



INTERVIEWING UNV CANDIDATES



This document is intended as a guideline to
UNV Field Units, UNV Focal Points and /or Host Agencies,
to ensure consistency within the interviewing process of UN Volunteers,
and to underscore the importance of interviewing.

Volunteer Recruitment and Resources Section (VRRS)
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Table of Contents

	page
Introduction.....	3
1. Competency-based Interview.....	4
2. Stages for the UNV Interview Process.....	4
3. UNV Interview Guidelines.....	6
4. Interview Questions.....	8
5. Developing the Interview Protocol and sample questions.....	9
6. Managing Responses. The STAR process and probing or follow-up questions.....	12
7. Telephone Interview.....	14
8. Interview Tips. Do's and Don'ts. Common problems and how to avoid them.....	12
9. Be aware of common biases in interviews	15
10. List of Annexes:	16
• ANNEX I: Assessment Sheet	17
• ANNEX II: Summary/ Comparison of Candidates.....	19
• ANNEX III: Interview Report Form.....	20



Interviewing UNV Candidates

INTRODUCTION

The purpose of the selection interview is to learn enough about a candidate in order to determine if he/she is the right person for the UNV assignment. For any organization, finding the right people is key for success. Therefore, properly designed and carried out, the selection interview plays a valuable role in the selection process.

Who is the right candidate for a UNV assignment? Who will be a successful UN Volunteer? Having the technical skills and knowledge, as well as having the functional skills and abilities are definitely important. However, is this enough?

Successful UN Volunteers are able to work within a diverse team, can communicate clearly with various stakeholders and have the flexibility to adapt to challenging living conditions and changing circumstances. In many instances they need to cope with living in isolated areas and hazardous duty stations. UN Volunteers should have a sound level of cultural sensitivity and should be willing to share knowledge and build capacity at local level. They understand the powerful contribution of volunteers in reaching peace and sustainable human development, as well as the difference between employment and volunteer engagement.

If these individual and interpersonal competencies (soft skills¹) are taken into consideration in the selection process, it is more likely that we can find the right candidate. At the same time, the candidate would find a volunteer opportunity that matches his/her own motivations, expectations and competencies, making the UNV assignment an overall satisfying experience.

This booklet has been designed to lead you through the basic steps and concepts of the interview process in order to help you select the right candidates to become UN Volunteers. It also provides sample questions and templates to help you assess and compare candidates (Annex I and II). This booklet also provides a template for the revised UNV Interview Report form (Annex III).



¹ Soft-skills relate to a person's Emotional Intelligence (EI), the cluster of personality traits, interpersonal skills, that characterize a person's relationships with other people. Soft-skills complement the technical knowledge and specific functional skills, (hard skills) required for a UNV assignment. Both soft and hard skills are equally important in selecting the most suitable candidate.



1. COMPETENCY-BASED INTERVIEWS

Competency-based interviews are structured interviews that outline competencies with the premise that the best predictor of future performance/behaviour is past performance/behaviour.

Interview questions focus on current and past behaviors (specific real-life examples of “when” and “how” the particular behavior was demonstrated) rather than “might do” behavior. Determining how a person actually behaves in a real situation gives a richer source of information to determine if the candidate would be a good match.

Competencies are easily recognized as they relate more to what a person does than what a person knows. A competency is something that can be demonstrated, therefore, for each competency it is possible to describe “behavioral indicators” – actions or behaviors that exemplify the competency in practice. In Section 5 of this booklet, you will find sample questions, for specific competencies followed by “behavioral indicators”.

The analysis of the UNV Description of Assignment (DoA) is important to identify the key and critical competencies needed for success. The interview should be done with these criteria in mind to determine whether the selected candidate will be successful in the UNV assignment.

Interview questions are carefully designed to probe competencies relevant to the success of a specific UNV assignment. The focus is not only matching the candidate with the “hard skills” required for the assignment (technical and functional skills as well as educational background and work experience), but also to find out if the candidate possesses the “soft skills” required to become a successful UN Volunteer (individual and interpersonal skills such as flexibility, adaptability, solid communication skills, team work, etc.).

*What are “**COMPETENCIES**”?*

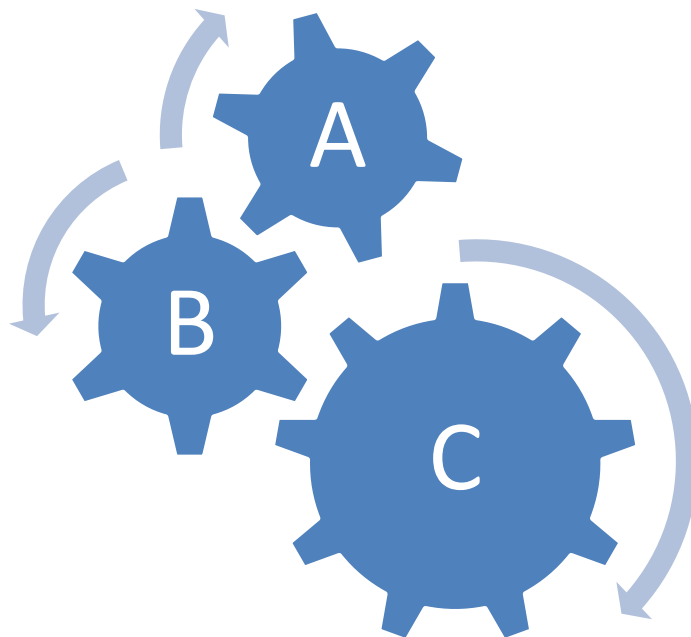
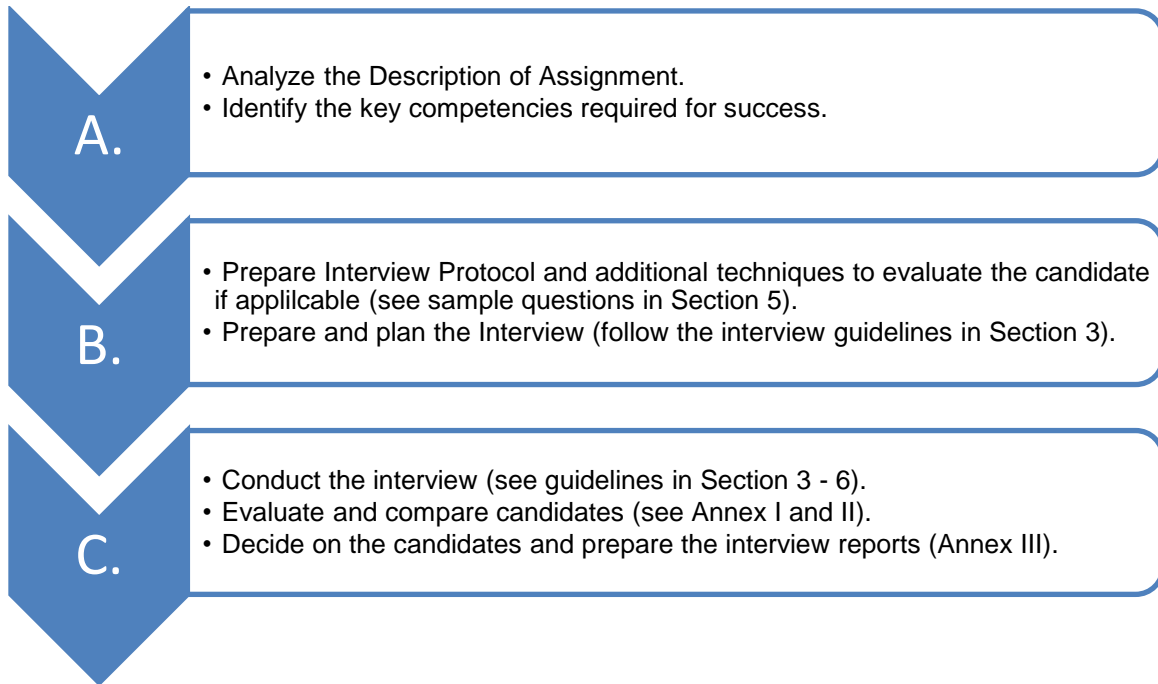
“The term ‘competency’ refers to a combination of skills, attributes and behaviors that are directly related to successful performance on the job.”

UN Competencies for the Future





2. STAGES FOR THE UNV INTERVIEW PROCESS





3. UNV INTERVIEW GUIDELINES

<p>Interview Panel and Technical Interviewer</p> <p>1</p>	<ul style="list-style-type: none"> The interview panel should normally consist of at least three persons. If this is not possible, a minimum of two people should form the panel. We recommend including a member of the UNV field unit or UNV Focal Point, and a representative from the host agency. Ideally, there should be balanced gender and diversity representation on the panel. In the case of highly specialized fields (i.e. medicine, information technology, international law) it is mandatory that a technical assessment be arranged with an appropriate specialized agency or individual. One of the panel members should be the technical interviewer who will test knowledge and experience. Decide which panel member will lead the interview and who will write the report. At least one of the panel members should speak the working language of the assignment. <p>If required, an additional practical exam can be arranged to complement the selection process. The exam should be tailored to suit the specific assignment (e.g. writing a short project proposal) and candidates must be informed in advance.</p>
<p>Information before the interview</p> <p>2</p>	<ul style="list-style-type: none"> All interview panel members should be familiar with the profile of the candidate to be interviewed, as well as the description of the particular assignment. Before attending the interview, every candidate should have received the description of the assignment which includes a summary of the conditions of service. Candidates should have also confirmed their interest and availability. In the case of international UN Volunteers, this is done by the Volunteer Recruitment and Resources Section at UNV HQ. However, for National UN Volunteers, this should be done by the UNV Field Unit or UNV Focal Point.
<p>Duration and place of the Interview</p> <p>3</p>	<ul style="list-style-type: none"> The interview should be approximately 45 minutes in duration. Take the duration into consideration when deciding the number of questions to ask and be mindful to focus on the critical competencies for success for that particular UNV assignment. Candidates should have been informed in advance about the time and date. The interview should take place in a comfortable undisturbed setting. In the case of telephone interviews, candidates should be advised that they should ensure that they are not disturbed during the interview. All candidates should be interviewed under the same conditions (either in person, by telephone, or by videoconference). Ensure that there is sufficient time between each interview for panel members to complete their notes on each candidate while the information is still fresh in their minds.



<p>Interview Structure</p> <p>4</p>	<p>The interviewer should follow these steps:</p> <ol style="list-style-type: none"> Introduce the panel to the candidates and welcome them to the interview. Note that establishing a rapport with the candidate is essential. Provide a general briefing about the UNV assignment. Provide an outline of the interview plan to the candidate. If appropriate and feasible, the interview panel may decide to carry out part of the interview in another language. The candidate should be informed about this at this point. Initiate with a warm-up question of general nature to settle the candidate and follow-up with the interview questions. <u>See section 4, 5 and 6 referring to interview questions.</u> Interviewers should listen attentively and show a sincere interest in the candidate as well as his/her responses. It is important that the interviewers do not show personal bias, disapproval or disagreement. The final part of the interview is designed to give the candidate an opportunity to offer any other ideas or ask any final questions which he/she feels may have been overlooked. After answering any final questions, the interviewers should thank the candidate and discuss the recruitment process and time frame involved in finalizing the selection process.
<p>Evaluation of Candidates and Interview Report</p> <p>5</p>	<ul style="list-style-type: none"> After the interview, the panel members should take some time to complete their notes and score the candidates answers. It is recommended that each panel member scores individually before a general discussion. This helps to avoid bias from senior or more outspoken panelists. After each panel member has completed their notes and finalized their scores, the panel should discuss and compare notes. The discussion may lead to a common score where panel members can adjust their initial score. Otherwise, the average score is considered to be the final score. Annexes I and II provide the templates to evaluate and compare candidates. Annex III provides the interview report template. It must be forwarded to the appropriate focal persons at UNV headquarters in order to proceed with the recruitment process. For international UN Volunteers, the interview reports of non-selected candidates should also be forwarded. This information is valuable when considering the candidates for future UNV assignments. If the candidate is not recommended for this particular post, and/or there are reservations about the suitability of the candidate, it must be clearly explained in the interview report.



4. INTERVIEW QUESTIONS

Questions should be structured so they do not favor a candidate with internal knowledge or information. **All candidates should be given the opportunity to answer the same questions.** This will allow the panel to compare candidates. However, the panel may ask spontaneous follow-up questions to seek clarification and explore an area in more detail. The panel may interrupt if the response is too long or the candidate is not answering the question.

Answers to competency-based questions should:

- ✓ Provide specific examples (past performance/behavior) that cover the situation.
- ✓ Outline the candidate's specific role.
- ✓ Discuss what action he/she took.
- ✓ Explore the results or consequences, for example, what he/she learned from the experience or what they would have done differently as a result.

Interviewers must encourage answers that exemplify the candidate's individual experience. Keep a lookout for "I" answers, not "we". (See STAR Model on the section 6). It is also important not to ask long questions with multiple parts. Instead, break the question up and have follow-up questions ready if the candidate does not answer in detail.

Examples of competency-based questions:

"Can you tell me about a time you had to adapt your plans due to unexpected changes at work?"

"Can you describe a situation in which you were not able to complete a project or task on time?"

"Can you give me an example of when you had to deal with several urgent tasks at the same time and you needed to prioritize them?"

"Can you give me an example of when you had to design a successful document management system?"

"Can you describe a time when one of your strengths enabled you to succeed in a challenging task at work?"

Competency-based interview questions differ from traditional interview questions because they ask for concrete examples to demonstrate past performance/behavior that will provide sufficient information to determine if the candidates are a good match for the UNV assignment. Traditional questions don't do this. Therefore, it is strongly recommended that **competency-based questions** are primarily used during the UNV interview. Where applicable, the interview may include a combination of other styles of questions, especially in the technical assessment.

Examples of other styles of questions used in traditional interviews:

Close-ended questions call on a straight "yes/no" or short answer, for example:

- "Do you get on well with the members of your team?"
- "Do you have a driving license?"
- "Are you familiar with the declaration of the Rights of the Indigenous Population?"

Open-ended questions are the opposite of "close-ended" questions. They typically begin with words like "why" and "how" and encourage a detailed answer, for example:

- "How well do you work under pressure?"
- "Why are you interested in volunteering with us?"
- "What are your greatest strengths or weaknesses?"

Situational questions (or scenario-based) are "hypothetical" questions. Candidates are asked how they would handle a situation, for example:

- "How would you design and build a document management system?"
- "How would you adapt successfully to work in a different cultural environment?"

Factual questions probe a factual-based response as opposed to opinion, for example:

- "Where did you learn to use AutoCAD?"
- "Can you tell me the difference between an indicator and a result in monitoring and evaluating projects?"



5. DEVELOPING THE UNV INTERVIEW PROTOCOL SAMPLE QUESTIONS

After analyzing the UNV description of assignment (DoA), interviewers may choose some of the following questions from this selection and develop their own. However, it is important to ensure that the interview covers all sections shown below (these are the same sections from the UNV interview report template). It is recommended that questions are changed and tailored to each UNV assignment, in order to avoid rehearsed answers.

Specific behaviors related to each competency have been indicated in the sections below. These indicators are indicative only; they are not intended to describe all the behaviors related to that specific competency.

SECTION I

Motivation and commitment

Behaviours:

- ▶ Demonstrates an interest in the UNV assignment, host institution and country of assignment.
- ▶ Distinguishes between employment and volunteering engagements.
- ▶ Understands how volunteerism contributes to peace and development.

Sample Questions:

- If you were the selected candidate, what would be your main contribution to this volunteer assignment?
- What do you think you would gain from this volunteer experience, if selected?
- Why are you interested in serving as a volunteer in this specific assignment?
- Why are you interested in volunteering at this point in your life or career?
- Can you tell me about any volunteer activities you have participated in and/or at least two reasons why you think volunteerism is important?
- How would you feel working as a volunteer with colleagues who are “staff” and who might perform similar functions and tasks to you?

SECTION II

Technical and functional skills

Based on the analysis of the description of assignment, write down and agree on the competencies/skills identified as critical for success. For each one, write a job related question that would allow the candidates to demonstrate that they meet this competency/skill.

A technical interviewer should develop additional and specific technical questions.

Sample Questions:

Project Management skills:

- Can you give us an example of how you succeeded in project development?
- Please discuss with examples how you undertake the management of a project on a day to day basis

Creativity and initiative:

- Can you tell me about a time when you improved the way things were typically done on the job?

Planning and organization skills:

- How do you plan your work so that things stay on track?
- Can you provide an example of where you had to do multiple -tasks under difficult circumstances?



SECTION III

Volunteer Soft Skills (individual and interpersonal competencies)

The Volunteer Recruitment and Resources Section identified key volunteer skills and competencies for successful UN Volunteers.

Working in diverse teams Behaviours:

- ▶ Works collaboratively with team members from all backgrounds.
- ▶ Seeks solutions and achieves shared objectives.
- ▶ Demonstrates tolerance and respect for others including gender and non-discrimination awareness, as well as avoiding stereotypes.

Sample Questions:

- Can you tell us about a time when you had to achieve an objective as part of a team?
- Can you tell us about a team experience you found rewarding as well as an experience you found disappointing?
- Can you tell us about the things that have you done in your current role to improve the team environment?
- What role do you find yourself playing in a team? Please provide a specific example.
- Can you tell us about a time when you worked with a group of people with diverse or different values and cultural backgrounds?
- Can you tell us about a time when you worked in a group of people with gender or social group biases/stereotypes? What action did you take?

Adaptability and flexibility Behaviours:

- ▶ Adapts well to change and adjusts behaviour to the work and cultural environment
- ▶ Adjusts plans to meet changing needs.
- ▶ Demonstrate tolerance for ambiguity.

Sample Questions:

- Can you give us an example when you had to live and/or work in a different cultural environment from your own?
- Can you tell us about the most difficult living conditions you have ever endured?
- Can you describe a situation where you have experienced hardship and/or isolation?
- Can you describe a time in which you had to improvise or come up with a quick solution in order to face an unforeseen situation at work?
- Can you describe a situation in which you had to change your mind about an issue at work?

Communication skills: Behaviours:

- ▶ Communicates clearly and competently
- ▶ Listens attentively and responds appropriately.
- ▶ Draws clear conclusions.

Sample Questions:

- Who do you communicate with regularly in your current job and what methods of communication work best for you?
- What is the most difficult communication issue you have had to deal with at work?
- Can you describe a situation in which you needed to use different communication styles to influence various stakeholders with different perspectives?



Knowledge sharing Behaviours:

- ▶ Builds and shares skills, capacity and knowledge.
- ▶ Demonstrates openness in sharing information.
- ▶ Promotes learning.

Sample Questions:

- Can you tell us about a time when you had to train someone or a group of people?
- Can you describe a situation in which you took the initiative to share your knowledge and/or expertise in a specific area/task even though it was not within your duty or responsibility?
- Can you tell us about a situation in which you did not have to do a job or task, but instead you had to “teach someone how to do it”?

Self-management Behaviours:

- ▶ Manages well under pressure or stress and remains calm and focused when facing conflict.
- ▶ Develops and maintains constructive relationships.
- ▶ Identifies personal signs of emotional and physical stress.

Sample Questions

- Can you tell us about a time when you were not successful in delivering an important assignment or project because you were working under pressure or stress? What lessons did you learn from the experience and what would you do differently?
- Can you describe a situation in which you solved a problem at work?
- Can you describe a situation that upset you at work?
- Can you give us an example of what you do to reduce or manage stress?

SECTION IV

General discussion questions and additional information

Sample Questions

- When are you available to start?
- Will your family be moving with you?
- Do you have a valid driving licence?
- Ask the candidate if he/she has any questions for the panel.
- Ask the candidate if he/she would like to discuss any additional information that has not already been covered.



6. MANAGING RESPONSES THE STAR PROCESS AND PROBING OR FOLLOW-UP QUESTIONS

In order to obtain a good response from candidates in competency-based interviews, they need to be specific. It is recommended that candidates be briefly guided at the beginning of the interview so that they provide concrete and specific examples using the STAR process as a tool. This will help the panel get the information they need to make a successful placement. It will also help candidates realize the need for detailed responses because they might be unfamiliar with the competency interview approach and/or have the habit of speaking in generalities.



Situation	After each competency based question candidates should start by describing the situation he/she was facing or what exactly he/she needed to accomplish. You may ask the candidate to specifically describe the situation .
Task	Candidates should specify their specific task or role in the situation provided. As the interviewer, when you hear responses starting with “we” you need to clarify with a follow-up question such as, “What was your specific role in that situation?”
Action	Candidates should describe the specific actions taken to accomplish the task. Some candidates tend to respond using the term “we”, for example, “we did...” “we plan” etc. rather than describing a situation where they were personally in control. It is the role of the interviewer to ascertain the candidate’s specific contributions. You may ask follow-up questions, for example: <ul style="list-style-type: none"> • “Who is ‘we’ exactly” • “I am still unclear about your role. Can you explain it further?” • “Why did you do that?” • “Was it your idea?” • “What challenges did you face?”
Result	Finally, candidates should indicate the outcome. You may ask questions like: <ul style="list-style-type: none"> • “What was the end result?” • “What did you learn from that experience?” • “What do you wish you did differently?”

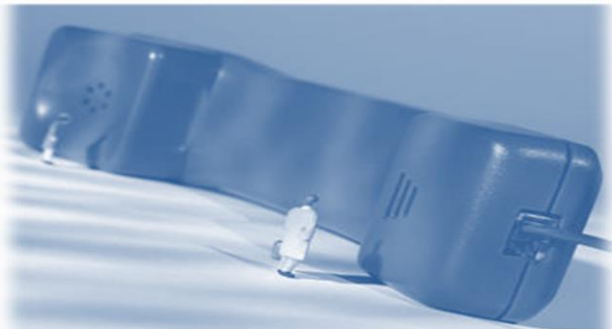
IMPORTANT:

- ✓ The panel may interrupt if the response is too long or the candidate is not answering the question.
- ✓ Do not ask follow-up questions if the answer is obvious.
- ✓ Probing questions should not be threatening or judgmental. They should be used to get the information you need to assess the candidate’s level of competency.



7. TELEPHONE INTERVIEWS

UNVs reality of worldwide recruitment requires carrying out a telephone interview whenever a face-to-face interview is not possible. The following suggestions should be considered:



- In most recruitment situations a telephone interview is conducted as a replacement to face-to-face interviews. Ensure the candidates are fully aware that telephone interviews are just as important as face-to-face interviews and that they should be prepared and familiar with the description of assignment.
- Candidates may use the fact that they are not seen to their advantage. They might have UNV internet pages in front of them or information on the country of assignment. Take this into consideration when assessing a candidate's knowledge.
- Establishing a rapport with the candidate and making him/her – and often yourself – feel comfortable is more difficult without seeing the person at the other end of the line. However, establishing a rapport is just as important and still needs to be done.
- Technical difficulties such as a bad line can distract you and the UNV candidate. If technical disturbances cannot be solved quickly, consider rescheduling the interview.
- Skype and video-conferencing are useful tools to overcome some of the challenges of a telephone interview. Check in advance if there is a possibility to make use of these facilities. However, keep in mind that all candidates should be interviewed under the same circumstances in order not to favour anyone (telephone, videoconference, Skype, or face-to-face).
- Acknowledge that telephone interview may be new to the candidate. Moments of silence may seem awkward, so tell the candidate that it is alright if they need time to pause and think about their answers.
- As the candidate cannot see you it can be harder for him/her to absorb the questions than in a face-to-face interview. Therefore be aware that it might be necessary to slow down the pace of the interview and to repeat or rephrase questions.
- Just as in face-to-face interviews, a thorough preparation is necessary. You need to schedule an exact time for the call and indicate how long the interview will approximately last. You need to prepare your interview protocol as with the face-to-face interviews and follow the guidelines and recommendations provided in this booklet for the UNV interview, including having balanced gender and diversity representation in the interview panel.



8. INTERVIEW TIPS



DON'T

- × Antagonize the candidate.
- × Influence the candidate with personal reactions.
- × Play psychologist.
- × Discuss unfamiliar organizational issues.
- × Turn the interview into a stress test.



DO

- ✓ Develop rapport.
- ✓ Focus the interview on job-relevant issues.
- ✓ Use effective interviewing techniques.
- ✓ Follow a structure.
- ✓ Actively listen to the candidate.

COMMON PROBLEMS	HOW TO AVOID THEM
Decision made too early in the interview	Remind yourself that your objective is to gather information and make a recommendation at the end of the interview process as to whether or not the candidate is successful.
Candidate is stereotyped	Look beyond stereotypes and prejudice. Don't make assumptions. (See list of common biases in the next section).
Over emphasis on a candidate's ability to verbally articulate in a confident and concise manner	Be wary of equating professional skills and competencies with a candidate's advanced verbal confidence and vice versa.
Accepting vague answers	If the candidate has not provided a satisfactory answer, pursue it further. Perhaps your question was unclear, reword it and try again.
Interviewer talking too much	This is not the time for stories or personal views of the panel. The interviewee should do 80% of the talking.
Use of leading questions	Do not imply that a certain answer is expected, for example, "Do you think that a volunteer needs to be flexible to adapt to the new the duty station?"
Use of multiple-idea questions	Do not ask too many questions at once, for example, "Tell me about your experience at BMC, what you learned and why you left?" This causes unnecessary confusion. Instead, break down the various questions.
Use of UN Jargon	The candidate is not a UN Volunteer yet!
Interrupting or prompting the candidate	Provide candidates with time to formulate an answer. Don't interrupt the candidate unless he/she is unreasonably long-winded or has misunderstood the question.
Avoid sensitive issues (family, age, religion, race, etc.)	Only discuss sensitive topics if necessary. Explain why the issue is of concern and be straightforward. Ask the candidate if they are prepared to discuss the subject. "Would you mind if I asked you a couple of questions about your family? Would they join you to the duty station?"
Candidate is not given a chance to raise his/her concerns	Allow time for the candidate to raise questions or contribute information that has not yet been discussed.
No objective evaluation of candidates	Use assessment sheets/scores, take notes and compare candidates. To facilitate this process Annex I and II provide templates for this purpose.



9. BE AWARE OF COMMON BIASES IN INTERVIEWS:

Stereotyping: Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the job - without any evidence that this is the case.

Inconsistency in questioning: Asking different questions of each candidate leads to a skewed assessment of who would best perform the job. Questions designed to get particular information about a specific candidate are only appropriate in the context of a core set of questions asked of all candidates.

First impressions: An interviewer might make a snap judgment about someone based on their first impression - positive or negative - that clouds the entire interview. For example, letting the candidate is wearing out-of-the-ordinary clothing or has heavy regional accent take precedence over the applicant's knowledge, skills, or abilities.

Negative emphasis: This involves rejection of a candidate based on a small amount of negative information - a common occurrence. Research indicates that interviewers give unfavorable information about twice the weight of favorable information.

Halo/horn effect: The "halo" effect occurs when an interviewer allows one strong point about the candidate to overshadow or have an effect on everything else. For instance, knowing someone went to a particular university might be looked upon favorably. Everything the applicant says during the interview is seen in this light. ("Well, she left out an important part of the answer to that question, but, she must know it, she went to XYZ University"). The "horn" effect is just the opposite - allowing one weak point to influence everything else.

Cultural noise: Since the candidate wants the job, he/she will provide the words the interviewer wants to hear, even if those words are not entirely truthful. For example, an applicant might say that he has no problem reporting to someone younger, or working in a team setting, when this is not the case. Interviewers should prepare questions that probe for specific examples and stay away from questions that elicit "yes" or "no" answers.

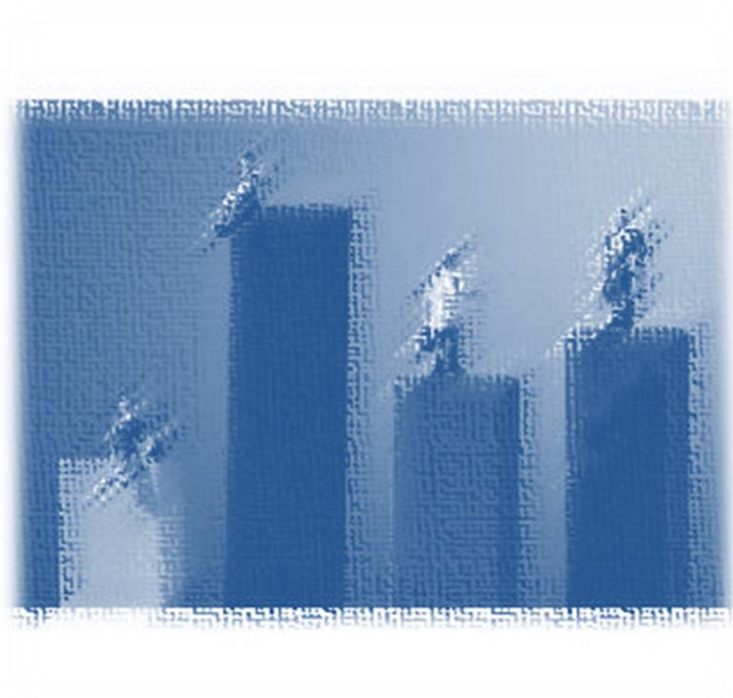
Non-verbal bias: Undue emphasis might be placed on non-verbal cues that have nothing to do with the job, such as loudness or softness of voice, or the type of handshake given.

Contrast effect: Strong(er) candidates who interview after weak(er) ones may appear more qualified than they are because of the contrast between the two. Note-taking during the interview and a reasonable period of time between interviews may alleviate this.



10. LIST OF ANNEXES:

- **Annex I:** Scoring/Assessment Sheet for each Interviewer: Sample Form
- **Annex II:** Comparison of Candidates: Sample Form
- **Annex III:** Interview Report Form





Annex I

Assessment Sheet for each Interviewer (Sample)

Name of Candidate:
UNV Assignment Title:
Interview date:
Name of Interviewer:

RATING SCALE:

0= Not Demonstrated	1= Nearly Meets	2= Meets	3= Exceeds	4= Leader
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Section I: Motivation and Commitment. (The candidate shows interest in the host institution and country of assignment; distinguishes between employment and volunteering engagements; and understands how volunteerism contributes to peace and development)	Rating:
Question 1	
Question 2	
Notes:	
Section II: Functional and Technical Skills (Professional and technical knowledge/expertise; specific skills required for the assignment; educational background, work experience; and language ability assessment if applicable)	Rating:
Question 3	
Question 4	
Question 5	
Notes:	



General information/comments:

18



Annex II:

Interview Panel Summary/ Comparison of Candidates (Sample)

Evaluation Criteria:		Candidates' Names			
		Average Panel Ratings:			
I.	Motivation and Commitment:				
	Question 1				
	Question 2				
II..	Functional and Technical Skills:				
	Question 3				
	Question 4				
	Question 5				
III.	Volunteer Soft Skills				
	Question 6				
	Question 7				
	Question 8				
	Final Interview Score:				

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ANNEX III

UNV INTERVIEW REPORT FORM

The UNV interview and report should be completed in accordance with the guidelines provided in this booklet “Interviewing UNV Candidates”.

Name of Candidate:**Nationality:****Duty Station:****UNV Assignment Title:****Roster Number:****Gender:****Host Agency:****Interview Date:****Interview Duration:**

Section I: Motivation and Commitment: (The candidate shows interest in the host institution and country of assignment; distinguishes between employment and volunteering engagements; and understands how volunteerism contributes to peace and development)

Section II: Technical and Functional Skills: (Professional and technical knowledge/expertise; specific skills required for the assignment; educational background, work experience; and language ability assessment if applicable)

Section III: Volunteer “soft skills” (individual and interpersonal competencies): (For example: communication skills, adaptability, flexibility, working in teams, self-management, knowledge sharing, cross-cultural, gender and social exclusion awareness)



Section IV: General information (Confirmation of availability, travel date, duty station, special issues, etc.)

In conclusion:

a) **We recommend the candidate for this UNV assignment** ☐

Please indicate order of preference if applicable:

☐ First: ☐ Second ☐ Third: ☐ Fourth:

b) **We do not recommend the candidate for this UNV assignment** ☐

Please provide a brief explanation why:

Interview Panel Members:

	Name	Title	Signature
1.			
2.			
3.			



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