheres to internal guidelines for customer service</p> <p>Allows time for review of work to ensure it meets all criteria</p> <p>Listens to and acts on feedback</p> <p>Following feedback and review, avoids similar errors in future work</p> <p>Following review, meets deadlines with accurate final work</p>
Zero (Ineffective Behaviours)	<p>Does not allow sufficient time to produce good work</p> <p>Produces poor quality work (whether documents, research, reports, responses to internal and external demands) containing inaccuracies and inconsistencies</p> <p>Work needs to be checked repeatedly</p> <p>Same errors recur - quality of work does not improve following feedback</p> <p>Is unaware of the importance of deadlines, commitments and service standards</p> <p>Is unaware of internal policies, best practice and procedures</p> <p>Is inconsistent in updating files, archives, databases, systems</p> <p>Does not take ownership for quality of own work</p>

4. Preparing Competency Examples

In the EPA Core Competencies section of the Application Form you are asked to provide examples that best demonstrate your ability and experience under each of the headings. You need to show the depth and breadth of your experience.

Think back over your previous work experience and start gathering examples and evidence you will use for your Application Form.

Select the example that best meets the behavioural indicators for the Competency Band required in the role you are applying for.

Preparing your Competency examples

For each of your examples, ensure you define and describe:

1. What the **Situation, Issue, Objective or Problem** was;
2. The **Action Steps** you took, how you demonstrated the skill and competency and the things you did to achieve the particular outcome;
3. What the end **Result** of your actions was, and outcome of the situation.

Write out your example in full. Keep it factual and use simple language. Review what you have written and edit accordingly.

Ensure you have provided enough information on the form to demonstrate you have each competency.

2. The EPA Selection Process

Shortlisting

Selection Tests

**Competency
Based Interviews**

**EPA Recruitment and
Selection Code of Practice**

EPA Selection Process



The selection process begins once the closing date for receipt of applications has passed. Selection is based on **merit**. Canvassing will disqualify you.

The EPA may use one or any combination of the following selection methods:

- ✓ Shortlisting
- ✓ Selection tests
- ✓ Competency-Based Interview

In general, selection will be by way of interview following shortlisting.

Shortlisting

Shortlisting simply means that the most suitable applicants are chosen for interview because it is not be practicable to interview everyone.

Human Resources staff will initially screen all applications. You **must** meet the minimum Education and post-graduate Work Experience requirements to be eligible.

Human Resources will remove pages 1-3 on the eligible candidates' Application Forms so the Shortlisting Panel can complete the screening anonymously.

The Shortlisting Panel will assess the information you provide on your form against the criteria from the job description and the competencies. They will assign a rating for the

- minimum relevant post-graduate work experience
- examples and depth of experience in the **Technical / Specialist / Administrative** and **Core Competency** sections

Candidates will be shortlisted for Interview based on the overall rating.

Competency Based Interviews

- 1. Structure of EPA Competency Based Interviews**
- 2. The Interview Board**
- 3. Questions Interviewers Ask**

Structure of EPA Competency Based Interviews

Competency Based Interviews in EPA

The Competency Based Interview is usually the final stage of the assessment or selection process.

This is often the stage that most people are concerned about. Feeling anxious therefore is not unusual. What you now need to know is how to prepare - so that you are ready to do yourself justice on the day.

All Competency Based Interviews in the EPA will follow a similar format, so you know what to anticipate on the day.

The advantages of Competency Based Interviews:

- You know what topics will be discussed
- You have a chance to prepare your best examples
- All candidates will be asked about the same competencies
- There is a clear marking system that ensures greater fairness, objectivity and consistency
- There should be no questions asked on unrelated topics.

Here's an outline of what a typical EPA competency based interview actually looks like:

Chairpersons' introduction	3-5 minutes	<ul style="list-style-type: none"> ▪ Welcome and put you at ease ▪ Describe the role ▪ Outline the order of the interview ▪ Overview of your Career History ▪ Highlight skills, competencies and qualifications
Work experience		
EPA Core Competencies 1 - 4	5-7 minutes each	<ul style="list-style-type: none"> ▪ Seeking examples ▪ Probing ▪ Clarifying
Technical Competency	5-7 minutes	<ul style="list-style-type: none"> ▪ Technical examples ▪ Probing and clarifying ▪ Qualifications
Chairpersons' wrap-up and Interviewee Summary	2-3 minutes	<ul style="list-style-type: none"> ▪ Any Questions? ▪ Your final summary restating your case ▪ Chairperson outlines next steps in selection process

Typically, interviews last between 30-45 minutes, depending on the post being filled.

The interview is designed to evaluate your suitability for the role in question based on the evidence you present at the interview. Competency Based Interviews are about your **track record**, since, what you have done in the past is the most likely indicator of what you would be capable of in the new role.

You will be given ample opportunity to demonstrate your behavioural and technical skills, experience and achievements during the interview.

Each member of the Interview Board will concentrate on different competencies of the job using competency-based questions. You will be questioned in detail on the work examples that you gave under each competency heading on the Application Form. The Board may ask for a second example for any competency, in addition to the one on your Application Form. So be prepared.

The Interview Boards' questions are designed to be probing, to find out what exactly you did and why and how. Their questions are also designed to find out what you learned from this experience. You may also be asked about how you will apply these skills in the new role.

The Interview Board will take your strengths and weaknesses into account to arrive at an overall assessment, using the competency based approach.

You will also have an opportunity at the end of the interview to summarise your suitability for the job.

The Interview Board

Human Resources will establish an Interview Board of three or four experienced interviewers, trained in Competency Based Interviewing. At least one of the Interview Board members will have expert knowledge and technical expertise where required, and the Interview Board will be gender balanced if feasible.

The Interview Board for an External/Public competition will comprise:

- one representative from EPA
- two independent external interviewers.

The Chairperson will usually be one of the non-EPA members. The Interview Board will take notes during the interview and a separate scoring sheet is completed for each candidate.

Following the interview and assessment process, the Interview Board makes a recommendation to the Programme Manager, Corporate Services on candidates considered suitable for appointment, in order of merit.

When the Programme Manager accepts the recommendation, all candidates are notified of the outcome within a week of completion of the interviews.

Appeals

All interview boards operate to the **EPA Recruitment Code of Practice**.

This appeals process allows for a review of the recruitment / interview process where there is an alleged breach of the EPA Recruitment Code of Practice.

Candidates must outline the reason for their appeal in writing to the Programme Manager, or Director of Corporate Services within two working days of their interview. A review will be completed, and the Chair may be consulted.

The outcome of the review will be communicated within three days.

Second Interviews

If you are applying for senior posts i.e. Level 1 and Level 2, you may be called for a second interview. This is at the discretion of the Interview Board.

Questions Interviewers Ask

There is no mystery about an interview.

Interviewers use different types of questions to learn more and more about your experience under each competency heading.

Think about the process as a funnel, where the interviewer is gathering the general details of your experience at the top. As the funnel narrows down, the interviewer is gathering more specific behavioural examples of your experience and technical competence. Finally, at the bottom of the funnel the interviewer should have the critical information to be confident in your ability to deliver results.

At the start of the interview the interviewer will tend to ask *Open Questions* to help you to open up and talk about your **experience and track record** in a particular competency.

- Tell me about your experience as a team leader....
- What experience have you got of dealing with customers or stakeholders?

They will then ask for a **specific example** of a time where you demonstrated or used the competency.

- Tell me about a time when...
- Can you give me an example of

This will be followed by *Probing Questions* to clarify details. The who, what, why, where, when and how questions will be used to elicit details such as your role and your personal approach, the behaviours you used and the outcome:

- What was your particular role on the team?
- How many were on the team?
- How did you contribute to the team?
- What exactly did you do...?
- How did you deal with ...?
- What effect did that have on...?
- What was the result?
- Did it work?
- What happened...?
- How did you measure the success?

Often interviewers ask “**Why?**” after you answer a question. They are looking for your thinking or reasoning behind what you did. You may also be asked if you would have done anything differently in **hindsight**.

Go back and revisit the questions and structure for preparing your competency examples. These could be questions at the interview.

Sample Competency Questions

Team Player

- Tell me about one of the most effective teams you have worked on and what you contributed to its effectiveness?
- Can you describe a situation where you had to lead or participate in a team in order to reach a challenging goal?
- Can you tell me about a time where you encountered difficulties between the people within a team?

Communication

- Can you give me an example of a situation where you have had to adapt your communication style to suit the audience you were presenting to – why did you have to do this? What did it involve? What was the outcome?
- Describe the most challenging communication you had to deal with. Why was it challenging? What was the outcome?
- Describe a time when you had to use a number of communication techniques to influence an issue or situation.
- Give me a specific example of when you influenced the public perception of EPA using your communication skills.

Customer / Stakeholder Focus

- Describe an example in which you had to meet a difficult customer need. How did you handle it?
- Tell me about a time when your relationship with a key customer was unsatisfactory and what you did about it.
- Tell me about a situation in which you had to inform a key stakeholder of a serious problem and how you handled it.

Concern for Quality and Clarity of work

- Can you give us an example of a time when you have gone over and above what was required of you?
- Give me an example of an occasion when you had to balance meeting tight deadlines and the quality of the output?
- Describe a time when your ability to handle multiple projects was tested?
- Can you tell me about a time when you dealt with a project where the details and priorities were changing a lot? How did you manage dependencies and contingencies?

Sample Technical Questions

Specific Technical questions will be asked to probe your technical knowledge, experience and track record in specific areas required by the role.

You will also be asked to demonstrate your technical competence using practical examples from your experience.

Examples of Technical / Specialist Questions:

- If you were looking at an effluent discharge to a river, what sort of technical criteria would be relevant to assessing that discharge and its acceptance?
- What are the environmental challenges posed by a rendering facility?
- Give me examples of how you benchmark the quality of your work?
- Tell me about a time a when you had to challenge the technical output of others?
- If you did not know the answer to a technical question posed by a member of the public/licensee, how would you respond?
- What is the Greenhouse Effect?
- Take me through the steps involved in setting up a PC network?
- Describe an occasion where you have assisted a budget holder/ manager in understanding and controlling their budget?
- If you were inspecting a licensed facility and discovered an incident such as an oil spillage into a stream, what initial steps would you take?
- If you received a call from an angry resident complaining about odour from a licensed facility how would you handle the call?
- Imagine you were part of a team and had been given a number of licences to enforce in a particular region for a year. Any suggestions as to how the team should approach planning this work? What could you bring to this role?

EPA Recruitment Code of Practice

EPA Recruitment Code of Practice

Probity

The purpose of this Code of Practice is to provide a clear statement in relation to the standards that apply to the Recruitment and Selection Processes adopted by the EPA. The principles established by the EPA in this Code of Practice are underpinned by core values that define probity as integrity, impartiality, trust, fairness, reliability and ethical conduct.

Appointments made on merit

Appointment on merit means the selection of the best person for any given post through a transparent competitive process where the criteria for judging suitability of candidates can be related directly to the qualifications, key competencies and skills required to undertake the duties and responsibilities to the required standard. It is a fundamentally fair and just approach to dealing with individual applicants resulting in the recruitment of individuals whose competencies, abilities, experience and qualities best match the needs of the EPA. Merit is therefore a fundamental principle that underlies all recruitment policies and practices.

Throughout any merit-based process, it is essential to ensure that the selection process should not provide unjustifiable advantage or disadvantage to any particular group of candidates. The selection process in the EPA will embrace issues of inclusiveness, diversity and genuine equality of opportunity, and these issues will be integral to the processes by which appointments are made.

An appointments process in line with best practice

All recruitment processes and practices should be efficient, cost effective and in line with best practice. Best practice extends to all aspects of the recruitment process including defining job descriptions, advertising the vacancy and selecting appropriate assessment mechanisms. It also includes the supporting administrative/ management arrangements and the provision of competency based selection training.

A fair appointments process applied with consistency

The EPA is an equal opportunities employer and is opposed to any form of direct or indirect discrimination. The selection processes adopted and the manner in which they are applied will be undertaken fairly and with a real commitment to equality of opportunity. The EPA is committed to treating candidates fairly, to a consistent standard and in a consistent manner.

Appointments made in an open, accountable and transparent manner

Transparency in the processes and the openness with which candidates are dealt with will enhance candidate confidence. Open and active communications on the recruitment and selection process and on how candidates are assessed have been adopted. There is a real commitment to offering meaningful feedback to candidates who seek it.