Hiring Manager Resources

1 — Last update: 12 January 2024

United Nations - DOS

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1. What’s New

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1.1. About

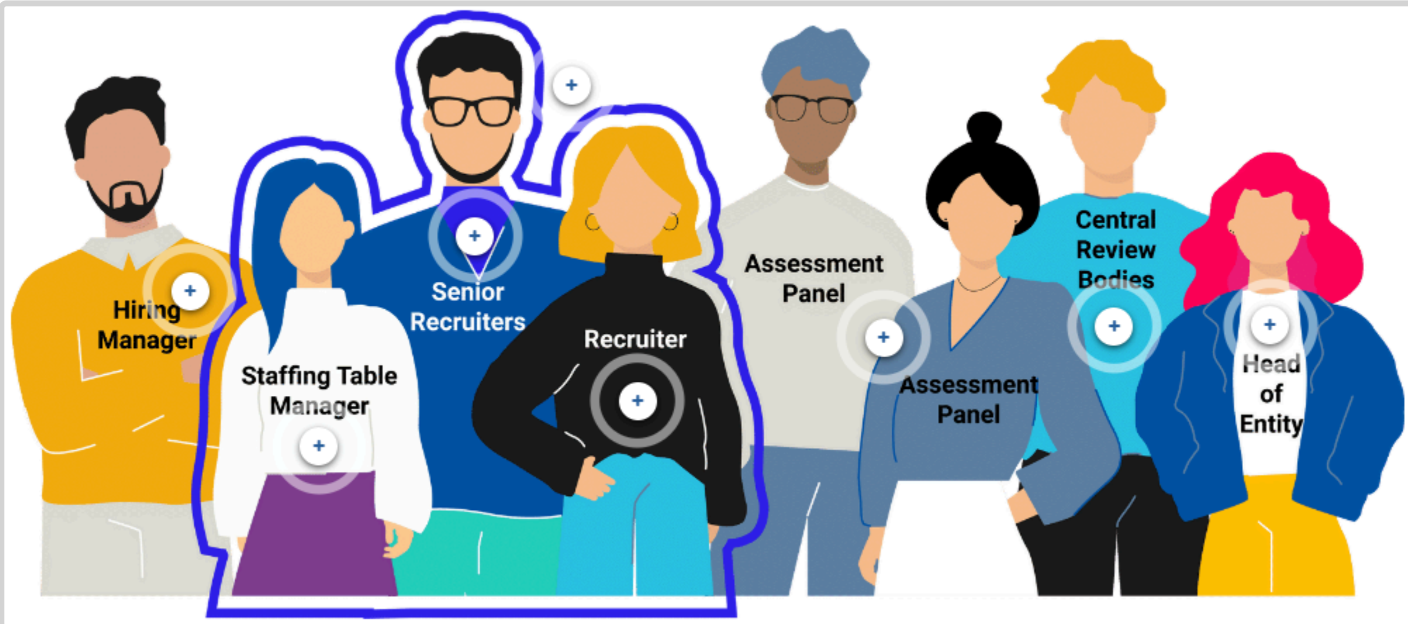
This course is for educational purposes and the materials contained within are not a substitute for the Source documents (Staff Regulations, Staff Rules, Secretary-General's Bulletins, Administrative Instructions, Information Circulars, and the Staff Selection manual) which are definitive authorities. While the material in this course may be amended on a regular basis, it may not always be possible to provide an update immediately after a new source document is issued. The content of this course is complimentary to the UN Diversity Toolkit Geographical Diversity Strategy_EN_0.pdf.

2. Policy and Guidance Documents

The administrative instruction on Staff selection system, ST/AI/2010/3/Rev.1 is the guiding policy document for recruitment. This integrated policy ensures that the same rigorous recruitment standards are applied throughout the global United Nations Secretariat to fill the posts, either vacant or anticipated to become vacant, with approved funding for at least one year.

The Staff Selection System Manual provides further guidance to staff members on the recruitment process and on how to use the Secretariat's recruitment platform, Inspira.

3. Roles and Responsibilities



Hiring Manager: The Hiring manager is responsible for the timely filling of vacant positions in their section/unit.

1. The hiring manager is responsible for filling vacant positions as a part of their regular duties as a manager.
2. The hiring manager is accountable to their Head of department or office to ensure the delivery of mandated activities by effectively and efficiently managing staff and resources placed under their supervision.
3. For immediate or anticipated vacancies, the hiring manager’s role is to create the job opening and promptly advertise it with the assistance of a recruiter who is a colleague from the human resources services.
4. For those applicants released for further consideration, the hiring manager will prepare a reasoned and documented record of their evaluation against the applicable evaluation criteria.
5. The assessment process, which may involve a written test and competency-based interviews, is also under the hiring manager’s purview.
6. The entire process will be reviewed by the central review bodies and a selection decision, based on the Hiring Manager’s recommendation, will be made by the head of entity.

Staffing Table Manager: The Staffing Table Manager is responsible for managing the staffing table of the entity. They have all the information needed to review and approve the funding availability and the accuracy of the nature of the post (e.g., geographical, language, regular, etc.,) for the job requests submitted by the hiring managers.

Senior Recruiters: The Senior Recruiters, also known as ‘interested parties’ oversee and monitor the recruitment process, including the review, approval or cancellation of job requests.

Recruiters: Recruiters provide the know-how and the strategic guidance to the hiring managers throughout the recruitment process.

Assessment Panel: The assessment panel is typically comprised of 3 staff members per recruitment case, who after having received proper training, participate in the candidates’ substantive assessment and interviews.

Central Review Bodies: The members of the central review bodies are responsible for ensuring that the evaluation process for all candidates is fair, consistent and transparent, and that all applicable procedures are followed.

Head of Entity: The Head of Entity (HoE) is typically a D-2 level staff member or above who leads a department, office, regional commission or other major organizational unit. They make the selection decision following the endorsement of the central review bodies.

Note: HoEs are delegated the authority to make selections on recruitment cases up to D-1 level.

The staffing table managers, senior recruiters, and recruiters are usually administrative or human resources practitioners.

In the case of temporary job openings (TJOs), the Staffing Table Manager, Senior Recruiter, and Recruiter roles are combined into one role, the Executive Office.

4. The Process

BUILD THE RECRUITMENT CASE In this initial planning phase, the Hiring Manager should consider the main driving factors behind the recruitment case. This includes looking at the position history and/or whether a position will become vacant soon.

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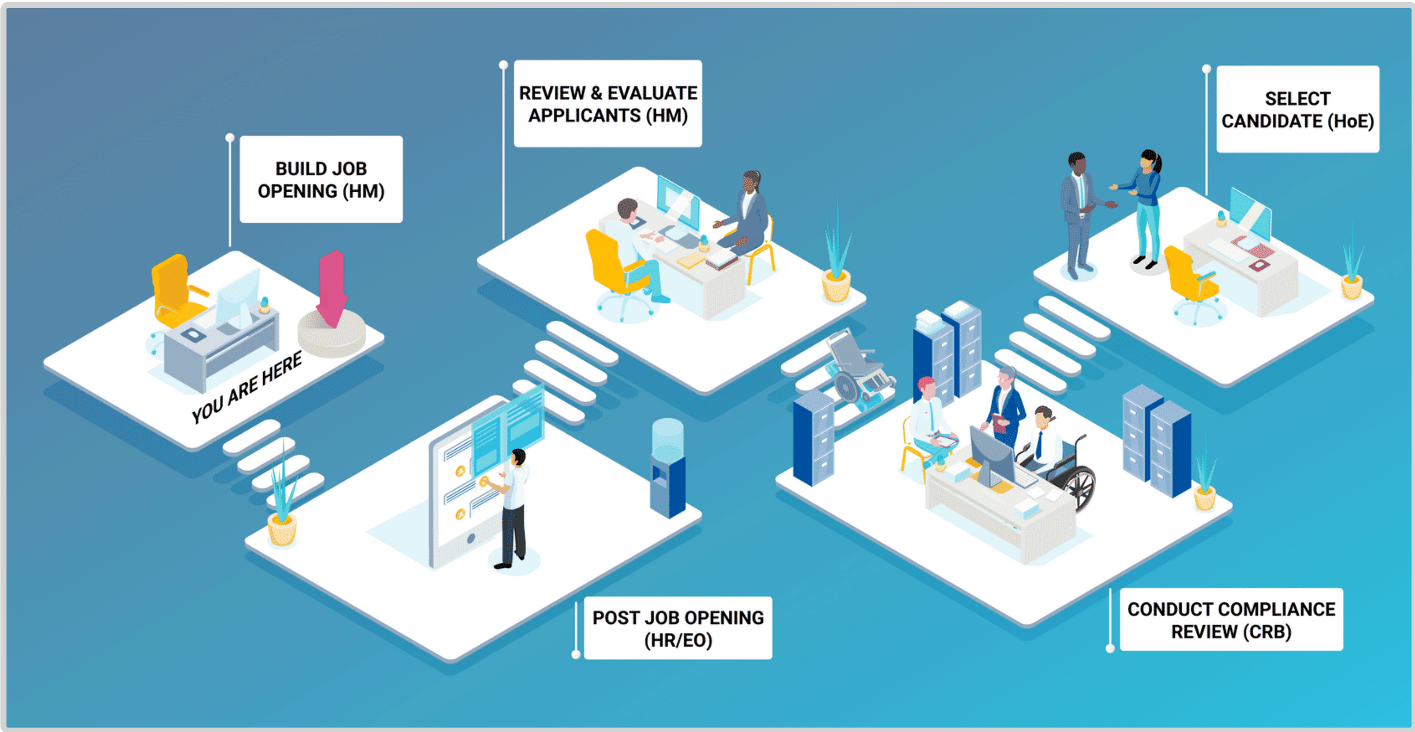
4.1. Recruitment Workflow

Once you are ready to begin, Recruitment follows this process.



BUILD JOB OPENING When a position is established, becomes vacant, or is expected to become vacant, the hiring manager (HM) must draft the job opening. This entails identifying the type of job opening and the job classification and tailoring the job description to the position's specifications. Some offices advise their hiring managers to draft the Job Opening by first using an offline Terms of Reference (ToR) document, whereas other offices encourage their hiring managers to draft it directly in Inspira. Check with your office concerning your local HR practices.

POST JOB OPENING Once the job opening has been drafted in Inspira, the recruiter reviews and approves the text of the job opening. After it has been approved, the job opening will appear on the Careers portal and in Inspira.

REVIEW AND EVALUATE APPLICANTS The applicants are first screened automatically by the system. Then, the hiring manager evaluates all candidates that were released for further consideration and prepares a short list of those who appear suitable for the position based on the applied evaluation criteria and a review of their documentation. The candidates placed on the short list following the evaluation are subject to one or more assessments, i.e., a test and/or an interview.

CONDUCT COMPLIANCE REVIEW Hiring managers must properly document the results of the preliminary evaluation and assessments. Once applicants have been evaluated, the central review bodies (CRB) perform a compliance review of the process and ensure that the evaluation was based on approved evaluation criteria and that procedures were properly followed. Note: If a rostered candidate is recommended for selection during or after the evaluation and assessment phase, this does not require CRB review.

SELECT CANDIDATE The Secretary General or the Head of Entity (HoE) may proceed with the selection of one of the recommended candidates following the endorsement of the central review bodies. Note: Selection of a rostered candidate does not require endorsement of the CRB.

5. Job Openings

5.1. Types of Job Openings

Continuous Job Opening: Used to create or enhance rosters for the field.

D2 Level JO: Used to advertise vacancy announcement for D-2 level positions.

Recruit from Roster (RfR): Used to allow field missions and entities with approval to use roster-based recruitment to quickly fill positions.

RfRs are open to rostered candidates only – applicants that have been assessed, reviewed and endorsed by a UN Central Review Body for a particular function and level. Once the job opening has been advertised, eligible rostered applicants receive an automatic notification inviting them to apply. Rostered applicants are encouraged to apply only if they are interested and available to take up the position at the duty station(s) specified in the job opening.

RfRs are normally published in Inspira for 15 days.

Standard Requisitions: Also known as Position-Specific job openings (PSJOs) are used to fill an individual position at a specific duty station. This may be a newly established position, an existing position which is re-classified, or a position which has become, or is expected to become, vacant for one year or longer.

Standard Requisitions in the professional and above categories are normally posted in Inspira for 45 calendar days, or 30 calendar days in field missions or for project-funded positions or for General Service and related categories.

Temporary Job Opening (TJO): A temporary job opening (TJO) may be published for functions identified as being temporary in nature, including but not limited to the following circumstances:

- To meet a seasonal or peak work requirement of limited duration that cannot be carried out by existing staff members,
- Where a position is blocked for the return of a staff member on temporary assignment for less than one year or on special leave,
- To respond to an unexpected and/or temporary emergency or surge demand,
- Pending finalization of the regular recruitment process in cases where there is an immediate need to fill a critical position.

TJOs are normally published in Inspira for a minimum of 7 days.

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5.2. Job Opening Options

Based on GJP: This option allows you to select a generic job profile (GJP) as your template for building your job opening.

GJPs are standard job descriptions that encompass a large group of related jobs for which major job characteristics are similar in duties and responsibilities, education, work experience, technical skills, and essential core competencies.

The primary purpose of GJPs is to streamline the front end of the recruitment process by reducing the number of job descriptions requiring unique drafting and classification. GJPs enhance transparency of overall duties and qualifications in a functional area required for the performance of a job. They increase clarity regarding the skills and professional experience required.

GJPs are centrally approved for all UN Secretariat offices. You can view the current list of approved GJPs on iSeek.

Based on Approved Job Opening: This option allows you to use a job opening that was previously published in inspira within the last 12 months as basis for your job opening draft.

New Job Opening:
If:

- there is no applicable job opening that was published within the past year that suits your needs, or
- there is no generic job profile available for the job for which you want to recruit, or
- this is a newly established post, or
- the responsibilities of the job have changed since it was last classified, you have the option of using an offline job description, as long as it has gone through the classification review process.

This option is known as a New Job Opening, since it does not yet exist in inspira. It requires you to manually enter the details of the offline job description into inspira.

There are two types of classified job descriptions that can be used in this case:

1. Individual Job Descriptions where the duties and responsibilities of the job are associated with one individual post for which you want to recruit, or,

2. Standard Job Descriptions where the duties and responsibilities of the job apply to two or more posts, identical in nature to the post for which you want to recruit.

5.3. Work Experience to Consider including in JO

1. Experience working in developing countries is desirable.
2. Experience in working with funding for international organizations is desirable.
3. Experience in project management is desirable.
4. Experience in project management and/or technical cooperation in the area of prevention or health is desirable.
5. Work experience developing and implementing programme evaluation(s) is desirable.
6. Experience handling complex organizational issues at the international level is desirable.
7. Experience developing or reviewing complex budget proposals is desirable.
8. Experience monitoring budget implementations is desirable.
9. Experience monitoring budget implementations is desirable.
10. Experience working with complex Excel spreadsheets is desirable.
11. Experience interpreting and implementing complex legislative financial rules and regulations is desirable.
12. Experience advising senior management on budget related matters is desirable.
13. Experience with budget management, application of results-based budgeting, budget performance reports and financial analysis is desirable.
14. Experience researching and implementing financial accountability frameworks

5.4. Tips for Drafting a Job Opening

1. If you select Based on GJP, you may modify certain elements of the job opening without needing a reclassification. You may modify the Organizational Setting, Responsibilities and Evaluation Criteria without the need to reclassify if the changes do not significantly change the job responsibilities.
2. However, sometimes changing only one word, or a small group of words may affect the level of responsibility of the position. For example, in the area of administration, the following changes could trigger the need for reclassification. Sentence: Monitors and reviews administrative matters – Replaced by: Oversees the management of administrative matters or Sentence: Establishes and maintains a set of sound policies Replaced by: Takes responsibility for the formulation of policies. Remember, you are strongly encouraged to liaise with your recruiter for advice on such changes.
3. Remember those effective evaluation criteria: • are short • only include one criterion • are not so narrow or so specific that they exclude external candidates, and • should not be repeated in various parts of the Job Requirements.

5.5. Job Opening Approval Path

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Note: The 120-day recruitment timelines are starting from the first posting day and your head of entity is accountable to comply with this important target.

6. Candidate Evaluation

Candidates are evaluated at multiple steps in the process including:

- Preliminary Screening
- Assessments

The evaluation of candidates is recorded in inspira by Creating an Assessment Record.

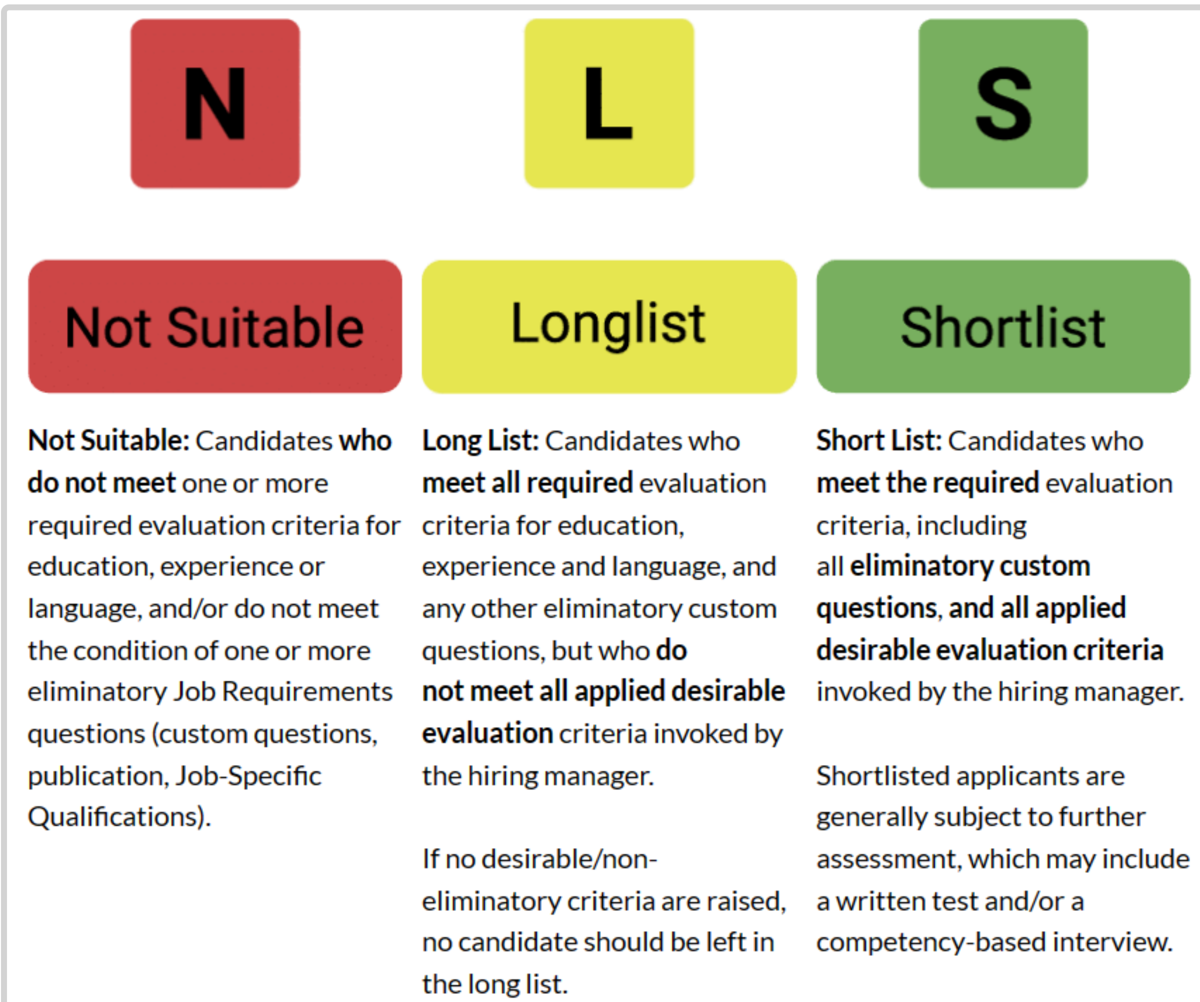
Here are some Candidate Evaluation Tips.

6.1. Preliminary Screening

The preliminary screening includes a review of all documentation submitted by the applicants. It focuses in particular on their:

- Work Experience
- Academic Qualifications
- Language Proficiency
- Responses to the Job Requirements items

Depending on the results of the evaluation, candidates will be moved to one of the following dispositions:



6.2. Assessments

After the Preliminary Screening, Candidates on the Short List are typically evaluated further using one or more of the following:

- Substantive Knowledge Test,
- Interviews,
- Psychometric Tests

Here are some Key Factors For Assessments to keep in mind.

6.2.1. Substantive Knowledge Test

WHAT MAKES A GOOD SUBSTANTIVE KNOWLEDGE TEST?
Remember, we are gathering the data to identify the following:
Responsibilities aka Tasks. Tests allow us to identify our future colleagues who are capable of performing the technical requirements/tasks of the job.
Competencies aka People Skills. Tests allow us to identify those who get on well with others and have a positive attitude (i.e., good interpersonal and intrapersonal skills)
Values aka Organization Citizens. Tests allow us to identify those who are motivated and care about the missions and goals of the Organization
These areas all align with the structure of the job opening.
Let's look now at what makes a good test
A good test must be Valid, Reliable and Fair.
VALID:
Use the key tasks in the JO to develop the test questions
Ensure that you ask candidates to complete tasks that reflect the nature of the job
Avoid UN-specific knowledge, unless it is directly stated as a requirement in the JO
RELIABLE
Ensure that the test content is clear and unambiguous, and evaluated with a consistent, unbiased rubric and evaluation process.
FAIR
Document a transparent testing and evaluation process in inspira.
Avoid giving certain groups an unfair advantage when creating or evaluating an assessment. This means:
o Minimizing Test-Wiseness (This is more prevalent in poorly devised tests, and gives experienced test takers and advantage because they are able to recognize cues in test items or formats that may improve their score on the test)
o Minimizing Bia

6.2.1.1. MCQ vs CRI

Delivery Method	MCQ : Automatic	CRI: Manual
Scoring	• The assessment can be administered via an online platform, such as UNOETS, which will automatically score responses based on the answer key provided.	• An assessment panel and scoring rubric must be created prior to administering the assessment
What do they measure?	• Candidates' knowledge/skills pertaining to the job, or their problem-solving skills	• Candidates' original ideas, explanations, or examples of work
Advantages	• Reliable, objective, reusable, faster to grade, good for high volume of applicants	• More authentic activities that directly mirror what could be expected in the job, can measure more complex skills and abilities and are faster to develop
Disadvantages	• Takes longer to develop, are less authentic to the reality of the job, and evaluation of complex skills and abilities is limited	• Challenging to grade, less reliable, prone to bias and cannot be used for a high volume of applicants

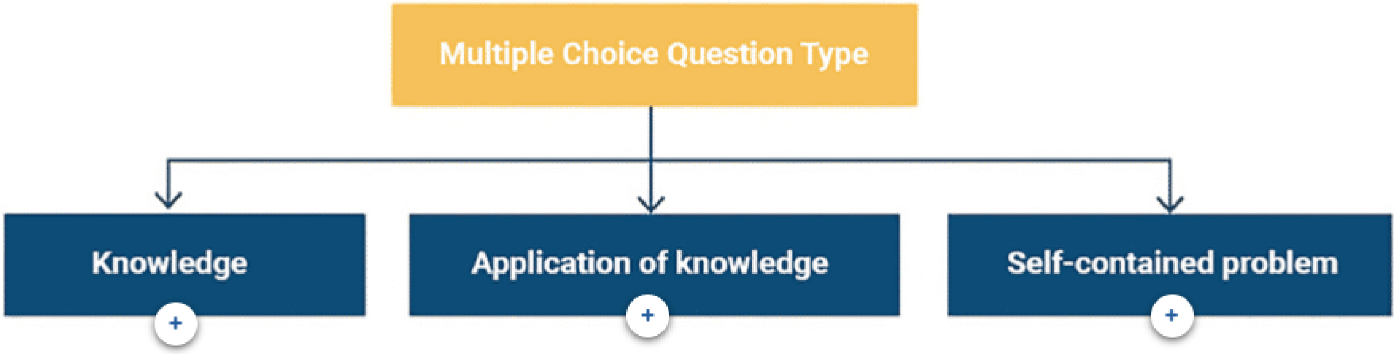
Multiple Choice Question:

- Little time available to process grades.
- Measures straightforward subject matter.
- High volume of applicants.

Constructed Response Item:

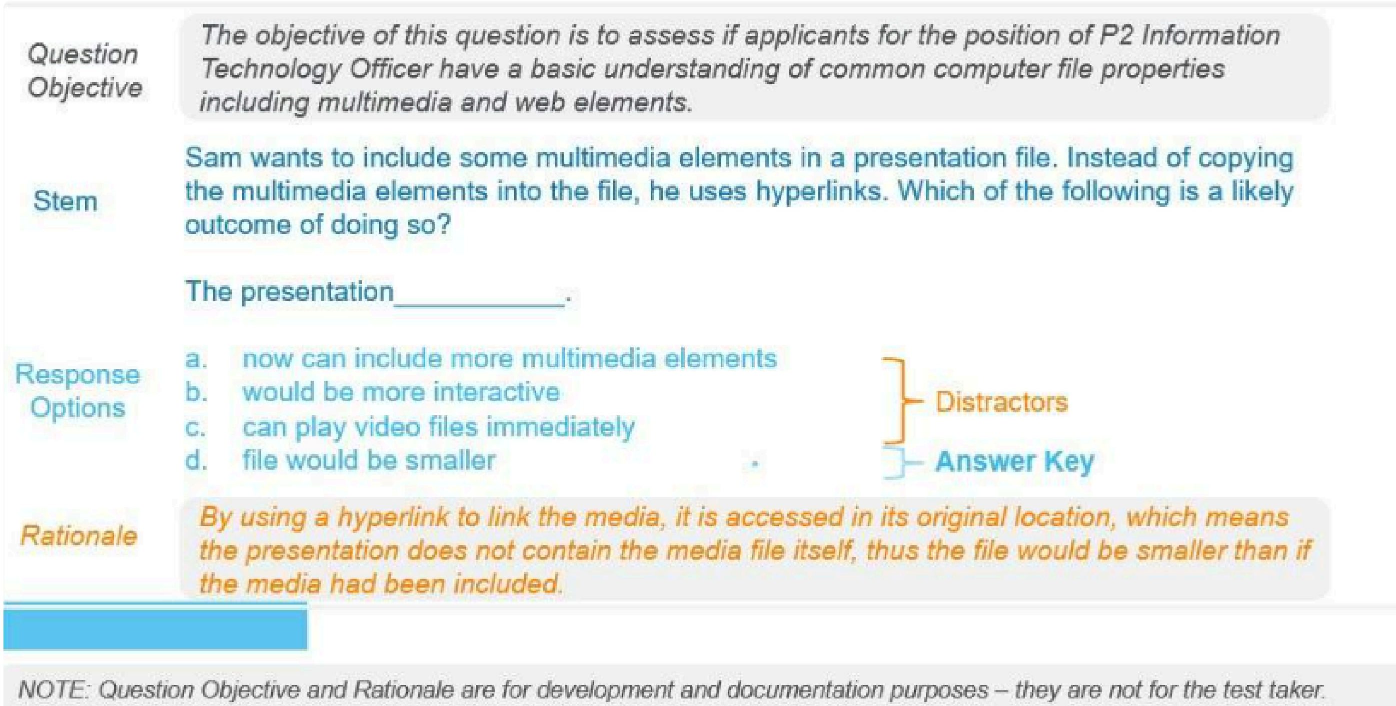
- Little time available to develop the test.
- More time to process grades.
- Measures complex subject matter.
- Fewer applicants

6.2.1.1.1. Types of MCQs



6.2.1.1.2. Writing MCQs

A good multiple question is made up of four parts:



1. Question Objective – how does this question relate to the skills/abilities needed for someone in the job you are hiring for?
2. Stem – introduce your scenario.
3. Response Options – generally, 4 or 5 answer choices are given, with one correct answer and three distractors.
4. Rationale – what is the correct answer and why is it correct?

The question objective and rationale will not be visible to test-takers, but they will help guide you in drafting your questions and will be beneficial to have if your recruitment case must ever be justified to the central review boards or auditors.

6.2.1.1.3. MCQ Checklist

1. Options must be related to a clear stem.
2. Information should not be duplicated in the alternatives.
3. Word the answer options clearly and do not include irrelevant details.
4. State the stem in the positive.
5. Do not use combined responses.
6. Keep answer options mutually exclusive.
7. Keep questions free from clues.
8. Keep grammar consistent in alternatives.
9. Keep alternative in parallel form.
10. Keep alternative in similar length.
11. Avoid absolute modifiers (all, always, never, every, etc.).
12. Avoid key words in alternatives.
13. Avoid nonfunctional and use plausible distractors.
14. Avoid “None of the Above” & “All of the Above”.
15. Include only one correct or clearly best answer.
16. Avoid unnecessarily convoluted language or wording.
17. Beware of ambiguity and subjectivity (often, sometimes, bi-monthly, etc.).
18. Avoid acronyms or abbreviations.
19. When possible, write items into a meaningful context.
20. When possible, simplify the presentation of information.
21. Make sure that items are “Google-Proof.

6.2.1.1.4. Types of CRIs

Written Responses

Email

Report

Presentation

Letter

Article

Executive summary

Press release

Proposal

Other CRI Options

Technical interviews

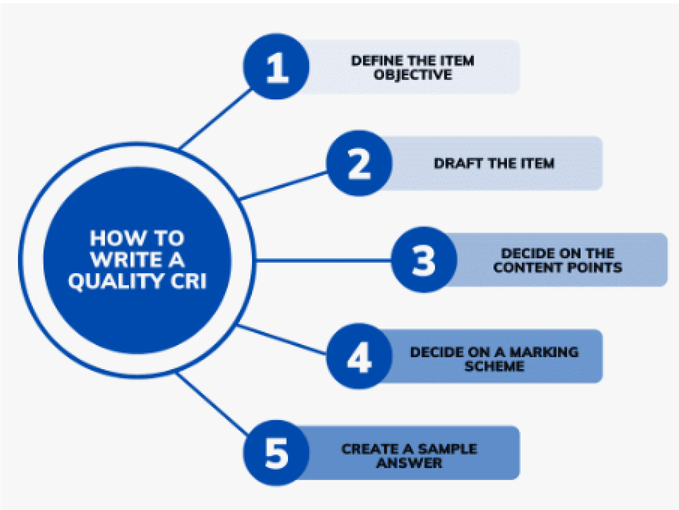
Reviewable work samples

Video tests (candidates submit asynchronous, pre-recorded responses to open-ended questions)

Oral presentation

6.2.1.1.5. Writing CRIs

How to Write A Quality CRI



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6.2.1.1.6. CRI Checklist

Here are some helpful questions to ask yourself prior to administering the assessment or loading the questions onto a testing site:

- Are all my questions relevant to the job?
- Am I certain that people with a lot of test-taking experience won't have an advantage at my test?
- Are my question and test instructions clear and unambiguous?
- Is my test scored in an automated or highly-standardised manner?
- Are the test questions worded in a way that make sense to test-takers from different cultures and language groups?

6.2.1.2. Administering Tests

Administering the test parts
Are there any eliminatory test parts?
• For assessing a large volume of applicants, automated test parts can be used as a first hurdle to reduce the amount of grading that will need to be done manually by an assessment panel.
• If you are expecting an eliminatory test part, be sure to mention this up front, when creating the Job Opening and when communicating with your candidate.
How many test parts will you have?
• You will need to create test parts for each of the following:
o If you have more than one type of question, they will need to be separated into different parts. For instance, an assessment with both multiple choice and constructed response questions would have two parts.
o If you are measuring different areas of knowledge, skills, and abilities, you will need to create separate parts for each area. For instance, an assessment that evaluates knowledge on a topic and the ability to apply it to real-world situations would have multiple parts: one for the knowledge-based questions, and one for the skills-based questions.
How should the test parts be ordered?
• Make sure to place your automated test parts first. For large volumes use your automated test parts as a first hurdle to reduce the amount of grading for manual test parts. Be sure to mention this upfront in instructions to applicants

6.2.1.2.1. Test Instructions

Your test instructions should address:

- The date and time of the test
- Test tips and strategies
- How the test is assessed
- The scoring method
- The grading criteria
- The total test score
- The number of questions
- System requirements
- The rules about plagiarism
- What happens next
- What aids are allowed
- If there are any penalties

Tip: be sure to exercise discretion in accommodating applicants. Always take into consideration whether candidates:

are in field operations or developing countries without stable internet connection who might need more time to respond to an assessment, or
require special testing accommodations due to a disability.
Check with your recruiter or OHR for more information on these accommodations.

6.2.1.2.2. Test Length

While there is no set policy governing the test length, here are some best practices to keep in mind when designing your assessment:

Minimum of 25 Multiple-Choice Questions (MCQs) per test part
Maximum of 2 Constructed Response Items (CRIs) if the word length per item is 500 or more.
Total test time should be three hours or less (preferably less)
No more than 2 hours per test part (preferably less)

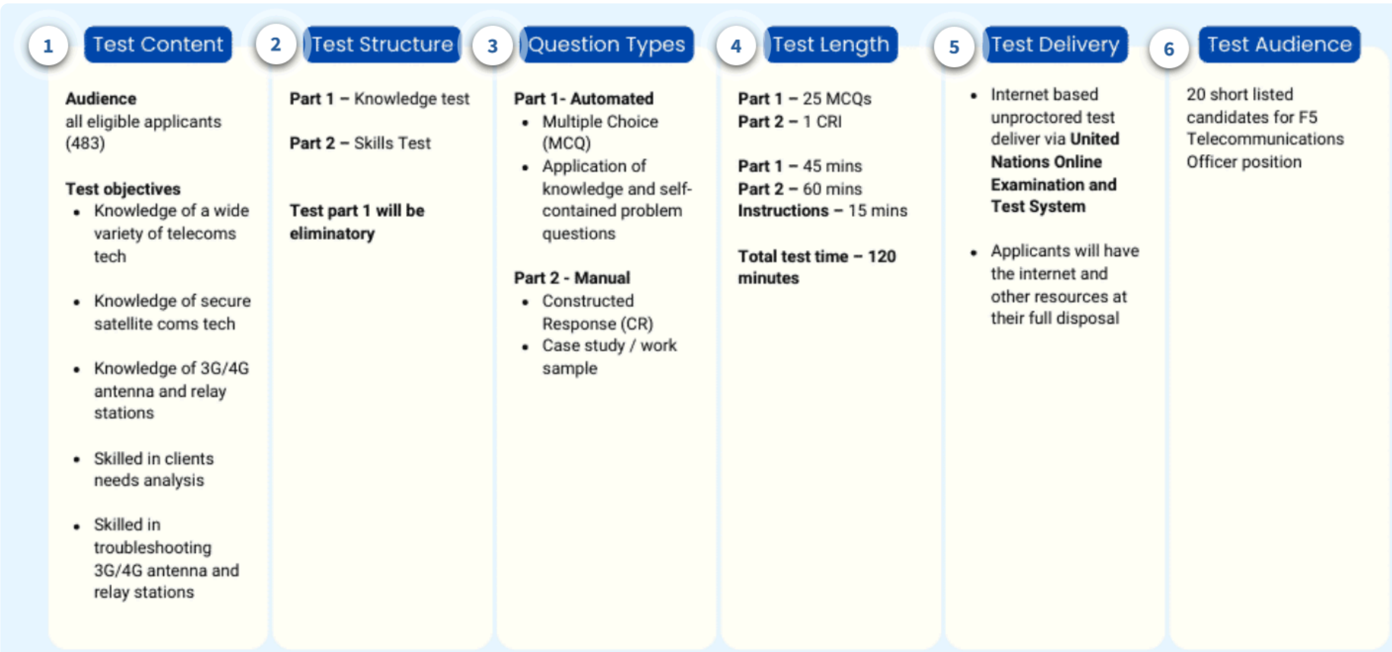
6.2.1.2.3. Test Delivery Methods

Delivery Method	Pros	Cons	How to prepare
Online Unproctored	• No or Low Cost • Efficient	• Risk of dishonest test-taker practices (for instance, they could make use of unauthorized resources) • The identity of candidates is uncertain	• Design test to be 'Google-Proof' • Make use of disclaimers / integrity statements and incorporate verification assessments later in the process
Online Proctored	• Mostly secure • No unauthorized resources	• Some cost • More lead time • Tech support	• Budget for online proctoring • Cost will vary depending on the service used. Visit the Knowledge Gateway for more information
In-Person Proctored	• Secure • No unauthorized resources • Identity assured	• Expensive • Time-consuming	• Resources for In-Person Proctoring • Staff to administer and monitor the process, appropriate space with equipment

The United Nations Online Examinations and Test System provides a platform for test administration across the UN. Check with your recruiter for recommendations of which delivery method is best for your case.

6.2.1.2.4. Test Plan

A test plan defines six key components of an assessment. Review the sample test plan for an FS5 Telecommunications Officer. Click on each number to learn more:



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6.2.1.2.5. The Integrity Statement

1. Be sure to also include an integrity statement in the instructions to ensure candidates know the dos and don’ts about appropriate test taking behaviour. Here is an example of an integrity statement.
United Nations Integrity Statement
As a candidate for employment with the United Nations, I understand that I am required to independently undertake this test.
2. I acknowledge that I am aware that any fraudulent activity is not allowed under any circumstances. Prohibited actions include but are not limited to:
Obtaining assistance from others; allowing someone other than myself to complete this test; using materials and/or sources beyond what is provided in the instructions.
3. And/or, distributing or copying any materials contained in the test, including, but not limited to, the instructions, supplementary materials, test questions and/or my responses.
I acknowledge that if I were found to have engaged in any of the above activities this will lead to my immediate disqualification from this selection process. For serving United Nations staff this may also result in disciplinary action.
4. By clicking “Attempt quiz now,” I acknowledge that I have read and understood the above statement, what is required of me, and the repercussions for non-compliance. The United Nations reserves the right to suspend any user accounts exhibiting suspicious behaviour pending an investigation.

6.2.1.3. Evaluating the Assessment

For Multiple Choice Questions, you should have already determined the key and rationale for each question that you drafted. Using an automated testing system allows tests to be graded according to the key.

Constructed Response Items, however, are more challenging to grade, as you will require an assessment panel. Using people, rather than a system to evaluate responses, could result in biased grading practices. This is why it is important to also determine your scoring criteria ahead of time and adequately prepare your assessment panel prior to administering a test.

6.2.1.3.1. Evaluating MCQs

6.2.1.3.2. Evaluating CRIs

Constructed response items are easier to develop but more difficult to grade. This is because they are open-ended questions that must be graded manually.

To avoid bias, a thorough process must be followed if you plan to include constructed response questions or items in your assessment. See the steps below for how to evaluate a CRI.

1. Create Your Assessment Panel
   Comprised of people from human resources, administrative offices, hiring managers, and support staff. Generally, the hiring manager is part of the assessment panel.
   While generally, 3 panel members are recommended for interviews, constructed response questions are typically double-marked (two graders), and at least 1 female should be on the panel.
   Panel members should be at or above the level of the position, and should have some knowledge of the expectations for the position being filled.
   Panel members should remain the same for all candidates being evaluated. Any variations or substitutions must be documented in inspira when drafting the transmittal memo.
   All panel members should be trained prior to serving in an assessment panel. Check with your recruiter for more information on this process.
   For more information about the assessment panel, read Section 7 of the Staff Selection System – ST/AI/2010/3(opens in a new tab).

2. Prepare Grading Documents
   Grading documents should have been prepared when drafting the constructed response questions. These documents include:
   Sample Responses
   The Mark Scheme
   Content Points
   Ensure that all panel members have reviewed the grading documents prior to evaluating candidate responses.

3. Standard Setting
   Once you have received all responses to the constructed response items, you must make sure the panel is “calibrated.” This means that they should all be in agreement about how to grade responses. This will set a standard that they will follow during the actual grading process.
   To set a standard:

The panel picks 5 to 10 responses at random.
The panel reviews these responses individually against the grading documents.
The panel compares the individual mark allocation on the mark scheme for each response
The panel evaluates differences in grades and discusses to determine the cause of the difference. They must then revisit the mark scheme and agree on a standard.

4. Grading
   Must take place under standardized conditions.
   To avoid bias, be sure to anonymize the responses. This means that responses should only show candidate ID# instead of names.
   Each response must only be evaluated against the grading documents, never against each other.
   Use the full range of the mark scheme.
   Try to give credit for the positive. (Focus on the good- you will notice the bad anyway)
   If responses include valid content points that were not considered in the original mark scheme, you may add these to the mark scheme as long as all responses are subsequently given consideration with this new content point.
   Grading should consist of two phases:
   First reading looks specifically for primary criterion
   Second reading looks for the remaining criteria.

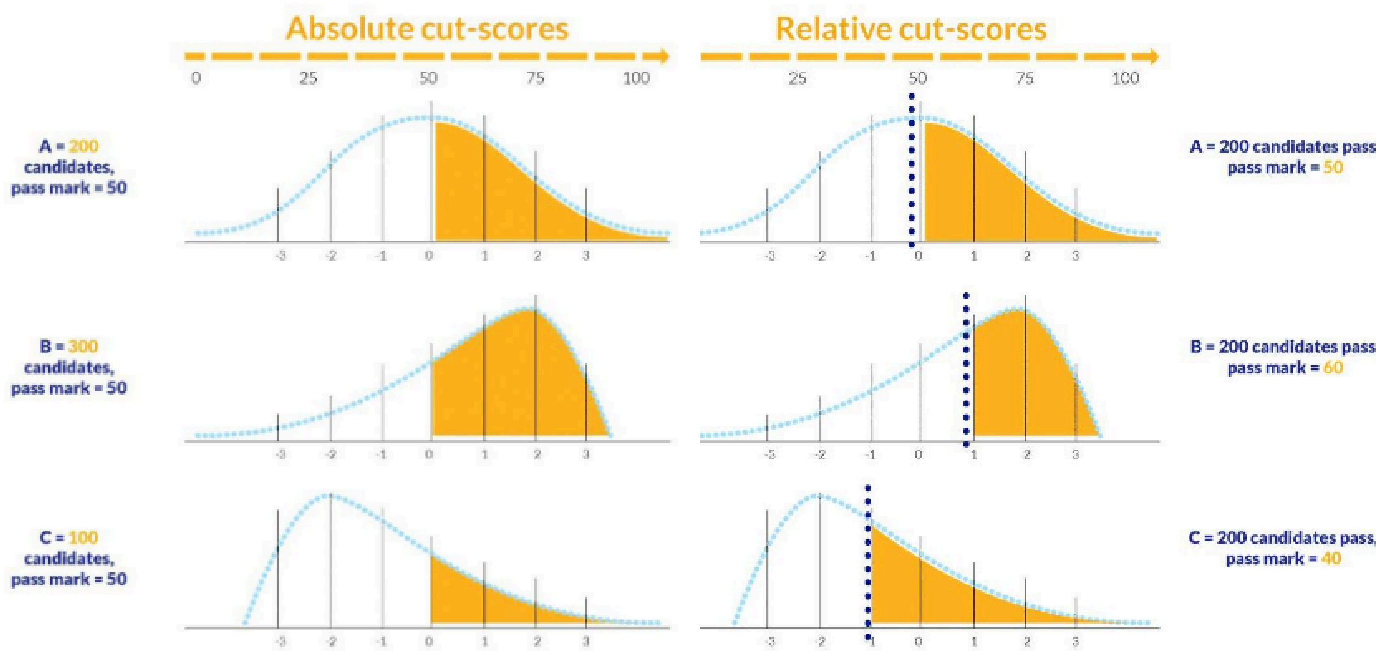
5. Discrepancies/Consensus Process
   Just as with interviews, assessors' scores should be within a certain range of one another. This helps to confirm that the marking scheme is being used consistently across the graders. There may be cases when there are discrepancies (significantly different scores from different graders.)
   A consensus rule should be decided in advance, for example: "more than a 20% discrepancy in the overall score will require re-evaluation."
   Here are two examples of how this rule is applied.
   On a scale of 0 – 100, one grader scored 65 and one grader scored 80 [within consensus]
   On a scale of 0 – 50, one grader scored 25 and one grader scored 40 [discrepancy]
   Have both graders independently re-grade discrepant responses
   If discrepancy persists, either use a third grader, or two graders meet to discuss and resolve discrepancy.

6. Final Review
   Calculate overall average for each grader and overall score
   Calculate average for each grading criteria

Calculate the min and max to determine the range of scores
Look at overall score distribution
Set the cut score / pass mark anonymously

6.2.1.3.3. Absolute vs. Relative Cut-Score

An essential part of designing a Substantive Knowledge Test is determining the minimum passing score, known as the cut-score.
Absolute and relative cut-scores can be set, but in either case, it must be anonymous. This means that the cut-score is established WITHOUT allowing the scores of individual candidates to influence the decision.



Absolute cut-score

The test creator sets a minimum score needed to pass the test. This initial cut-score is based on a pass mark set for the specific test, 50 out of a 100 for example.

Note: When using an Absolute cut-score, the percentage of candidates who pass varies depending on the score distribution.

Relative cut-score

If needed, when too many or too few candidates pass the test, a second step may be used by setting a relative cut-score.

The method uses the percentage of candidates passing the test to establish the relative cut-score.

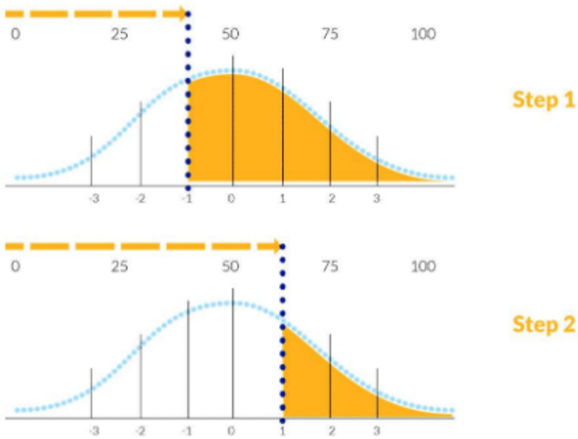
For example, if 400 candidates complete the test and 350 of them achieve the cut-score or better, you might then invoke a relative cut-score. If you want no more than 200 candidates to move on in the process, you would set a relative cut-score of 50%. This means only the candidates with the top 200 scores would move forward in the process.

Note: When setting a relative cut-score, the decision must be made anonymously, without knowledge of how individual applicants scored.

6.2.1.3.4. How to Set a Cut-Score

Prior to administering an assessment, the assessment panel should set a minimum cut-score which each candidate needs to pass. There is no minimum or maximum score, but it is recommended to set a passing score (e.g., 70%) as a starting point.

Remember, the cut-score can be increased or decreased as long as it is done so anonymously, without knowing specific candidates' performance on the assessments.



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6.2.2. Interviews

Interviews may take place either via telephone, video conference, or in person as long as interviews are conducted in a consistent manner as much as operationally possible.

It helps to learn more about the candidates' combination of skills, attributes and behaviours that are directly related to their successful performance on the job.

The interview must be based on the competencies listed in the job opening.

Competency-Based: These types of interviews are conducted by a trained panel of individuals that evaluate candidates' ability to meet the demands of the job based on their responses to competency-based questions.

Skills-based/technical: These types of interviews may be conducted by the hiring manager or a subject matter expert and specifically ask candidates technical questions related to the job function. For example, someone interviewing for an HR position could be asked questions about how they would handle specific situations.

Note that for either type of interview, scoring criteria should be determined in advance, and responses should be documented to support the scores given to candidates.

6.2.2.1. Interview tips

1. You should ask the same opening question to each applicant and then follow up with different probing and follow-up questions to assess how well the applicant possesses the desired competency.
2. The number of additional follow-up or probing questions may vary depending on the applicant's experience and depth of responses. It is recommended that gender be assessed through a separate question.
3. The applicants should be given equal opportunities to provide responses. Panel members should allocate sufficient time to conduct the interviews. The best practice is to allow 15 minutes per competency or question.
4. Make sure to document candidate responses and the assessment panel's evaluation, as this information will need to be provided when drafting the transmittal memo.

6.2.3. Psychometric Tests

These tests evaluate candidates' personalities and values or general cognitive skills / intellect, and should NOT be developed by the Hiring Manager. Consult HRSD or visit the Knowledge Gateway to learn more about approved vendors to administer these types of tests.

6.2.4. Key Factors For Assessments

1. **Audience**: Who will you be testing?
2. **Format**: With what question types will you be testing?
3. **Content**: What will you be testing?
4. **Structure**: How will you be testing?
5. **Length**: How long is your test?
6. **Delivery**: How will your test be delivered?

6.3. Creating an Assessment Record

An Assessment Record must be created for the assessed applicants.

Test results have to be added through the job opening landing page in Inspira for the relevant applicants (or via the UNOETS-Inspira automated integration features).

Interview results may be entered the same way, or by using the Competency Based Interview tool available from the hiring manager's Inspira home page.

6.3.1. CAR

Staffing Exercices: N/A Job Opening #: 123456 Job Posting title: Administrative Officer Level: P-3	**United Nations** **Comparative Analysis Report**	Run Date: 7/1/2022 Run Time: 15:12:52 PM

Applicant: Bond, James		**Recommended**
Academic	Applicant successfully meets the requirements	
Experience	Applicant successfully meets the requirements	
Language	Applicant successfully meets the requirements	
Communication	Applicant exceeds the requirements	Automatic Assesement: The Panel agreed that the candidate met following indicators: 1. Speaks and writes clearly and effectively 2. Listens to others, correctly interprets messages from others and responds appropriately 3. Asks questions to clarify, and exhibits interest in having two-way communication 4. Tailors language, tone, style and format to match the audience 5. Demonstrates openness in sharing information and keeping people informed Manual Report : The candidate provided an example from [...].The candidate met all of the indicators and therefore has been rated by the panel as outstanding.
Teamwork	Applicant successfully meets the requirements	Automatic Assessment : The Panel agreed that the candidate met following indicators: 1. Places team agenda before personal agenda 2. Supports and acts in accordance with final group decision, even when such decisions may not entirely reflect own position The Panel agreed that the candidate partially met following indicators: 1. Works collaboratively with colleagues to achieve organizational goals 2. Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others 3. Shares credit for team accomplishments and accepts joint responsibility for team shortcomings Manual Report : The candidate provided an example from [...]. The candidate met most of the indicators and therefore has been rated by the panel as satisfactory.
Professionalism	Applicant exceeds the requirements	Automatic Assessment : The Panel agreed that the candidate met following indicators: 1. Shows pride in work and in achievements 2. Demonstrates professional competence and mastery of subject matter 3. Is conscientious and efficient in meeting commitments, observingdeadlines and achieving results 4. Is motivated by professional rather than personal concerns 5. Shows persistence when faced with difficult problems or challenges 6. Remains calm in stressful situations Manual Report : The candidate provided an example from [...].The candidate met all of the indicators and therefore has been rated by the panel as outstanding.
Knowledge-Based Evaluation		
Essay Exercise	Test Score - 83	Passed
Assessment Tests		
Overall Rating for the Interview	Applicant successfully meets the requirements	
General Comments: The candidate was rated satisfactory or outstanding in all competencies and is therefore recommended.		

6.3.2. CAR Checklist

The Comparative Analysis Report allows the hiring manager to review all the assessment results entries and check that:

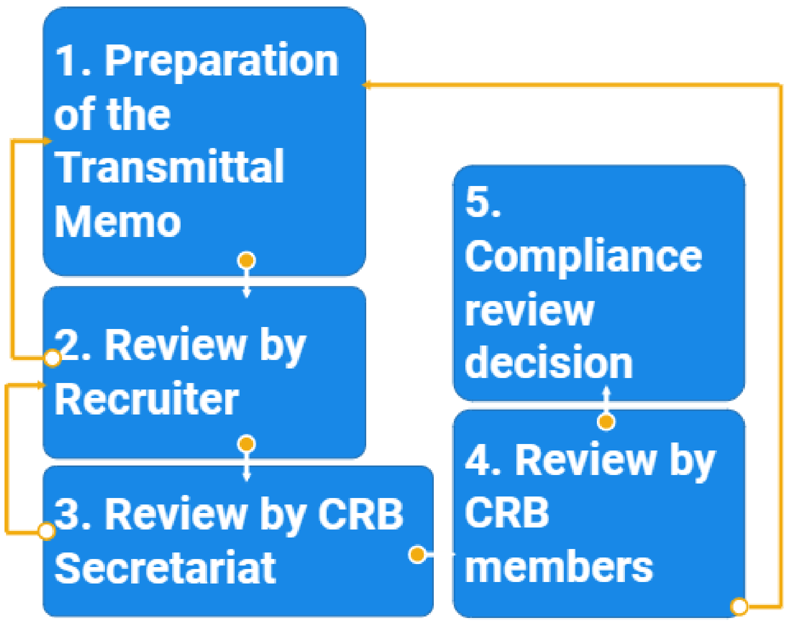
- In case there was a test in addition to the interview, the scores are accurate.
- All candidates on the recommended list passed the interview and other assessments.
- The competencies listed are those from the job opening.
- There is a brief description of the examples providing evidence to substantiate the findings of the panel for each competency and for each interviewed candidate (candidates should not be compared against each other).
- The panel has stated whether each candidate demonstrated each competency. Speculative language such as “seems to be,” “most likely,” “appears to be” or “looks like” should be avoided.
- Each candidate has been given an overall assessment showing them as Recommended or Not Recommended.

6.4. Candidate Evaluation Tips

- Using a testing platform, such as UNOETS, to administer MCQ and written CRI assessments helps ensure consistent, fair testing practices. However, the Assessment Panels, Expert Panels, and/or Hiring managers cannot delegate their authority in the selection process and remain accountable.
- Establish your scoring criteria prior to administering an assessment to avoid bias.
- Develop a detailed test plan prior to administering an assessment to ensure a more reliable, valid, and fair assessment process.
- Document the assessment process as you go to ensure a detailed transmittal memo for compliance review.

7. Recruitment Case Finalisation

7.1. Compliance Review Process



1.Preparation of the Transmittal Memo
As the hiring managers, Farida and you must prepare the transmittal memo, which contains data imported from Inspira about the candidates' preliminary evaluation and assessment, as well as additional information you must include.
2. Review by Recruiter
The recruiter will conduct a preliminary review of the transmittal memo to ensure that the information is complete and accurate.
If the recruiter identifies any compliance issues, they will return the case to Farida and you for amendments, further documentation, or explanation.
Once the recruiter confirms the information is complete, the transmittal memo is submitted to the central review bodies.
3. Review by CRB Secretariat
Because Farida and you work for a large entity, the relevant CRB Secretariat, a group of HR practitioners, will complete a preliminary review and then assign a quorum of CR body members to the case.
4. Review by CRB members
The CR body members will review and confirm that the evaluation criteria were properly applied, and that the appropriate procedures were followed.
5. Compliance Review Decision
If there are questions or doubts, the central review bodies may return the case for additional clarifications, before finally designating it endorsed or

denied.

7.1.1. Compliance Review Checklist

Make sure that…

- When finalizing the recruitment case , no applicant remains in the Screen or Short List disposition, except when an eligible rostered candidate is immediately recommended for selection.
- You explain the disqualification of any candidates in the assessment record.
- No candidate in the recommended list is the temporary incumbent of the position advertised.
- The transmittal memo provides a detailed description of the type and structure of any written test(s) given.
- All the numbers related to the dispositions of the candidates which are mentioned in the transmittal memo correctly reflect what has happened at each step of the recruitment process.
- All the members of the assessment panel have taken the competency-based interview training offered by the UN.
- All members of the assessment panel remain the same throughout the assessment process. Any variation should be documented.

7.2. The Recommendation for Selection Process

7.2.1. Recommendation for Selection Memo Checklist

Fou Recommendation for Selection Memo should normally include:

- Information on the job opening, the type of position and its duration, the prior incumbent (if any), and the hiring team,
- Details on the funding situation for the position,
- The name and profile of the recommended candidate (candidates – if several vacant positions) and the justification narrative for the recommendation,
- The name and profile of the candidate(s) recommended from the roster in case of a post specific job opening,
- The name and profile of alternate candidates in case the recommended candidate is not available,
- Details on how the recommendation affects the gender parity and geographical diversity targets set for the entity workforce,
- Any outreach activities conducted to circulate the job opening to a wider audience,
- Any needed written analysis and supporting documentation when the selection is in favour of an over-represented gender or over-represented nationality.