MONITORING & EVALUATION

Hiring M&E Staff

Guidelines and Tools for Locating and Hiring Strong Monitoring & Evaluation Candidates

by Clara Hagens
with assistance from
Guy Sharrock

American Red Cross

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Preface

Monitoring and evaluation (M&E) are core responsibilities of American Red Cross and CRS program managers and help ensure quality in our programming. *Hiring M&E Staff* is one in a series of M&E training and capacity-building modules that the American Red Cross and CRS have agreed to collaborate on under their respective Institutional Capacity Building Grants. These modules are designed to respond to field-identified needs for specific guidance and tools that did not appear to be available in existing publications. Although examples in the modules focus on Title II programming, the guidance and tools provided have value beyond the food-security realm.

Our intention in writing *Hiring M&E Staff* is to provide readers with a document that helps them locate and hire M&E staff members that fully meet their needs and, ultimately, increase the quality of M&E programming. This module outlines key steps to guide the hiring process from start to finish. The module can be used in several ways, depending on where you are in the hiring process. The module presents multiple annexes to illustrate examples of relevant tools, discussion points, and questions. We encourage you to tailor each tool to your specific context and needs as this will help you to engage fully in the process and to ensure you find a candidate best suited to meet your needs.

Please send comments on or suggestions for this edition of *Hiring M&E Staff* via e-mail to m&efeedback@crs.org.

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Acronyms

CRS	Catholic Relief Services
CV	Curriculum Vitae
IPTT	Indicator Performance Tracking Table
M&E	Monitoring and evaluation
NGO	Nongovernmental organization
PRA	Participatory rural appraisal
SPSS	Statistical Package for the Social Sciences

Introduction

Hiring monitoring and evaluation (M&E) staff for a country program or a regional office presents both a significant opportunity and considerable challenge. Locating the right staff is strategically very important; it requires careful thought and a substantial time commitment. However, investing any less in the hiring process may result in a need to repeat the hiring process and a prolonged gap in M&E capacity in your team, both of which will ultimately inhibit progress towards achieving M&E objectives. The quality of the M&E program will ultimately improve based on thoughtful and thorough hiring efforts.

In many cases, this module presents ideal and generalized examples. It is important to customize these steps to suit your own situation.

This module provides examples, tools, and guidance for each stage of the M&E staff hiring process. In many cases, this module presents ideal and generalized examples. It is important to customize these steps to suit your own situation. For example, desired qualifications, educational background, and the complexity of the technical interview questions can be adapted based on each context. The ultimate goal of this module is to increase the quality of M&E activities by connecting you with the best qualified candidates to meet your M&E needs. This module is organized into seven steps, as shown below.

- **Step 1: Identify M&E Needs**
- **Step 2: Create a Job Description**
- **Step 3: Create a Hiring Committee and Outline the Hiring Process**
- **Step 4: Advertise for the Position**
- **Step 5: Sort, Shortlist, and Prescreen Applicants**
- **Step 6: Interview the Candidates**
- **Step 7: Hire and Orient New Staff**

By reviewing these seven steps, you can identify your current stage in the hiring process. If, for example, you have already identified your M&E needs and created a job description, this module will help you through the remaining steps in the hiring process.

Step 1: Identify M&E Needs

- ✓ Review M&E needs of all programmatic sectors
- ✓ Assess current capacity of M&E team / Determine required capacity of M&E team
- ✓ Identify ideal skills set and experience level sought in potential candidates
- ✓ Determine type of M&E position needed

It is important to consider the composition of the M&E team and to decide the type of position for which you will advertise.

Reviewing M&E needs within your office should be a participatory process that includes representatives from each sector, current M&E staff members (if any), and input from senior M&E staff based either in the region or in the organization's headquarters.

Each program sector and individual project should have specific M&E plans. Ask representatives from each program sector to discuss their M&E plans with you, including current M&E activities and, ideally, the M&E activities they would like to conduct with additional resources and technical capacity, if available. This provides a sense of each sector's current capacity and any capacity gaps that exist. Any concerns with the quality of current M&E activities should also be discussed to further identify capacity gaps.

In addition, ask the team if there are additional skills or areas of technical expertise from which the team would benefit or which would enhance the quality of M&E activities. From these discussions, identify the skill set and experience level you seek. Upon completing this review with each sector, you will have developed a comprehensive list of outstanding M&E needs for your Country Program. This, in turn, determines the type of position for which you will be hiring.

All available resource persons, including regional M&E technical advisors and headquarters-based M&E technical staff, should be engaged throughout the hiring process. They will aid in identifying M&E needs, structuring or restructuring the M&E team, identifying candidates, and reviewing applications and conducting interviews. If the Country Program is hiring for senior M&E positions and currently has limited M&E capacity, it is essential to include regional or headquarters-based M&E staff in the process.

At this stage, it is important to consider the composition of the M&E team and to decide the type of position for which you will advertise. Broadly speaking, there are four levels of M&E staff positions. Each position bears with it a standard set of responsibilities and a general level of skill and experience.

It is important to ensure you have adequate funding for an M&E position. Contact your Country Representative or Human Resources Department in your organization to find out the current salary range for your choice M&E position.

If there is not adequate funding for an M&E position, you should halt the hiring process until sufficient funding is secured. The funding available may ultimately impact the type of position for which you are hiring, based on the range of salaries for each position. If your M&E needs can be met by regional M&E support or if you do not have sufficient funds at this time, work directly with these staff members to develop a scope of work and timeline to accomplish the required M&E tasks. Should you identify that your M&E needs would be better met through technical consultations, proceed with a consultant search following your office's standard protocols.

The position titles used here are generic and are subject to variation across organizations and even country programs. These titles are used, however, to indicate the various position levels, ranging from most to least experienced, generally speaking. These levels are:

- Level 4 (for example, M&E advisor, based either in the regional office or at headquarters)
- Level 3 (for example, M&E officer)
- Level 2 (for example, M&E coordinator)
- Level 1 (for example, M&E field staff)

Level 4 is a senior position. A Level 4 position may be housed within a particular regional office or as part of a headquarters team, but this person is responsible for providing technical backstopping to multiple countries. Level 4 staff have a great deal of expertise in each component of M&E systems, including project design, M&E plan development, implementation of a variety of M&E activities, data analysis, and reporting. They may provide technical support to country programs during M&E training, design surveys, evaluations, or sampling strategies, develop questionnaires, and guide country staff through data analysis. Level 4 staff also take the lead role in conceptualizing, planning, and coordinating broader agency M&E and learning initiatives. Advancing the M&E agenda in their designated area (global or regional) is a primary function for Level 4 staff. These staff members generally have a Master's degree, 5 to 10 years of related experience, a highly technical background, and a demonstrated ability to train and build the capacity of other staff.

Level 3 staff generally provide the majority of the team's in-country technical skills and have substantial expertise in designing M&E plans, data collection methods, and analysis of both qualitative and quantitative data. By facilitating training and supervising data collection efforts, Level 3 staff work to build the capacity of Level 2 and 1 staff in a range of skill areas. Level 3 staff should have a Master's degree, 3 to 5 years of experience in a related field, a strong technical background, and a demonstrated ability to train and build staff capacity. Level 3 staff liaise closely with Level 4 staff on a variety of technical issues.

Level 2 staff have a Bachelor's degree and an average of 1 to 2 years of related experience. Level 2 staff are responsible for providing additional supervision for data collection efforts and activities and participate in designing M&E activities and analyzing data. Level 2 staff are often assigned directly to particular projects and manage Level 1 staff and supervise their activities. Multiple Level 2 staff are required when the country program has several sub-offices.

Level 1 staff are largely responsible for completing activity reports and collecting field data. Level 1 staff also participate in larger monitoring and evaluation activities, such as baseline or final surveys, and often serve as supervisors for teams of enumerators. Level 1 staff are required to have 1 to 2 years of related experience working for a nongovernmental organization or a United Nations Agency; however, it is not necessary that they have worked directly with M&E in a previous position. Sample job descriptions for Level 4, 3, and 2 M&E positions are included in Annex I.

This module focuses primarily on Level 4, Level 3, and Level 2 staff, given that the hiring process for these positions is more technically rigorous and M&E-specific than for Level 1 staff. Staff hiring for Level 1 positions should closely follow your office's standard hiring procedures.

M&E Teams are structured in a variety of ways in different country programs; the guidance provided in this module should be customized to your office's context. In some offices, the M&E Team is composed of staff who are dedicated solely to M&E. These teams usually include a Level 3 staff member, a Level 2 staff (supervised by the Level 3 staff), and multiple Level 1 staff. Team members work together to meet the technical needs of different project and sectors with the country program. An alternative M&E team may be more diffuse and composed of Level 2 staff and program staff from a variety of sectors that dedicate a portion of time to M&E activities. At the regional level, there is often a Level 4 staff member. The Level 4 staff member should also be called on to support the country program team when identifying both gaps in capacity and the technical skills sought in potential candidates.

Step 2: Create a Job Description

- ✓ Include job responsibilities
- ✓ Provide a summary of the working environment
- ✓ Outline skills required
- ✓ Describe desired characteristics

The job description must provide adequate detail to allow interested candidates to gain an immediate sense of whether or not they are well suited for the position.

The main purpose of the job description is to inform potential candidates of the job responsibilities and expectations, and the skills and experience required. To accomplish this, the job description must provide adequate detail to allow interested candidates to gain an immediate sense of whether or not they are well suited for the position. Inevitably, there will be applications from candidates who do not meet the minimum criteria; however, an effective job description limits these types of applications. Creating a job description also helps you to think critically about each aspect of the position.

An effective job description should be 3 to 4 pages in length to provide ample details. It should contain the following components:

- Organizational overview
- Description of the office where the job is located
- Description of the work environment
- Purpose of the position
- Primary job responsibilities
- Key job tasks
- Key working relationships
- Qualifications, both desired and preferred, including:
  - Technical skills
  - Work experience
  - Education level or academic degrees
  - Personal competencies
  - Other qualifications relevant to the positions, such as knowledge of Title II or other types of programming

Begin the job description with a brief overview of your organization including its history, mandate, and guiding principles. Include a thorough description of the regional or country program and the specific sectors in which the office is

currently engaged. If hiring for a regional position, broaden this description to include each country program within the designated region. Clearly state the purpose of the position at the beginning of the job description. For example, the purpose may be to strengthen M&E capacity through a newly established M&E unit or to provide technical support for ongoing M&E activities. Additional job purposes are provided in the annexed job descriptions.

After stating the purpose, define the job's primary responsibilities and include the estimated proportion of time to be dedicated to each. The time proportions provided here are only indicative and the actual time proportions should be determined by the context. Common M&E job responsibilities and estimated time proportions for a Level 3 position are to:

- Develop and maintain an enabling environment for M&E (15%)
- Build staff capacity in M&E (20%)
- Strengthen management information systems (15%)
- Provide direct M&E technical support (50%).

Level 2 staff may be responsible for:

- Program planning and design (30%)
- Conducting program quality and M&E activities (50%)
- Building staff capacity in M&E (20%).

Responsibilities vary greatly by position as do the proportion of time that each position dedicates to each responsibility.

Level 4 staff are likely to be responsible for providing:

- Technical support to Country Programs (30%)
- Staff capacity building (30%)
- Coordinating and leading regional learning efforts (20%)
- Building enabling environment (10%)
- Maintaining and building external relations with donors, government staff, and other key stakeholders (10%).

Level 1 staff responsibilities are largely limited to conducting M&E activities. For more detailed descriptions of job responsibilities, refer to the job descriptions provided in Annex I.

Include a list of the key tasks associated with the position. These tasks should refer specifically to the activities, stakeholders, regions, and programs involved. The job descriptions in Annex I also provide examples of key tasks.

The key working relationships refer to those staff within the organization with whom the staff work most closely. Key working relationships also include other organizations and stakeholders with which the staff member will liaise and partner. Include a full list of key working relationships in the job description, specifying to whom the staff member will report.

The job description should state the desired qualifications including:

- Highest education achieved
- Years of experience
- Technical skills
- Familiarity with relevant computer programs or software
- Familiarity with relevant type of programming or source of funding (i.e., Title II, PEPFAR, advocacy, peace building)
- Personal competencies
- Language skills.

M&E Staff Background

The international relief and development field attempts draws on many disciplines. Staff, including M&E staff, have backgrounds that vary from agriculture and public health to peace and conflict resolution. M&E staff may have studied a variety of subjects to adequately prepare them for work with international organizations; however, it is important that M&E staff have a strong foundation in analytical skills. These skills should include both a strong aptitude for critical thinking and an ability to analyze multiple types of data.

For each category, specify which skills or which level of achievement is required and which are preferred. Differentiate characteristics required from those preferred. For example, potential Level 4 candidates may be required to have 5 to 10 years M&E experience, but it is preferred that 2 to 3 years of this experience is in the region or country in which the position is based. Annex II provides a table that summarizes many of the key characteristics desired for each type of M&E position.

Gauge the level of education and number of years of work experience sought based on the type of position. Ideally, both Level 4 and 3 staff should have completed a Master's degree, at minimum, in a relevant field (such as international development, international public policy, agricultural economics, public health, and so on) and have M&E-specific experience that includes training and supervisory responsibilities. Level 2 staff should have completed a Bachelor's degree in a related field, have 1 to 2 years of M&E-specific experience, including training and supervision. Level 1 staff should have completed secondary education and to have 1 to 2 years of general experience, not necessarily M&E-specific work experience.

The specific skills required for each position will be drawn from the list of M&E needs and capacity gaps. In general, M&E technical skills desirable in both Level 4 and 3 positions include:

- Experience with program design and M&E plan development
- Ability to design M&E tools and surveys, evaluations, and other M&E activities, including baseline surveys, monitoring and surveillance systems, and final evaluations
- Familiarity with standard sampling techniques
- Experience in qualitative data collection and analysis
- Experience in quantitative data collection and analysis
- Experience in participatory rural appraisal (PRA) methods
- Additional familiarity with standard indicators and M&E protocol for a key sector, such as health or nutrition
- Strong data interpretation skills, report writing, and presentation and other communication skills

Technical skills relevant for a Level 2 staff member include qualitative and quantitative data collection and analysis, data collection and analysis, and strong interpretative skills and report writing.

Level 1 staff members are not required to have direct experience with M&E activities but should be able to demonstrate familiarity with nongovernmental organization programming and a strong capacity to learn.

The desired level of familiarity with computer programs should also vary by the type of position. Level 4 and 3 staff should be familiar with Microsoft® Office applications (including Excel and Access) and a statistical package, such as Statistical Package for the Social Sciences® (SPSS) that is commonly used for data analysis. Level 2 staff should be familiar with the majority of Microsoft® Office applications and Level 1 staff members are required to be familiar with Microsoft® Word and Excel.

In the job description, state the types of personal competencies desired in a potential candidate. Commonly sought interpersonal skills include the ability to motivate staff, excellent organization and planning skills, and the ability to work with diverse groups of people in a multicultural, team-oriented environment. For Level 4 and 3 candidates, desired competencies should also include training, coaching and mentoring skills. While it is difficult to measure to the degree to which persons are able to build solid relationships with communities or to communicate effectively with team members, including desired interpersonal skills will help to inform candidates of your expectations. Ask the applicant's references (refer to step 7) to rate the applicant's interpersonal skills and to provide examples in which he or she has used these skills.

Tools & Resources

- Sample Level 4 Job Description
- Sample Level 3 Job Description
- Sample Level 2 Job Description
- Summary Job Table

Also include language skills in the job description. M&E staff should be fluent in the language of the country program. However Level 2 and 1 staff should be fluent in local languages or dialects. Level 2 or 1 staff should not require translation when working with enumerators or with community leaders. In countries with multiple languages and dialects, it may be difficult to identify candidates fluent in all relevant languages. Instead, attempt to balance the M&E Team so that, as a whole, the team has the ability to communicate in each of the geographic areas in which the program operates. Language ability is an important skill, but should not be a deciding factor since language training can be provided.

Also provide the job seeker with an overview of the work environment. In this description, include any management responsibilities and the amount of travel time required (both domestic and international travel). This will help to narrow the applicant pool.

Circulate the draft job description among regional and headquarters M&E and other relevant staff to gain their input and suggestions. If necessary, convene a meeting with the hiring committee to discuss key components of the job description. It is worth spending additional time, if necessary, refining the job description as it will ultimately determine the type of applicants received. The job description may also determine the structure of the M&E team.

Step 3: Create a Hiring Committee and Outline the Hiring Process

- ✓ Identify members of the hiring committee
- ✓ Designate tasks to the hiring committee members
- ✓ Develop a timeline for the hiring process

Work with the committee members to set a realistic timeline for the hiring process that takes into account the immediacy of the M&E needs and the current work demands of the committee members.

The hiring committee should be composed of three to four members and be responsible for overseeing the hiring process. Members should bring a variety of skills and experiences to the process, and each will assume responsibility for leading certain steps. The committee should contain senior management staff in addition to staff with M&E technical experience (either members of the M&E Team, an M&E Advisor, or support from M&E staff in headquarters). If hiring for a Level 3 position, the country representative should be included in the hiring committee. Appoint one member as the hiring committee chair. The committee chair assumes a greater degree of responsibility in organizing the review process and the interviews, and will determine the way forward should the team become divided on preferred candidates or other issues.

After the committee reviews this module, designate specific tasks to each committee member. While each member should be involved in the remaining steps of the process, it is helpful to have one point person for specific tasks, such as posting the job advertisement. Work with the committee members to set a realistic timeline for the hiring process that takes into account the immediacy of the M&E needs and the current work demands of the committee members.

Step 4: Advertise for the Position

- ✓ Determine the appropriate level of advertisement
- ✓ Post a summary job description
- ✓ State the job requirements

There are various advantages and disadvantages associated with each level of advertising.

Determine how widely to advertise for the position. Positions can be advertised internally and externally, nationally, and internationally. Generally speaking, positions should be advertised both internally and externally. Level 4 and 3 positions should be advertised internationally in addition to nationally and internally. Both Level 2 and 1 jobs are commonly limited to national advertising, either internally or externally.

Lengthy job descriptions are often required to include the recommended level of detail. In this case, create a summary job description that can be easily posted in venues, such as newspapers and magazines. Contact Human Resource staff for examples of model job summaries. Internet sites can generally post full job descriptions and do not require a summary. The summary should state the minimal level of education and of M&E experience required, as well as key technical skills and job responsibilities. Include contact details in the job posting so that interested parties can contact the organization for a full job description.

As stated above, positions should be advertised both internally and externally to solicit a broad, balanced applicant pool in a fair and equitable way. If only internal advertising is used, provide and document the reasoning behind this decision as this can potentially be seen as controversial to outside applicants. For example, some organizations have decided to advertise and hire internally for emergency-response positions due to the urgent need for the position to be filled and the short-term nature of the particular positions.

There are various advantages and disadvantages associated with each level of advertising. Advertising internally limits the search to those candidates who are familiar with the organization and have demonstrated work capabilities in the organizational environment. Colleagues can provide references for each candidate's skill level and personal competencies. However, by limiting the search to internal candidates, all possible candidates not currently employed by the organization are excluded, including those who may be better qualified

for the position than current staff. Advertising externally increases the applicant pool significantly and may be useful in infusing the organization with new perspectives.

To advertise internally, first contact the Human Resources Department. They will request a standard set of information and ensure that the advertisement is circulated throughout the organization. Determine whether to circulate the advertisement within the country program, within country programs in the region, or globally through all country programs and at headquarters.

If advertising externally, the applicant pool can be limited to national or expanded to include international candidates. National external advertising should include all the country's newspapers and related organizations and universities. Submit advertisements to each newspaper using the newspaper's standard format. In addition, circulate the job advertisement among partner organizations and at local universities. Contact each organization and school to find out its preferred method of circulation, whether through email, in a newsletter or other periodical, or through any existing career center channels.

If advertising internationally, there are a wide range of options. Begin by contacting your organization's Human Resources Department. Many organizations also post jobs on their Web sites.

Consider the advantages and disadvantages of advertising internationally. International advertising increases the number of applicants and perhaps increases the chances of locating the most-qualified candidates. However, interviewing applicants from abroad also introduces additional complications and potential costs. Consider whether or not candidates will travel from overseas at your company's cost, or whether they can be interviewed locally by well-briefed colleagues, or whether phone interviews will suffice. In addition, hiring internationally likely involves moving and relocation costs that need to be included in the budget. These considerations also apply when advertising internally on an international scale.

There are numerous other venues for posting internationally including through evaluation associations. Find out if your organization has a means of listing advertisements internally, through job listservs or in newsletters. Contact your Human Resources Department to obtain an up-to-date list of useful venues. Annex III contains a list of examples of such venues and job listservs.

Tools & Resources

Listservs for Job Posting

State the application requirements clearly in the job posting. Generally, applications should include a cover letter, a resume, and references. For Level 4, 3, and 2 positions, it is advisable to request that a writing sample be included in the application.

Inform applicants of acceptable means for submitting applications. Email is perhaps the simplest method of submission; however, submission by mail is also generally allowed. To avoid an overwhelming number of phone calls, it is best to avoid including a phone number and to state clearly that phone calls related to the position are not accepted.

In the job posting also include the submission deadline. If time permits, accept applications for one month after the posting date. To follow protocol, state that the organization hiring is not obligated to appoint or hire any of the applicants if the organization decides that those applying are not suitable for the position advertised.

It may be helpful to post all applications on a shared site, such as a folder in the network server that can easily be accessed by the hiring committee at any time. Ensure that this folder is only accessible to the hiring committee to protect applicants' confidentiality.

Step 5: Sort, Shortlist, and Prescreen Applicants

- ✓ Review all applications
- ✓ Sort applicants based on qualification level
- ✓ Create a shortlist for interviewing
- ✓ Prescreen applicants

The hiring committee should identify a list of criteria that will be used to rate a candidate's qualification level.

Review all applications, regardless of the number received. The hiring committee should identify a list of criteria that will be used to rate a candidate's qualification level. These criteria should be based on the desired years of experience, level of education completed, and technical skills that correspond to the job description. Based on an initial review of education level and level of experience, the committee will sort applicants into three groups:

- **Group 1** do not qualify for the position
- **Group 2** meet some, but not all, of the minimum qualifications and expectations
- **Group 3** meet all or exceed expected qualifications

The initial sorting of the applicants into the three groups should be fairly straightforward, while sorting applicants among those more well-qualified requires more time and attention.

Send applicants in Group 1, i.e., those who do not meet the minimum qualifications, a short notification of receipt of their application, thanking them for their interest and letting them know that they will not be contacted further for this position. It is best to create a standard reply that can be sent through email or by mail, depending on the type of contact information available for each candidate. If there might be interest in these applicants for another position at a different time, keep the applications on file.

Common rules of etiquette hold throughout the hiring process. It is important to reply to each applicant, regardless of the level of interest in their application. If there is interest in a candidate, keep the candidate informed of advancements or delays in the hiring process. Providing updates to candidates will facilitate stronger two-way communication with candidates and illustrate good organizational communication.

Tools & Resources

Matrix for Short Listing Applicants

Questions for Prescreening Applicants

Group 2 applicants, who met many of the expectations of education and experience, but perhaps do not have all of the technical skills required, should be kept in case that none of the Group 3 applicants are an ideal fit for the position. Send a confirmation of receipt to Group 2 applicants, but wait until Group 2 applications are re-reviewed or perhaps until a candidate is hired, before sending out the standard reply letting them know the position has been filled and thanking them for their interest. These applicants may also be interested in other positions within the organization.

At this point, Group 3 applicants are of the most interest. Group 3 applicants have met the specified requirements for education, work, and technical expertise, and have demonstrated through a cover letter and Curriculum Vitae (CV) that they would make strong candidates for this position. At this stage, the hiring committee should review all Group 3 applications and create a shortlist of three or four outstanding candidates to be contacted for an interview.

Ask the team members to read the applications and each applicant's writing sample; this will help to identify the most articulate and experienced candidates in the group. Each reviewer will rank the candidates according to predetermined criteria that cover a full range of qualifications, from writing ability to management experience to computer program skills. Create a matrix in which reviewers record whether a candidate is strong, fair, or weak for each standard criterion. Annex IV includes an example of such a matrix.

If a good candidate is not found, consider postponing the hiring process and re-advertising at a later date, perhaps in two to four months' time. Hiring a new staff member requires a significant commitment and it is best to wait until it is possible to proceed confidently with a candidate. Draw on your organization's regional and headquarters M&E staff and external technical consultants until a better candidate is located.

If more than four candidates are equally qualified and of equal interest, it is worthwhile to interview each of the candidates. However, this is less common and limiting the process to three or four interviews will likely prove to be both cost-effective and adequate.

Prescreen the short-listed applicants with an initial call to ensure that their desired salary range matches the budget and that they are interested in the position given its location and the amount of travel required. Also confirm that the applicants will be available on or by the start date for the position. This saves the unnecessary effort of interviewing candidates who are unlikely to accept the job offer based the salary or if it is a hardship post. Annex V includes a list of recommended questions for the prescreening process.

After the prescreening call, schedule interviews with each of the top-ranked candidates. If the initial three or four interviews turn out to be unsatisfactory, return to other Group 3 applicants or even to Group 2 to identify additional potential candidates for interviews.

Step 6: Interview the Candidates

- ✓ Determine key interview questions
- ✓ Conduct interviews
- ✓ Score each candidate based on standard criteria
- ✓ Discuss scores and results

It is important to ask open-ended questions.

Convene a meeting of the hiring committee to select the interview questions and to decide whether or not to include any M&E technical discussions or tests. The meetings to prepare for the interview and the interview itself may be conducted through teleconferencing if it is not logistically or financially feasible to bring the hiring committee and the applicants to a central point. This module focuses on the M&E-specific questions to be included in the interview. In addition to M&E-specific questions, the team should also include standard interview questions related to the candidate's ability to work under time pressure, problem-solving capacity, or any other characteristics that the team deems important for the positions.

Interviewing is a long process that can grow tiring depending on the number of interviews conducted. Build adequate breaks into the interview schedule so that each candidate receives the same level of attention and interest from the committee.

The hiring committee determines the interview structure. The same amount of time should be allotted for each interview. The interview length can vary by the level of the position, but should generally range from 30 to 90 minutes. At this stage, the committee should also define each member's respective role in the process. Each team member should assume responsibility for several questions to be asked during the actual interview. Assigning questions to each member and an order for asking these questions helps to give more structure to the interview and to increase the sense of participation among the team.

The interview questions should be tailored to the particular position and the context of the country program. Annex VI contains a list of suggested questions for Level 4 and 3 positions. Generally, it is important to ask open-ended questions. If more explanation or detail is needed for any answer, ask a follow-up question, such as would you please elaborate?, how did you accomplish this?, or I would be interested to hear why you had made this decision. Annex VII contains information on general interview protocol.

Again, it is ideal to have people with M&E experience on the hiring committee as they are best suited to engage the interviewees in follow-up discussions, based on their answers and to determine the appropriateness of each response. If no staff with M&E experience are available, determine the feasibility of including a regional M&E technical person in the interview process. Perhaps he or she could time an upcoming visit to provide technical assistance with the scheduled interviews. If not, the M&E technical staff person could conduct separate interviews with the candidates by phone. Including his or her input into the interviewing process would be worth additional resources when hiring for Level 4 and 3 positions.

Include several technical discussions and tests in the interview process when hiring Level 4 and 3 staff. Relevant technical discussions and tests should include, but not be limited to, designing M&E systems and activities, and data analysis. In these discussions, the questions raised by the applicants may be equally, if not more, interesting than the answers they provide. The interviewees will have limited background on any project discussed; it will be difficult for applicants to give solid recommendations or to revise M&E tools or plans. However, well-qualified applicants should raise key questions for clarification and identify points to be discussed with team members.

Any materials, including data to be used during the interview process, should be provided to applicants well in advance of the interview date to allow applicants to become fully familiar with the material.

To determine an applicant's skill in M&E design, consider asking him or her to discuss an example M&E planning tool. Annex VIII provides a results framework taken from CRS tsunami-recovery programming in Banda Aceh. This results framework has themes for each strategic objective and intermediate result; however, the actual four strategic objectives and eight intermediate results have not been defined. Annex VIII was provided as an example to illustrate this exercise. This results framework can be used in the interview or an M&E planning tool from one of your projects can be used; the latter will result in a discussion that is more relevant for your country program and you will also be able to engage the applicant in a more detailed discussion regarding the project's strategy and context.

In addition, an indicator performance tracking table (IPTT) can be included for the applicants to review and discuss. The points, suggestions, and concerns that the applicants raise are useful to the evaluation process. Annex IX includes an example of an IPTT and corresponding discussion points.

To test the data analysis skills of Level 4 and 3 candidates, ask each candidate to analyze an existing dataset from a country program. The candidate should

perform this analysis in the statistical package of your choice or that is most commonly used in your office. If this is included as part of the interview process, provide the dataset in advance of the interview so that the candidate can familiarize him or herself with its structure prior to the interview. Include a set of questions for the candidate to answer with the dataset and ask the candidate to perform the analysis following the interview. These questions should be directly related to typical M&E activities in the country program. By including questions with a wide range of technical sophistication, the skill level of each candidate can be ascertained. If the questions are too basic, the candidate's ability for higher-level analyses will not be tested. Likewise, overly complex questions will fail to capture the candidate's more basic skills. If there is no in-house M&E expertise in the country program, ask a Level 4 staff member within the organization to help develop this test and to formulate a set of data analysis questions.

To obtain a broader view of the candidate's M&E abilities, it may be useful to include a discussion on a contemporary M&E issues or to raise an M&E dilemma with the applicant. This might center on the design of a baseline study, review of a draft questionnaire, interpretation of ambiguous data results, or an ethical question related to M&E design. Solicit input from senior M&E staff in designing Excel and SPSS exercises or other technical exercises based on program specifics. Consult regional or headquarters staff, in particular, for examples of successful past exercises. Share any technical exercises developed and feedback received on the exercise's success to other M&E staff in the agency so that they can benefit from this experience.

Once the team has selected the questions, technical discussion points, and exercises to include in the interview, compile an interview packet for each team member. The interview packet should include the CV, cover letter, and writing sample for each candidate, the list of interview questions, and other examples and material to be used during technical discussions. Provide this to each team member well in advance of the interview so that each member become familiar with the material, and work more comfortably during the interview.

Include a scoring sheet in the interview packet on which team members can rate each applicant during the interview. Determine which criteria are most important during this interview process. An example of an interview score sheet is included in Annex X. Ask each interviewer to enter a score of 1 to 5 for each key criterion, with 5

It may be worthwhile to note which interview questions worked well and which questions were not as useful for your team. Share this feedback and thoughts with other country programs and with headquarters so that interviewing techniques can be continually revised and improved.

being the highest score. Allow room for comments to be written during the interview.

Structure the interview around four main components: the opening; fact-finding; reflection; and closing.[1] During the opening, include the following:

- ☑ Introduce each Hiring Committee member
- ☑ Create a relaxed atmosphere
- ☑ Explain what the interview will consist of, likely interview question areas, and perhaps technical discussions for Level 4 and 3 positions, and how long you anticipate that the interview will last
- ☑ Ask interviewees to provide a good deal of detail in their responses
- ☑ Present a summary of the job description
- ☑ Clarify the applicant's background.

During the fact-finding portion of the interview, cover each interview question. Ensure that the questions are open-ended. Listen closely to the applicant's responses and clarify or pursue any answers as needed.

Summarize the main points made by the interviewee during the reflection portion to make sure that the candidate thinks his or her responses were correctly understood. Also ask any interview questions not yet covered and ask any follow-up questions borne out of the interviewee's responses.

The closing is an opportunity for the interviewee to provide any additional information or to ask questions. The interview is an opportunity for the candidate to gain a sense of whether he or she is comfortable with the organization's mandate and culture, thus it is important to allow additional time for these questions from each candidate. During the closing, also inform the candidate of next steps in the hiring process. Regardless of the success of the interview, close the interview on a positive note and express appreciation to the applicant for his or her time. Proceed with any technical tests or discussions, if applicable.

After completing each interview, the hiring team will use the score sheets as the basis for discussing each candidate and to ultimately select the team's top choice for the position. Ask each team member to review the writing sample for level of critical thought, writing ability, and cohesiveness of the overall report. Define each candidate's role in the activity described in the writing sample to ensure that it is clear if it is an individual or a team effort. Discuss all thoughts and comments including the quality of responses, the level of confidence the candidate portrayed during the interview, and other more subtle signs that indicate the candidate's more personal characteristics.

1 The description of these four interview components is summarized from *Contemporary Management Practices Workshop: Staff Selection and Employment Law Participant Manual* by Robert A. Jud and Associates.

Tools & Resources

- Interview Questions for Level 4 and Level 3
- Interview Protocol
- Example of Results Framework
- IPTT Example
- Matrix for Scoring Interviews

Review the scores for each candidate and discuss the differences in each team member's ratings. It is likely that a favored candidate will emerge. At this point, identify the second preference in case the first choice does not accept the position for any reason.

Step 7: Hire and Orient New Staff

- ✓ Check the candidate's references
- ✓ Facilitate the contract process
- ✓ Provide orientation and training

The Human Resources Department will send the candidate an offer letter that states the salary, full range of benefits, stipulated length of contract (if any), and starting date.

Prior to offering the candidate the position, **check the candidate's references**. At this point, only check the references of the top selected candidate. Call each reference and go through a standard list of questions that cover the candidate's technical work, personal competencies, and any other strengths or weaknesses that the hiring committee sees as relevant. It may be helpful to provide these references with a list of topics to be covered in advance so that they will be better prepared. Conversations with references offer a great opportunity to determine competencies, many of which are difficult to measure in the interview process. Annex XI includes a list of questions commonly asked of references for Level 4 and 3 positions. If the references provide positive feedback and the Hiring Committee feels confident in their choice, contact the Human Resources Department so that they can offer the position to the candidate.

If a negative impression is received from references and this feedback makes you reconsider your choice, meet again with the Hiring Committee to decide how to proceed. If the committee agrees, check with the references for the candidate who was the second choice. If these references provide positive feedback, proceed to the next stage, and contact the Human Resources Department.

You may receive a negative impression from a reference based either on what that person does or, as importantly, does not say. References may feel committed to provide only positive information (or may be limited by what they can state because of legal implications) and may omit any information related to potential weaknesses. Ask direct questions and try to gauge the reference's style. Listen closely to each response and ask follow-up questions.

The Human Resources Department will send the candidate an offer letter that states the job's salary, full range of benefits, stipulated length of contract (if any), and starting date. Once the candidate accepts the position, inform the other applicants that the position has been filled and thank them for his or her interest and time.

Tools & Resources

Questions for References

If the candidate does not accept the position, meet with Hiring Committee to select the next choice. Then check this candidate's references. Repeat this process until the preferred candidate accepts the job offer.

The Human Resources Department will facilitate the contract process. Follow up with Human Resources staff to ensure that the contract process progresses smoothly. Inform the candidate of any delays in the contract process.

Once the candidate signs the contract, your hiring process is complete!

After the candidate is hired, the next step is to ensure that the new hire has adequate support during orientation. Ideally, the Human Resources staff provides standard orientation material that will help the new hire to become better acquainted with the program and the organization's work. Include the organization's standard M&E documents and guidelines in the orientation package, such as M&E manuals and recent surveys. The aim is not to provide the candidate with all available information, but instead to strategically select key materials that give the candidate a foundation that allows him or her to be better engaged in meetings and other aspects of the orientation process. The orientation process should include time for the new staff to spend a day or half a day with staff in each sector. New M&E staff need to become both familiar with each sector's programming and to develop strong working relationship with key staff in each sector.

Include the new staff member in all meetings during his or her first few weeks. Meetings are a good time for the staff member to learn more about contemporary work issues and to meet the staff. If possible, have the new hire participate in an M&E activity, whether planning, data collection or analysis, during these first weeks. Hands-on orientation is usually quite effective and helps with the steep learning curve that accompanies all new hires.

During orientation, provide opportunities for the new hire to meet with partner organizations and to visit participating communities and project sites. After the first two weeks of work, set aside time to check in and ensure that the new hire is settling in well. Use this time to address any questions the new staff may have and to ask for any initial feedback or ideas related to the M&E team structure and activities.

Best of luck with the hiring process!

Annex I.A

Example of Level 4 Job Description

Catholic Relief Services
Europe/ Middle East Region

Position Description

Position Title:	Monitoring & Evaluation Regional Advisor (MERA)
Department:	Europe/Middle East Region
Functional Group:	Quality Assurance/Monitoring and Evaluation Unit
Regional Compensation Band:	1
Geographic Scope:	Countries of Europe, Middle East and North Africa
Location:	Country of residence in region with CRS office
Reports to:	Quality Assurance Director
Supervisory Responsibilities:	Sub-regional M&E Officers; oversight of consultants, as needed

Context/Background

In Europe/Middle East (EME) region, CRS is undertaking a programmatic and management transition that reflects the changing circumstances of a highly diverse region. In the past year or so, CRS/EME has started with a more strategic approach towards project/program design, monitoring and evaluation. In that light, Regional Knowledge and Learning Management outlining expected achievements in the coming five years have been developed in order to guide and focus future efforts and developments in this area. Additionally, more attention has been given to development and implementation of regional M&E systems and tools in order to monitor progress and processes towards achievement of strategic objectives. MERA will lead these efforts in CRS/EME region to contribute to these region wide initiatives.

CRS/EME seeks to establish and implement M&E systems that will enable improvement of internal management, program/project performance and data/facts-based decision making. Additionally, CRS/EME seeks to increase its capacity to design and implement relevant and meaningful M&E systems as part of proposals to donors, so CRS/EME is able to demonstrate results to donors thus becoming more competitive. Within this context, the MERA will provide technical support to the CRS Europe/Middle East region in all matters pertaining to M&E. S/he will build capacity in the region by identifying and supporting the implementation of effective, cost efficient, and meaningful M&E systems and move the region to a more strategic approach towards M&E.

Job Purpose

The purpose of the position is to increase the technical M&E capacity and to ensure technical quality of M&E activities in the region. Monitoring and Evaluation Regional Advisor (MERA) primary function is two-fold:

- Manage Regional M&E Unit consisting of 2 full time Sub-regional M&E Officers;
- Build regional capacity in monitoring and evaluation by guiding, supporting and leading design and implementation of M&E systems and procedures that are appropriate, effective and cost-efficient.

Given that the regional M&E Team members may be located in other country offices, the MERA will need to ensure an efficient team model to provide integrated technical assistance to CPs/LOs.

MERA must effectively manage relationships with regional and sub-regional staff, county programs/local offices (CPs/LOs) and partners and support them in creating and implementing M&E systems that will lead to improved program quality. MERA leads development and implementation of regional M&E systems and processes as well as mechanisms for information and knowledge sharing. MERA provides technical input on M&E to project reviews and proposals.

MERA provides leadership and support in implementation of the Knowledge and Learning Management Strategy.

This position is part of the Quality Assurance Function. This position has a substantial level of autonomy in execution of responsibilities. MERA does not make strategic decisions; rather through his/her efforts decisions made by others are informed decisions supported by data and best practices.

Primary Responsibilities

Planning/Development (30%)

- Design, lead and manage participatory processes to establish regional, and where appropriate sub-regional, M&E systems;
- Participate in program design and proposal development;
- Design, lead and manage participatory data collection, analysis and reporting for CRS/EME Regional M&E Systems (Evaluation of Regional Structure, other regional monitoring and evaluation tools and systems);
- Design, coordinate and/or deliver a cohesive training and capacity building program for CRS/EME and partner organization staff that transfers and enhances capacity to design, introduce and implement appropriate M&E systems;
- Develop and/or participate in development of guidance and frameworks for regional procedures, policies and processes that will institutionalize and support high quality Design, Monitoring, Evaluation and Reporting in CRS/EME;
- Help establish M&E guidance and tools for CRS/EME's strategic programming sectors and social change technical areas (civic participation, advocacy, conflict transformation/peace building and partnership) as well as for general management;
- Lead and support Regional and Country Programs/Local Offices staff in implementation of Knowledge And Learning Management Strategy.

Program Support/Technical Assistance (50%)

- Assist CPs/LOs in designing programs and projects to pursue funding for strategic programming areas either through direct involvement[1] or mentored practice;
- Support Sub-Regional M&E Officers in providing hands-on technical assistance to CPs/LOs in all aspects of Design, Monitoring and Evaluation, including development and implementation of M&E systems and tools, reviewing project proposals, leading or assisting in mid-term and final evaluations.

Management (20%)

- Establish and manage Regional M&E Unit
  - Supervise and coach Sub-regional M&E Officers (SRMEO)
  - Develop and oversee integrated work plan for Regional M&E Unit. Coordinate technical assistance and related initiatives.
  - Manage the budget for Regional M&E Unit
  - Lead and support further development and implementation of regional Knowledge and Management Learning Strategy

Communication/Information Management (10%)

- Develop good working relations with senior advisors of CRS/EME region, country programs/local offices, HQ M&E Advisors, and RTAs for M&E in other CRS regions; exchange information and experience; contribute actively to an M&E learning community within CRS;
- Serve as primary regional contact person for HQ M&E Advisors; support efforts to enhance agency M&E systems and standards;
- Support and contribute to the development of a regional Management Information System through implementation and coordination of standardized country-level M&E reports; increase management information system and roll-up indicators from the field to the regional office and HQ;
- Communicate and disseminate information on CRS/EME M&E standards, policies, practices and indicators; coordinate with RTAs for M&E in other regions in developing best practices and sharing lessons learned;
- Establish and maintain mechanisms for capturing, analyzing, reporting/sharing and applying M&E findings, information, lessons learned, and best practices among CRS/EME regional and CP/LO staff;
- Represent the technical content of CRS' M&E systems externally to donors and other organizations; support CRS/EME CP/LO and regional staff in their dialogue with key donors, especially USAID, to ensure that CRS/EME's M&E activities are meaningful and achievable.

Key Working Relationships

Internal: M&E Unit Staff, frequent contact with Program Quality Advisor, Management Quality Advisor, Social Change staff, Regional Directors, other Regional Advisors, HQ M&E Advisors. Occasional contact with Country Representatives/HOOs, senior country program staff, RTAs for M&E in other regions.

External: USAID and other donor agencies; other NGOs; consultants working in M&E; professional associations (e.g., national evaluation associations)

1 Involvement of M&E Regional Advisor is conditioned by funding amount to be pursued (over $3 million) and strategic importance

Qualifications

Technical/Professional

- Five years of progressively responsible and directly relevant professional experience; at least two years of working directly in M&E;
- Thorough familiarity with principles and current approaches to M&E using both quantitative and qualitative methods;
- Demonstrated M&E field experience; skilled in collecting, manipulating, synthesizing and analyzing data;
- Understanding of donor expectations and trends for M&E;
- Experience in one or more of the core programming sectors of CRS;
- Demonstrated ability to transfer knowledge to diverse audiences through training, mentoring, and other formal and non-formal methods;
- High level of English-language proficiency (speaking, reading, writing);
- Excellent analytic and computer skills; skilled in MS Office Suite including Word, Excel, Outlook, PowerPoint and Access;
- Experience using SPSS, STATA or Epi Info;
- Experience with management information systems;
- Willingness and ability to travel approximately 30% of time;
- Prior experience in Southeastern Europe (SEE) and/or Caucasus preferred.

Education

- Graduate degree in a directly related field, such as operations research, quantitative analysis, etc.; significant work experience in a directly related field will be considered in lieu of graduate degree.

Personal Competencies

- Skilled in influencing and obtaining cooperation of individuals not under supervisory control; able to work as member of multinational team and manage long-distance relationships to achieve results;
- Position requires flexibility and the capacity to deal with ambiguity, changes and "patches" until agency-wide M&E systems and standards are in place;
- Ability to engage and motivate staff and partners in a challenging new area;
- Demonstrated strengths in relationship management with a strong client service focus; able to work with diverse groups of people in multicultural, team oriented environment;
- Self-motivated and able to work without close supervision;
- Able to prioritize work, multi-task and meet deadlines;
- Excellent organization and planning skills; detail oriented.

Work Environment:

Normal office environment. Requires approximately 30% travel throughout SEE, Middle East/North Africa, and the Caucasus. Occasional overtime.

Annex I.B

Example of Level 3 Job Description

M&E OFFICER

Background

Catholic Relief Services, in partnership with hundreds of organizations in 80 countries, undertakes social justice, development and emergency activities to support marginalized families in low-income communities. CRS is committed to being a quality-of-service oriented, programmatically focused, cost-effective, learning organization that explicitly stresses the promotion of social justice as the ultimate result of its activities. The commitment is expected to provide CRS/Kenya and its partners with an ability to reach more people with greater and more measurable impact. Within this context, this M&E Officer will provide technical support, managerial leadership and guidance in the country program in all matters pertaining to M&E. The M&E M&E Officer will build capacity in the country program by identifying and supporting the implementation of program/project M&E models that are effective and cost-efficient tools for institutional learning to support improved and more unified program quality.

Purpose

The purpose of this position is to strengthen CRS/Kenya's M&E capacity through a newly established M&E Unit. The M&E Officer will be responsible for supervising the team of M&E Coordinators and coordinating efforts with sectoral M&E staff. The M&E Officer will keep abreast of state of the art M&E approaches to ensure the use of technically appropriate monitoring and evaluation models and information systems.

Primary Job Responsibilities

The work to be accomplished by the selected individual shall consist of the following:

1 – Developing and Maintaining the Enabling Environment for M&E (20%)

- Develop good working relations with sectoral M&E Officers in CRS/Kenya to ensure that M&E remains a high priority in the country program;
- Provide leadership, guidance and support to M&E unit and other program staff who are keen to develop more strategic approaches to improving M&E within their program;
- Actively contribute to all aspects of the recruitment process for new programming and M&E staff in the country program to ensure that M&E perspectives are considered;
- Ensure M&E technical assistance is available to sectoral units;
- Support CRS/Kenya in their dialogue with key donors, especially USAID, to ensure that CRS/Kenya's M&E activities are meaningful and achievable;
- Develop M&E guidelines and tools.

2 – Building Staff Capacity in M&E (30%)

- Design and lead M&E training programs based on the CRS project framework ('Proframe') model;
- Provide hands-on technical assistance to staff in designing, monitoring, evaluating and reporting for both publicly- and privately-funded projects;
- Design, develop and implement a strategy in line with agency initiatives for supporting CRS partner organizations in M&E related activities;
- Supervise and mentor M&E Unit Officers.

3 – Strengthening Management Information Systems (10%)

- Support and contribute to the development of a Management Information System through documentation, implementation and coordination of standardized M&E;
- Collaborate with sectoral M&E Officers to identify their M&E related needs and allocate resources accordingly;
- Develop and implement a mechanism to collaborate with sectoral M&E Officers in mentoring and assessing the performance of M&E Unit staff.

4 – Direct Technical Support (40%)

- Provide direct technical support to CRS/Kenya and its partners in developing indicators and M&E plans;
- Ensure that monitoring visits are meaningful and capture data sought and feed into management decisions;
- Develop possible indicators to measure the impact of sectoral programs in food security (DAP);
- Work with CRS program staff and partners to develop a framework to monitor and evaluate the progress and impact of all CRS/Kenya programs.

Key Working Relationships

Reports to: Director, Education and Program Support Division

Internal: Sectoral M&E Officers, M&E Unit staff, Division Directors (EPS, HABN and GGSP), Country Representative, EARO RTAs, Country Program Programming staff, HQ M&E Team

External: USAID Mission, PVOs, local universities and other academic institutions working in M&E, Professional Associations (e.g. Kenya Evaluation Association), other M&E consultants in the country and region.

Qualifications

- At least a Master's in a field related to international development and relief;
- At least seven years of progressive responsibility in relief and development programs, including significant time in a M&E capacity;
- Thorough familiarity with principles and current approaches to monitoring and evaluation of relief and development programs using both quantitative and qualitative methods;
- Understanding of U.S. government expectations and trends for monitoring and evaluation, including food-assisted programs;

- Experience in facilitating the capacity building efforts of diverse colleagues, including those in local partner agencies;
- Willingness and ability to travel approximately 25% of time.

Personal/Professional Skills

- Demonstrated ability to transfer knowledge to diverse audiences through training, mentoring, and other formal and non-formal methods;
- Familiarity with adult learning principles/techniques and demonstrated ability to design and facilitate learning opportunities for adults;
- Excellent interpersonal, organizational and written/verbal communication skills, including in cross-cultural settings;
- Ability to engage and motivate staff in a challenging program area;
- Ability to work effectively under pressure and to organize and prioritize competing activities;
- Strong leadership skills;
- Ability to work effectively in a team-oriented environment;
- Flexibility, patience, dedication and creativity;
- Strong computer skills (MS Word, MS Excel, MS Access, MS Power Point, MS Project, SPSS).

Work Environment

The place of performance shall be Nairobi, with significant travel to programming areas in Kenya.

Annex I.C

Example of Level 2 Job Description

Department	I-LIFE Programme Management Unit
Job Title	Monitoring & Evaluation Coordinator
Grade	C2
Immediate supervisor	Head of Progamming and Learning Unit
Location	Lilongwe, Malawi

Background

CRS Malawi is the lead organization of I-LIFE (a consortium DAP) which is designed to improve household livelihood security in targeted rural areas. CRS has taken the lead for the monitoring and evaluation of I-LIFE.

Purpose

The purpose of this position is to oversee and ensure the collection of quality M&E data.

The primary responsibility of this position is to provide programmatic support and technical assistance to I-LIFE through collaboration with partners to ensure program quality. M&E Coordinators will play a key role in liaising with partners on all programmatic aspects of I-LIFE. Key functions of this position will include monitoring and evaluation (M&E), learning, program implementation, and representation.

Primary Job Responsibilities

- Collaborate with partners to develop, implement and maintain an integrated M & E system for I-LIFE;
- Ensure timely submission of quality progress reports from I-LIFE partners;
- Provide technical assistance and build capacities of I-LIFE and her partners in all M&E related activities;
- Coordinate monitoring, evaluation and learning for partners.

Key Job Tasks

Program Quality

- Provide guidance and support to I-LIFE partners in the development and implementation of monitoring tools, which will include, but not be limited to, data collection, analysis and reporting on program indicators;
- Collaborate with I-LIFE partners in planning, designing and undertaking program evaluations/ assessment;
- Foster learning within I-LIFE, through sharing lessons learnt, evaluations results, as well as playing a key role in Technical Working Groups among other ways;
- Ensure standardization of M&E tools and methodologies across implementing partners;
- Provide guidance and support to I-LIFE partner(s) in preparing and submitting timely quality progress reports;

- Provide leadership in the development and management of I-LIFE information management system;
- Contribute to development, growth and maintenance of I-LIFE resource center;
- Collaborate with I-LIFE partners to plan, conduct and/or facilitate programming related capacity-building activities, e.g., trainings.

Program Representation

- Act as key M&E liaison for assigned I-LIFE partners;
- Participate in field visits to partner working area to monitor progress and provide guidance;
- Participate in I-LIFE technical working groups and IGM meetings.

Any other duties assigned by supervisor

Key Workshop Relationships

Internally: This position reports to the Head of Programming and Learning Unit, and will maintain close collaboration with the I-LIFE partner M&E officers as well as the I-LIFE Director.

Externally: This position is expected to coordinate with I-LIFE partners, local government officials and structures as appropriate and community-level CBOs and NGOs.

Qualifications

Required

- Minimum of a University degree in Social Science, Economics or Rural Development or in any related field. With extensive experience in monitoring, evaluation and learning;
- Sound experience in participatory research methodologies;
- Knowledge of word processing, spreadsheets, data entry and analysis packages and data bases like MS Word, Excel and SPSS);
- Demonstrate professional maturity and good interpersonal skills for teamwork, and good written and verbal communication skills;
- Ability to work to meet deadlines in multiple tasking environments;
- Previous experience working on Title II programming;
- Previous experience working in a consortium.

Desired

- Post-graduate certificate in a related field and experience with surveys, sampling methodology, data analysis and reporting;
- Sound report writing, interpersonal, facilitation, and communication skills.

Working Environment

This position is based in Lilongwe and requires travel to field sites up to 50% of the time.

Annex II

Summary Job Table

	Purpose of the Position	Job Responsibilities (range of % of time)	Technical Skills	Work Experience	Level of Education	Other Qualifications
Level 4 (e.g. M&E Advisor)	To increase project learning and increase the quality and sophistication of M&E activities	▪ Providing technical support to country offices (40 - 60%), ▪ building staff capacity (20 - 40%), ▪ coordinating and leading regional learning efforts (10 -30%). ▪ Build enabling environment (10-15%), ▪ Maintain and build external relations with donors government staff and other key stakeholders (10-15%)	▪ Program Design ▪ M&E plan development ▪ Ability to design and develop an M&E system and related activities, including baseline surveys, monitoring and surveillance systems and final evaluations ▪ Familiarity with standard sampling techniques ▪ Qualitative data collection and analysis ▪ Quantitative data collection and analysis ▪ Participatory Rural Appraisal (PRA) Methodology ▪ Strong interpretative skills ▪ Report writing ▪ Presentation and Other Communication skills	5-10 years M&E specific work experience, including experience with providing training and in supervisory and/or management role	Master's degree in relevant field	Familiarity with Microsoft Office applications (including Excel and Access) and a statistical package, such as Statistical Package for Social Science (SPSS); Fluency in region-specific language of business

	Purpose of the Position	Job Responsibilities (range of % of time)	Technical Skills	Work Experience	Level of Education	Other Qualifications
Level 3 (e.g. M&E Officer)	To strengthen the capacity of the M&E unit	▪ Develop and Maintain an Enabling Environment for M&E (10 – 20%), ▪ Build Staff Capacity in M&E (10 - 30%), ▪ Strengthen Management Information Systems (10 - 20%), ▪ Provide Direct M&E Technical Support (40 - 60%)	▪ Program Design ▪ M&E plan development ▪ Ability to design and develop an M&E system and related activities, including baseline surveys, monitoring and surveillance systems and final evaluations ▪ Familiarity with standard sampling techniques ▪ Qualitative data collection and analysis ▪ Quantitative data collection and analysis ▪ Participatory Rural Appraisal (PRA) Methodology ▪ Strong interpretative skills ▪ Report writing ▪ Presentation and Other Communication skills	3- years M&E specific work experience, including experience with providing training and in supervisory and/or management role	Master's degree or PhD in relevant field	Familiarity with Microsoft Office applications (including Excel and Access) and a statistical package, such as Statistical Package for Social Science (SPSS); Fluency in country-specific language of business
Level 2 (e.g. M&E Coordinator)	To ensure the quality of M&E activities	▪ Program Planning and Design (20 - 40%) ▪ Conduct Program Quality, Monitoring and Evaluation Activities (40 - 60%), ▪ Build Staff Capacity in M&E (10 -30%)	▪ Qualitative data collection and analysis ▪ Quantitative data collection and analysis ▪ Strong interpretative skills ▪ Report writing	1-2 years M&E specific work experience	Bachelor's degree in relevant field	Familiarity with Microsoft Office applications (including Excel and Access); Fluency in local languages
Level 1 (e.g. M&E Field Staff)	To ensure the timely collection of quality M&E data	▪ Conduct monitoring activities (40 - 60%). ▪ Participate in evaluation efforts (10 - 30%) ▪ Data entry (20 - 40%)	▪ Demonstrated familiarity with NGO programming	1-2 years work NGO work experience, not necessarily specific to M&E activities	Completed secondary education	Familiarity with Microsoft Word; Excel; Fluency in local languages

Annex III

List Servs for Job Postings

The information provided below refers to specific organizations and Web sites which commonly post M&E job advertisements. It will be useful to review the Web sites listed below to select those most relevant in for your job search. The contact information listed may need to be updated and all necessary information should be available from an Internet search.

This list is a starting point but include any other Web sites or list servs which you have found to be useful. It is also worthwhile to liaise with your colleagues to find out if they have any additional Web sites to recommend.

Recommended Web Page and List Servs

M&E Specific Web sites

- Monitoring and Evaluation News
  www.mande.co.uk
- Performance Assessment Resource Center (PARC)
  www.parcinfo.org
- INGO (predominantly US)
  www.eval.org
- International and Cross-cultural Evaluation (ICCE)s
  www.evaluationcanada.ca
- American Evaluation Association (AEA)
  www.eval.org
- African Evaluation Association
  www.afrea.org
- The Evaluation Center at the University of Western Michigan
  www.wmich.edu
- Brazilian Evaluation Network
  www.avaliabrasil.org.br/IntroductionRebramaEnglish.html
- Evaluation Network of Latin America and the Caribbean
  www.lacea.org
- UK Evaluation Society
  www.evaluation.org.uk
- European Evaluation Society
  www.europeanevaluation.org
- Malaysian Evaluation Society
  www.mes.org.my
- XC-Eval
  www.groups.yahoo.com/group/xceval/

General International Development Web sites

- Relief Web
  www.reliefweb.int/vacancies/
- DevNetJobs
  www.devnetjobs.org
- ConsultingBase
  www.consultingbase.com/jobmkt/index.cfm
- Development Opportunities
  www.dev-zone.org/jobs/
- Foreign Policy Association Job Board
  www.fpa.org/jobs_contact2423/jobs_contact.htm
- Johns Hopkins Bloomberg School of Public Health Center for Communication Programs
  www.jhuccp.org/index.shtml
- International Development Research Center (IDRC) Evaluation Unit, President's Office
  email: evaluation@idrc.ca
- Global Affairs Institute, The Maxwell School, Syracuse University
  email: bwdayton@maxwell.syr.edu
- Idealist
  www.idealist.org
- The Communication Initiative Vacancy Service
  www.comminit.com/vacancies.html
- One world
  www.oneworld.net/
- AIMEnet (health and HIV specific)
  www.globalhivevaluation.org
- Interaction
  www.interaction.org
- Development Executive Group
  www.DevelopmentEx.com
- International Career Employment Weekly
  www.internationaljobs.org

Annex IV

Matrix for Shortlisting Applicants

Name	Education level	Years of M&E Work Experience	Technical skills—M&E design	Technical skills - Conducting M&E activities (baseline surveys, monitoring systems, etc)	Technical skills—data analysis	Relevant language skills	Computer program ability	Writing ability (cover letter, writing sample, etc)	Other relevant skills (specify)	Comments	Shortlist (Yes or No)
A	High	Low	Medium	Medium	Medium	High	High	High	Low	Solid evaluation experience. Much of his work has been in humanitarian sector, but his experience of PVOs/NGOs is not deep as one would ideally like.	No
B	Medium	Low	Low	Medium	Low	High	High	High	Low	Evidence of high level of leadership experience, but does not appear to have worked with iNGO sector. A strong CV, but perhaps better suited to general management positions.	No

Name	Education level	Years of M&E Work Experience	Technical skills—M&E design	Technical skills - Conducting M&E activities (baseline surveys, monitoring systems, etc)	Technical skills—data analysis	Relevant language skills	Computer program ability	Writing ability (cover letter, writing sample, etc)	Other relevant skills (specify)	Comments	Shortlist (Yes or No)
C	High	Low	Low	Low	Medium	High	Medium	High	Low	Versatile and adpatable, appears to be able to turn her hand to many different things. But comes across as a generalist, not someone with a deep understanding of institutionalizing improved M&E in an iNGO; indeed, little mention of iNGO experience.	No
D	Medium	High	High	High	High	High	High	High	High	Plenty of very relevant experience. Has been a regional director so can offer advice about promoting M&E in an iNGO from the 'other side of the fence'. A preliminary shortlist candidate.	Yes

Name	Education level	Years of M&E Work Experience	Technical skills—M&E design	Technical skills - Conducting M&E activities (baseline surveys, monitoring systems, etc)	Technical skills—data analysis	Relevant language skills	Computer program ability	Writing ability (cover letter, writing sample, etc)	Other relevant skills (specify)	Comments	Shortlist (Yes or No)
E	Medium	Low	Low	Low	Low	High	Low	High	Low	An interesting CV, but not really suited to this level of a position. Will keep his CV on file for future opportunities or data collection activities.	No
F	High	High	High	High	High	High	High	High	High	An obvious candidate for the preliminary shortlist. On paper, probably the strongest candidate.	Yes
G	Medium	Medium	High	High	High	High	High	High	High	A very strong CV and very well-suited for this position. Very relevant experience in developing an evaluation system and guidelines. Worth considering during a preliminary review of shortlist candidates.	Yes

Annex V

Applicant Screening Interview Questions

Candidate Name: _____ Date: _____

Position: _____ Dept.: _____

Recruiter: _____

1. First, are you still interested in this position?
2. Could you tell me why you decided to apply for this position?
3. Why are you interested in making a move right now? (If currently employed)
4. Why did you leave your last company? (If not employed).
5. What is your current (or last) base salary? Do you have a minimum salary for which you will work?
6. Could you tell me about your background and experience and describe how you feel they relate to this job?
7. What attracts you to this organization?
8. Clarify any gaps of employment.
9. Do you have any questions of me?

Thanks for your time and comments. As we proceed with this process and while we cannot make any promises, if you are selected for an interview, you will be contacted.

Annex VI

List of Suggested Interview Questions for Level 4 and Level 3 Positions

1. What motivated you to apply for this position?

2. Please describe your roles and responsibilities related to M&E in your last or current job.
   Include any follow up questions to gain greater clarity or more detail.

3. Please describe the particular challenges you faced in your last/current position.
   Include any follow up questions to gain greater clarity or more detail.

4. How did you work to address these challenges? Please explain in detail.

5. Please describe how you plan to utilize your educational background as M&E Advisor.

6. What is your level of management experience?

7. Please describe your efforts to build the capacity of staff related to M&E skills and activities in your last or current position. What did you find particularly challenging about this? What did you find to be most successful?

8. It is often a chore to motivate project staff to fully engage in M&E activities and to ensure that M&E findings are fed back into program design. Can you please describe cases where your efforts in this were more successful? And less successful? How would you explain these differences?

9. Please discuss the ways in which both averages and percentages can either be misleading or advantageous in presenting data results.

10. We often have to tailor M&E results to different audiences. How have you in the past or how would you in the future tailor the results of data analysis when presenting to different audiences? For example, outline your presentation of the results of a baseline study related to access to basic infrastructure (community and/or other basic infrastructure such as health clinics) for different community groups to a) members of the surveyed community and b) project donors.

11. How do you determine the sample for household surveys? How would you account for stratification and for clustering household samples in a sampling strategy for quantitative surveys? Please be specific.

    Reference to the standard sampling equation, which is not related to the size of the population. Instead the sampling equation is related to the level of agreeable error and expected level of variation within the population. In order to

account for stratification and clustering the sample must be increased. Stratification is the ability of the sample to allow for statistical comparisons between predetermined groups. Clustering is first selecting clusters (communities or schools, etc) of sampling units (households or children, etc) and then selecting the sampling units within each of these selected clusters.

12. How would you sample households within a community when you are operating without a list of household names? Please be specific.

    Describe "spin the pen method", starting with defining geographic boundaries of the community, identifying the center of the community, determining the first direction by spinning the pen, counting the number of households in this line to the edge of the community, selecting the first house at random, and selecting the following houses in a systematic manner.

13. What is your experience with participatory community monitoring? What do you think are the advantages and disadvantages or community monitoring? Please explain.

14. There is an effort among some organizations to create global indicators for food security and livelihood security. What would be the benefits of this? Whether or not you are aware of this effort, what would you anticipate to be most challenging about this?

Tailor any additional questions to point of interest from the candidate's CV.

Annex VII

Interview Protocol

Do

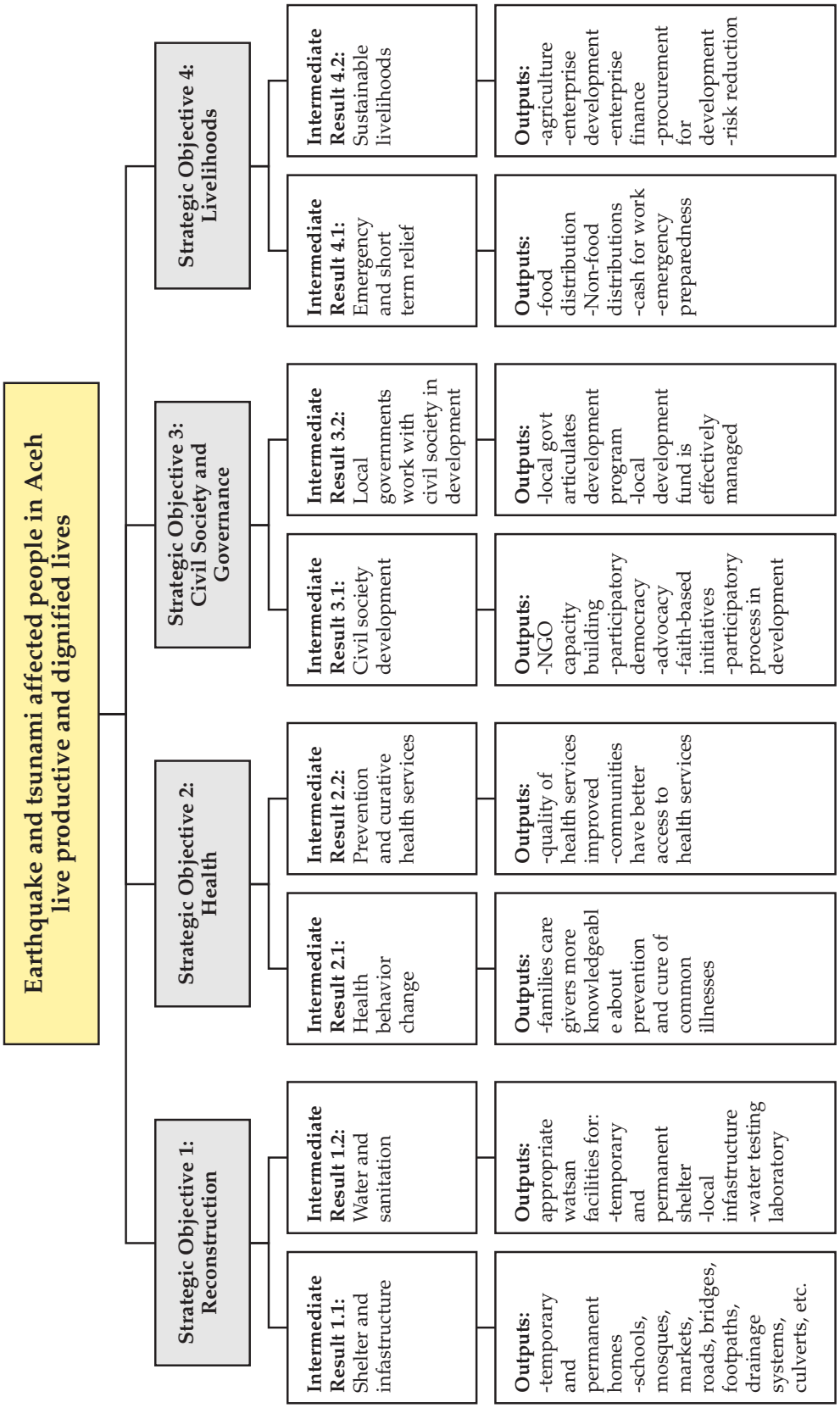
- Prepare with the team for the interview and ensure all team members have the necessary paperwork in front of them.
- Put the interviewees at ease. Be warm and engaging.
- Minimize the time that the interviewers talk.
- Arrive well-prepared at the start of each interview.
- Actively listen to the interviewee's responses.
- Maintain eye contact with the interviewee.
- Take notes during the interview to help you remember key points and your impression of each applicant.
- Allow for pauses during the interview in case the interviewee is still formulating a thought or response.
- Close each interview with positive comments about the interviewee's qualifications or responses.
- Clarify any points of interest or relevant work experience on the candidate's CV.
- Ask follow-up questions in order to clarify any unclear points or responses.
- Invite the interviewee to ask questions of the interview panel.

Don't

- Argue or debate with the interviewee for any reason.
- Express criticism of any answer given by the interviewee.
- Interrupt the interviewee at any point.
- Ask close-ended (yes or no) questions.
- Ask overly personal or intrusive questions.
- Express a negative reaction to any of the interviewee's responses or statements.
- Disclose your opinion of the quality of the candidate's interview at the end of the interview.
- Yawn when the candidate is speaking!

Annex VIII

Example of Results Framework



Discussion Points	
Discuss CRS' programmatic strategy outlined in the Results Framework	CRS aims to address a wide variety of needs—including loss of livelihood strategies, poor health conditions and practices, lack of infrastructure and weak civil society and governance—which followed in the wake of the tsunami. The project will rebuild lost assets and livelihood strategies in a way that promotes sustainability and perhaps resilience to future shocks. CRS believes that these needs are all, in some way, interconnected and should be address at the same time to ensure growth and progress.
Describe the context in which program operates.	The targeted population has experienced loss on many levels and have a variety of competing needs. Households need to have restored access to infrastructure and income-generating opportunities and well as to adopt improved behaviors (i.e. health) and more resilient livelihood strategies.
How do the stategic objectives (SOs) work together to achieve the strategy?	Jointly, the SOs will work together to rebuild infrastructure and improve household practices to restore and improve living conditions. For example, one SO will address access to quality water and the other will address improved health practices to approach health status from two directions.
What are examples of specific SOs and intermediate results (IRs) that could be used to complete the Results Framework?	SO4: Affected households have increased livelihood security. IR2.1: Households practice improved care-seeking behaviors.
What are examples of the ways in which cross-cutting intermediate (increased capacity, gender responsiveness, conflict transformation techniques and community development) could be integrated with the SOs and other IRs in the Results Framework?	IR2.2 and increased capacity: training for health facility staff and improving management of drug and medical supplies will increase household access to quality health services. IR1.2 and gender responsiveness: building gender-appropriate water and sanitation facilities will address gender-specific problems which women may have experienced with the previous water and sanitation facilities. SO3 and community development: by improving civil society and governance and increasing the community's participation in transparent governance and role in management of civil society processes, the project will contribute to overall community development.
Solicit any questions, comments or suggestions the candidate has for the Results Framework.	

Annex IX

Example Indicator Performance Tracking Table

Indicator	*Baseline*	FY 01 Target	FY 01 Achieved	FY 02 Target	FY 02 Achieved	FY 03 Target	FY 03 Achieved	FY 04 Targe	FY 04 Acheived	FY 05 Target	FY 05 Achieved
Impact Indicator 1.1. Number of communities that have democratically and gender equitably designed and implemented food security plans	20%	30%		40%		50%		60%		100%	
Impact Indicator 1.2. Food Security Community Capacity Index	TBA	20		40		50		65		75	
Monitoring Indicator 1.1.[1] Number of Food security structures (CUSA, CSA, CVD, COSAN) organized or supported by the project	5	-		-		-		-		25	
Monitoring Indicator 1.2.a) Number of members participating in food security structures (M/F) organized or supported by the project	0		2000			2300		2300		2300	
1.2b) % women	0		25%			40%		50%		60%	
Monitoring Indicator 1.3 Number of community food security plans implemented	0	20%		30%		40%		50%		60%	
Monitoring indicator 1.4: % of households with at least one member trained per technical matter	AG: 21% HN: 17%	AG: 36% HN: 18%		AG: 49% AH: 23% ENV: 48% HN: 59%		AG: 55% AH: 26% ENV: 66% HN: 45%		AG: 52% AH: 30% ENV: 53% HN: 61%		AG: 98% AH: 59% ENV: 95% HN: 77%	

1 Following the midterm evaluation recommendations, Matameye COSAN data was included in the IPTT and targets were increased from 67 to 117 in FY01, from 160 to 210 in FY02, from 210 to 260 for mid-term. The target for Konni in FY03 was also increased from 50 to 70 to account for COSAN in this district as well

Indicator	*Baseline*	FY 01 Target	FY 01 Achieved	FY 02 Target	FY 02 Achieved	FY 03 Target	FY 03 Achieved	FY 04 Targe	FY 04 Acheived	FY 05 Target	FY 05 Achieved
Impact Indicator 2.1. Months of household food provisioning of participating farmers	6.1	7		8		10		11		12	
Impact Indicator 2.2. Volume (kg) and value (CFA) of agricultural production of selected crops by participating farmers (Kg/HH)	TBA	1 595 Kg		1 394 Kg		1 630 Kg		817 Kg		817 Kg	
Impact Indicator 3.1. % Of children aged 24 to 59 months stunted (height/age >2 SD)	51.1%									20%	
Monitoring Indicator 3.1. % of : a) Women receiving Vit A supplementation during the 40 days following their delivery b) Infants aged 6 to 59 months receiving Vit A	50%	60%		70%		80%		90%		100%	
Monitoring Indicator 3.2. % Of children aged 0 - 24 months with diarrhea receiving the same or more solid food as usual or the same or more liquid as usual or salt and sugar water (SSW) or ORS.	36%	45%		50%		55%		60%		70%	

Discussion Points

Impact Indicator 1.1: There is a huge jump anticipated from 60% to 100% in communities that have food security plans between FY04 and FY05. This is unrealistic unless there is a contextual event which we believe will account for a portion of this increase.

Impact Indicators 1.2: The baseline value of the food security community capacity index is "to be determined" yet the table shows an anticipated score of 20 in FY01. Without a baseline value, we are unsure if the score of 20 would represent an increase, decrease or no change from the baseline value. In the absence of a baseline value, it is better to anticipate a relative increase in the score, such as "increase by 20%" in FY01.

Monitoring Indicator 1.1: The IPTT suggests that the program will not measure the number of food security structures in FY01, FY02, FY03, or FY04. It would advisable to monitor these data throughout the program in order to ensure the program is progressing during these years. Waiting for FY05 to again measure this indicator could allow for either a great surprise or major disappointment at the end of the project.

Monitoring Indicator 1.2: The number of members participating in food security structures is anticipated to jump from "0" to 2000 between the baseline and FY01 and is not anticipated to change between years FY03 and FY05. It is unlikely that the change would be so varied between years. It is more probable that there would be a steady increase over the years. The second portion of this indicator shows that the percent of female participants will increase substantially between the baseline and FY05. If the percent of women increases and the number of members participating stays the same, then the number of male participants would have to decrease. It is unclear why this change is anticipated.

Monitoring Indicator 1.4: This indicator shows anticipated percentages of households with one or more members trained in several technical matters. However, there is no baseline value for the percent trained in "AH" of "ENV" in either the baseline or FY01. It is unclear why this information is not included. Will these two types of training not be initiated until FY02?

Impact Indicator 2.1: It may not be realistic to anticipate that household will achieve 12 months of food security in FY05. Providing an average of 12 suggests that each household would have had to reach this level (12 months) as it would not be possible for households to have achieved 13 months of food security per year (which would help to maintain an average of 12 if some households had reached 11 months).

Impact Indicators 2.2: Without a baseline figure for agricultural production, it is unwise to anticipate targets of absolute values in kgs. The values in kgs provided may represent an increase, decrease or no change from the baseline value.

Impact Indicator 3.1: The table suggests that the program will not monitoring nutritional status during FY01-FY04. It would be unwise to miss capturing the nutritional impact of the program during these years. While stunting is a nutritional indicator that does not change as rapidly as wasting, stunting should be measured on a yearly basis at minimum. It is important that nutritional data are collected at the same point in time each year to account for seasonal variations in nutritional status.

Monitoring Indicator 3.1: It is not clear whether the values presented reflect anticipated changes in "the percent of women receiving vitamin A" or in the percent of "infants receiving vitamin A". All indicators should be specific and refer to only one measure. The IPTT should include values for which the program will be held accountable. The anticipated value of 100% in FY05 should be approached with caution.

Monitoring Indicator 3.2: It is not clear whether this indicator is related to children receiving sold food, liquid, salt and sugar water or ORS following a diarrheal episode. This indicator should be revised to include only one of the above treatments.

Annex X

Matrix for Scoring Interviews

Interview Team Member: Team Member B

Candidate: Candidate A

Date of Interview: June 1, 2007

Instructions:

On each point, you will judge the candidate's answer and give the candidate a score between 1 and 5 based on how well they answered. 1 being low and 5 being high.

After the interview, you will add the individual scores together to get a TOTAL SCORE. Write the TOTAL SCORE in the appropriate box on the front page.

Category	**Scoring (1–5)** *1 = lowest / 5 = highest*	**Comments**
Candidate is well-spoken	5	Spoke very articulately, gave good amount of detail
Quality of responses - management experience	3	Has work as a supervisor of an M&E team for only a limited amount of time, 6 months or so
Quality of responses – capacity-building experience	3	Has only limited experience in building capacity of team, again limited to 6 months of previous work experience
Quality of responses - sampling	4	Great – touch on all key points and theories, however, wasn't familiar with sampling equation
Quality of responses - community monitoring	5	Good ideas about community monitoring and has experience with community monitoring in the past
Quality of responses - ProFrame	4	Highlighted several key issues – was able to infer a good deal about the context from the ProFrame.
Quality of responses – IPTT	4	Strong as well – good comments
Quality of data analysis skills	5	Fulfilled all desired analysis tasks and seemed very comfortable with SPSS
Level of Personal Competencies	5	Team player, self- motivated
Other (specify, ex. Training experience)	2	Has only limited experience with training
Quality of Writing Sample	4	Strong document
Quality of References	5	Good impression from all references
Overall Interview Score	**49**	**Would feel comfortable hiring this candidate**

Annex XI

Questions for References for Level 4 and Level 3 Positions

1. In what capacity have you worked with (candidate)?

2. How long did you work with (candidate)?

3. P*rovide a short description of the job and the main job responsible.* How would (candidate's) strengths make him/her suitable for this position? Please describe these strengths.

4. Do you anticipate that any portion of this position would be particularly challenging for (candidate)? How so? What type of training or additional technical capacity do you think the candidate would need to excel in these areas?

5. What do you see as (candidate's) main personal competencies and strengths? What are the areas in which he/she should work to improve?

6. Does (candidate) work better in a team or individually? Please explain why you think this is so.

7. Are there any other comments you have regarding (candidates) suitability for this position?

8. *Tailor any other questions to specific points raised during the interview or during your discussion with the interview team.*