**CPHA Competency Framework and Interview planning**

You can find the CPHA Competency Framework [here](about:blank).

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# How does the CPHA CF link to interview planning

This guidance is meant to help you take a competency-based assessment approach to interviewing, that is linked to the competencies selected for the job description/ terms of reference (as highlighted in the Job Description Competency Overview template).

This document is not general HR guidance on how to prepare, conduct and evaluate interviews. Each HR and CPHA practitioner should refer to her/ his organization’s HR interview guidelines.

To provide a concrete example this document uses the following rating scale. Your organization will have its own rating scale guidelines to which you should adhere.

**Rating scale:**

|  |  |
| --- | --- |
| Highly Proficient | The interviewee demonstrated a high competency level based on the CPHA competency/ies and indicators that continuously exceeded the expected performance level for the relevant competency/ies. |
| Proficient | The interviewee meets the expected competency level based on the CPHA competencies and indicators and demonstrates the ability to consistently apply and provide relevant ideas and perspectives within relevant competency/ies. |
| Developing proficiency | The interviewee shows potential within the respective CPHA competency/ies and performance indicators but needs further development and guidance to perform successfully |
| Not proficient | The interviewee was not able to show or falls considerably short of the expected level of competency for set CPHA competency/ies and the respective performance indicators. Substantive ongoing support and monitoring would be needed to improve the interviewee’s competency level. |

# Sample Blended Interview Questions & Evaluation

All the interview questions should be based on technical and core humanitarian competencies that were identified in the job description for the specific role, and which are adapted from the [CPHA Competency Framework](https://alliancecpha.org/en/child-protection-online-library/guidance-child-protection-humanitarian-action-competency-framework).

For the example interview grid below the indicators are adapted to the job description and CPHA area for UASC and Alternative Care, building on the example already used in the Job Description Competency Overview template.

The job title is ‘Child Protection Specialist (UASC and Alternative Care)’ at mid-level, P3 level. As you can see, the identified competencies are the basis of assessment and thus each document builds upon the next, from the job description to the interview rating grid to the performance evaluation tool.

## Example for an interview rating grid

*All excerpts are from the* [*CPHA Competency Framework*](about:blank)

For the interview rating grid the most basic format is to have the questions linked to indicators against which technical and core humanitarian competencies are evaluated. The grid format provides space to take notes and afterwards to rate the competency proficiency.

Below the grid that we have created for the job description that we have used as an example for the job Description Competency Overview template

Job title: Child Protection Specialist (UASC and Alternative Care)

Job level: mid-level, or similar

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions** | **Indicators** | **Notes & examples** | **Overall rating** |
| What motivates you about family tracing and reunification work in emergencies? |  |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |
| Tell us about a time when you had to map capacity to assess separation risks and vulnerabilities? How did you use this information to identify potential partners to start a programmatic response specific to unaccompanied and separated children risks?  How did you ensure that your work strengthened local capacity, resilience and protection without increasing risk or the establishment of parallel systems | Maps local and national capacity and gaps to assess separation risks and vulnerabilities, to identify potential partners, and to organize assessments    Applies an analytical approach to evaluating alternative care options based on the principles of necessity and suitability, communities’ caring traditions and the national legal framework    Participates in CP networks to access and contribute to good practice, and shares information that is useful to partners |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |
| How would you ensure a consistent approach to identification, tracing and reunification keeping children’s best interest at heart? | Uses consistent criteria to identify UASC, trace families, contextualize inter-agency UASC guidance, and care for children awaiting reunification    Implements an appropriate and tailored family tracing, verification, reunification and reintegration UASC program for the child’s best interest |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |
| You just received a call from government social workers noting that a group of 10 unaccompanied children have just arrived in the nearest refugee camp and that there are not sufficient host families to cater for them. What steps would you consider taking | Implements an appropriate and tailored family tracing, verification, reunification  and reintegration UASC program for the child’s best interest  Monitors risks for staff, partners, stakeholders and community members, and ensures that staff observe organizational and cultural protocols    Makes decisions based on the views gathered through proactive, respectful and  culturally sensitive consultations with others |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |
| What do you feel are your key strengths in implementing and monitoring safeguarding policies and code of conduct? | Uses inter-agency standards and principles to develop, implement and monitor safeguarding, CP policies and codes of conduct  Establishes safe, ethical, confidential and accessible monitoring and communication channels for inclusive, collaborative CP programming |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |
| Can you tell us about your experience in capacity building initiatives? | Supports and builds capacity of local actors to plan, oversee, manage and implement alternative care according to inter-agency guidelines and minimum standards |  | ☐ Highly proficient  ☐ Proficient  ☐ Developing proficiency  ☐ Not proficient |

Each organization will have its own grid and interview protocol. However, the grid we have proposed highlights how the competency-based assessment is done. Every question is linked to relevant indicators with the exception of the first one that may be linked to several indicators. Questions can be linked to one or more technical and core humanitarian competencies indicators.

Below we explain more on how questions were formulated.

## Motivational Questions

One of the benefits of asking a motivational question is that it allows the candidate to share their passion, motivation, skills, experience and knowledge, which is relevant to the job position and about an area that they love and enjoy working in. This gives a positive and easy start into the interview.

Sample question: “What motivates you about family tracing and reunification work in emergencies?”

There are several possible technical competencies that could be examined based on the identified required competencies in the job description to translate them into a motivational question.

The same holds for core values that can be addressed in and assessed through a motivational question.

## Technical Questions

Technical questions go to the heart of the matter. They try to understand the technical knowledge, skills and experience of the candidate in a very specific and detailed way to assess the level of expertise of the subject matter. Those questions are tightly linked to the technical knowledge and the competencies that are required for the role and the specific context the candidate will encounter.

Indicator to be assessed: Implements an appropriate and tailored family tracing, verification, reunification, and reintegration UASC program for the child’s best interest *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

Sample question: “How would you ensure a consistent approach to identification, tracing and reunification keeping children’s best interest at heart?”

## Strength-based Questions

Strength-based questions focus on the candidate’s strength and enable the candidate to display her/ his individual strong points and showcase any particular expertise, positive behaviors, impact, and achievements that make her/ him especially suitable for the position.

Indicator to be assessed: Uses inter-agency standards and principles to develop, implement and monitor safeguarding, CP policies and codes of conduct

Sample question: “What do you feel are your key strengths in implementing and monitoring CP policies and code of conduct?”

## Contextualized Questions

Contextualized competency questions are a way to get to know the candidate better, to understand her/ his work style, way of thinking, behavior, problem-solving skills, how (s)he deals with challenges, dilemmas or impediments and the level of reflection and ability to change, improve and learn from past situations.

The presupposition for this type of question is the belief that past behavior and performance are the best indicators of future behavior and performance of a candidate.

These questions can be strictly technical or a blend of technical and core humanitarian competencies, which combine technical (learned expertise) knowledge and skills with behavioral (personality characteristics and an element of ability) attitudes and skills such as achieving results, managing collaborative relationships or in high-pressured and changing environments.

Indicator to be assessed: Maps local and national capacity and gaps to assess separation risks and vulnerabilities, to identify potential partners, and to organize assessments *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

*Indicator to be assessed:* Applies an analytical approach to evaluating alternative care options based on the principles of necessity and suitability, communities’ caring traditions and the national legal framework *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

Sample question: “Tell us about a time when you had to map capacity to

assess separation risks and vulnerabilities? How did you use this information to identify potential partners to start a programmatic response specific to unaccompanied and separated children risks” *(Technical competency)*

Same technical competency as above in addition to the following core humanitarian competency indicator:

Indicator to be assessed: Participates in CP networks to access and contribute to good practice, and shares information that is useful to partners *(Core Humanitarian Competency, Working with Others)*

Sample question: “Tell us about a time when you had to map capacity to

assess separation risks and vulnerabilities? How did you use this information to identify potential partners to start a programmatic response specific to unaccompanied and separated children risks? How did you go about it? How did you ensure that your work strengthened local capacity, resilience and protection without increasing risk or the establishment of parallel systems?” (Blended competency: *technical and core humanitarian competency)*

## Case-based/ Situational Scenarios Questions

Case-based questions or situational scenarios focus on understanding a candidate’s problem-solving skills for particular issues and challenges within the given job context.

This type of question usually tries to uncover and assess the candidate’s ability to handle a given situation or issue and creativity to apply her/ his knowledge, skills and experience in regards to concepts, strategies, models, rules, regulations, policies, methods, (emergency or contingency) planning, or immediate action in a complex context and the ability to make decisions and perform under pressure.

Indicator to be assessed: Implements an appropriate and tailored family tracing, verification, reunification and reintegration UASC program for the child’s best interest *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

Indicator to be assessed: Monitors risks for staff, partners, stakeholders and community members, and ensures that staff observe organizational and cultural protocols *(Core Humanitarian Competency, Managing safety and security of self and others)*

Indicator to be assessed: Makes decisions based on the views gathered through proactive, respectful and culturally sensitive consultations with others *(Core Humanitarian Competency, Working with Others)*

Sample question: “You just received a call from government social workers noting that a group of 10 unaccompanied children have just arrived in the nearest refugee camp and that there are not sufficient host families to cater for them. What steps would you consider taking?