**CPHA Competency Framework and Interview planning**

You can find the CPHA Competency Framework [here](https://alliancecpha.org/en/child-protection-online-library/guidance-child-protection-humanitarian-action-competency-framework).

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1. **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 organisation’s HR interview guidelines.

To provide a concrete example this document uses the following rating scale. Your organisation 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 and demonstrated the ability to continuously exceed 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. |

1. **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). The competencies to apply the guiding principles should be interwoven throughout the interview questions, at the relevant level for the post.

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 (tool 1) to the interview rating grid (tool 2) to the performance evaluation tool (tool 3).

* 1. **Example for an interview rating grid**

*All excerpts are from the* [*CPHA Competency Framework*](https://alliancecpha.org/en/child-protection-online-library/guidance-child-protection-humanitarian-action-competency-framework)

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

Below you can find the interview rating grid that we have created for the example job description in the job Description Competency Overview template (tool 1).

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 collect, manage and use data related to unaccompanied and separated children. How did you use this information safely and in line with procedures?  How did you use the data to identify, prevent and mitigate risks of separation? | Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures      Mitigates the risk of separation through community- and national-level prevention and preparedness activities |  | ☐ 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? | Develops and follows harmonised inter-agency standards so that children on the move have quality care and monitoring.    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 organisational 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 strengthening initiatives? | Supports and strengthens 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 organisation 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 competency indicators as well as guiding principles indicators.

Below we explain more on how questions were formulated.

* 1. **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 relevant to the job position, and about an area that they love and enjoy working in. This gives a positive and easy start to 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 guiding principles that can be addressed in and assessed through a motivational question while also evaluating technical competencies.

* 1. **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. These 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?”

Elements of competence on guiding principles can also be evaluated through this type of questions. For example, the sample question above could be used to assess candidates’ understanding and application of the following guiding principles:

* Promoting children’s survival and development
* Promoting ethical, safe and meaningful child participation in humanitarian programming
* Prioritising the best interests of the child in all actions and decisions affecting children
* Enhancing children’s safety, dignity and rights and avoiding exposing them to further harm
  1. **Strength-based Questions**

Strength-based questions focus on the candidate’s strength. They enable the candidate to display her/his individual strong points and showcase any particular expertise, positive behaviours, 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 *(Core Humanitarian Competency, Working with Children)*

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

This type of question can also be used to evaluate competence to apply the guiding principles. For example, the sample question above invites candidates to discuss the principle of “Enhancing children’s safety, dignity and rights and avoiding exposing them to further harm” in their answers.

* 1. **Contextualised Questions**

Contextualised competency questions are a way to get to know the candidate better, to understand her/his work style, way of thinking, behaviour, 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 behaviour and performance are the best indicators of future behaviour 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 behavioural (personality characteristics and an element of ability) attitudes and skills such as achieving results, managing collaborative relationships or working in high-pressure and changing environments.

Indicator to be assessed: Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

*Indicator to be assessed:* Mitigates the risk of separation through community- and national-level prevention and preparedness activities *(Technical Competency, Preventing and responding to risks of unaccompanied and separated children)*

Sample question: “Tell us about a time when you had to collect, manage and use data related to unaccompanied and separated children. How did you use this information safely and in line with procedures? How did you use the data to identify, prevent and mitigate risks of separation?”*(Technical competency)*

Again, the question provides an opportunity to assess competence to apply the guiding principles. In the case of this example, the principle of “Enhancing children’s safety, dignity and rights and avoiding exposing them to further harm”.

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 collect, manage and use data related to unaccompanied and separated children. How did you use this information safely and in line with procedures? How did you share information with partners and what were the challenges and opportunities of doing so? How did you use the data to identify, prevent and mitigate risks of separation?”

(Blended competency: *technical and core humanitarian competency)*

* 1. **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 her/his 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 organisational 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?

In developing this kind of question, consider which of the guiding principles are most relevant to the scenario and which you would expect candidates to mention in their answer. If necessary, you can use a follow-up question to ask them to consider the guiding principles for CPHA in relation to the scenario.