



**PERSONNEL SELECTION  
POLICY  
PRACTICAL GUIDE**

*V2/February 2018/Interview File*

Table of Contents

1. INTRODUCTION .....5

2. HIRING Process ..... 6

    2.1. Preparatory Phase ..... 8

    2.2. Screening ..... 8

    2.3 Interview ..... 8

    2.3.1 Interview Structure ..... 9

    2. 4 Requests for References and Completion of Online Psychometric Tests..... 11

    2. 5 Contacting the Successful Candidate..... 11

    2. 6 Notifying Unsuccessful Candidates ..... 11

3. GENERAL CONSIDERATIONS ..... 12

    3.1 Legal Considerations..... 12

    3.2 Favours Active Listening..... 13

    3.3 Non-Verbal Communication ..... 14

    3.4 Ensuring Equity and Equality of Opportunity ..... 15

4. APPENDICES.. ..... 20

APPENDIX 1. INTERNAL RECRUITMENT PLAN. .... 20

Appendix 2. DEFINING AND EVALUATING SKILLS ..... 21

APPENDIX 3. MODEL FOR COMPLETE ONLINE TEST..... 30

APPENDIX 4. AUTOMATIC APPLICATION RESPONSE LETTER..... 31

APPENDIX 5. SCRIPTS FOR SPECIFIC INTERVIEW TYPES..... 33

SCRIPT FOR INTERVIEWS FOR A TECHNICIAN OR SCIENTIST POSITION ..... 33

**OPENING** ..... 33

    INTERVIEW ..... 33

a) Basic questions about the candidate’s academic and/or professional training. **The aim is to check whether the candidate has the required competencies. Record scores in Table 1.**..... 33

b) **Questions about soft skills. Record score in Table 2.** ..... 34

c)**Questions about specific competencies required for the role the candidate is applying for. Record scores in Table 3.** The following are some examples:..... 35

d) **Time allowed for the interviewee to ask questions.** ..... 36

CLOSING THE INTERVIEW ..... 36

INTERVIEW SCRIPT TECHNICAL ADMINISTRATOR.....37

    OPENING .....37

    INTERVIEW .....37

        a) **Basic questions about the candidate’s academic and/or professional training. The aim is to check whether the candidate has the competencies needed for the role. Record scores in Table 1.** .....**¡Error! Marcador no definido.**

        b) **Questions about the candidate’s soft skills. Record score in Table 2.** ..... 38

        c)**Questions about specific competencies related to the role you are trying to fill. Record score in Table 3.** The following are some examples: 39

        d) **Time allowed for the interviewee to ask questions.**..... 40

    CLOSING THE INTERVIEW ..... 40

INTERVIEW SCRIPT PROJECT MANAGER.....41

**OPENING** .....41

    INTERVIEW .....41

        a) **Basic questions about the candidate’s academic and/or professional training. The aim is to check whether the candidate has the required competencies. Record score in Table 1.** .....41

        b) **Questions about the interviewee’s soft skills. Record score in Table 2.**..... 42

        c)**Questions about specific competencies related to the role you are trying to fill. Record score in Table 3.** The following are some examples: ..... 43

d) <b>Time allowed for the interviewee to ask questions.....</b>	44
CLOSING THE INTERVIEW .....	44
INTERVIEW SCRIPT FOR PROJECT ASSISTANT ROLE.....	44
<b>OPENING .....</b>	44
INTERVIEW .....	45
a) Basic questions about the candidate’s academic and/or professional training. <b>The aim is to check whether the candidate has the required     competencies. Record score in Table 1.....</b>	45
<b>b) Questions about soft skills. Record score in Table 2. ....</b>	46
<b>c)Questions about specific competencies related to the role you are     trying to fill. Record scores in Table 3. The following are some     examples: .....</b>	47
<b>d) Time allowed for the interviewee to ask questions . ....</b>	47
CLOSING THE INTERVIEW .....	48
Script INTERVIEW POST DOCTOR.....	48
<b>OPENING .....</b>	48
INTERVIEW .....	49
a) Basic questions about the candidate’s academic and/or professional training. <b>The aim is to check whether the candidate has the required     competencies. Record score in Table 1. ¡Error! Marcador no definido.</b>	50
<b>b) Questions about soft skills. Record score in Table 2. ....</b>	50
<b>c)Questions about specific competencies related to the role you are     trying to fill. Record score in Table 3. The following are some     examples: .....</b>	51
<b>d) Time allowed for the interviewee to ask questions.....</b>	51
CLOSING THE INTERVIEW .....	51
APPENDIX 16 INDIVIDUAL AND COMPARATIVE TABLES .....	52
4. Bibliography .....	53

## 1. INTRODUCTION

This guide was created to provide a standardised structure for personnel recruitment based on objective selection criteria in order to eliminate discriminatory biases and facilitate and enhance the work of all those involved the hiring process. As well as offering advice on how to select candidates effectively, the guide also includes specific scripts for certain positions, which can serve as samples to demonstrate how an interview should be structured.

This guide is just one of the components in the ISGlobal selection policy. It complements the **Professional Career Plan**.

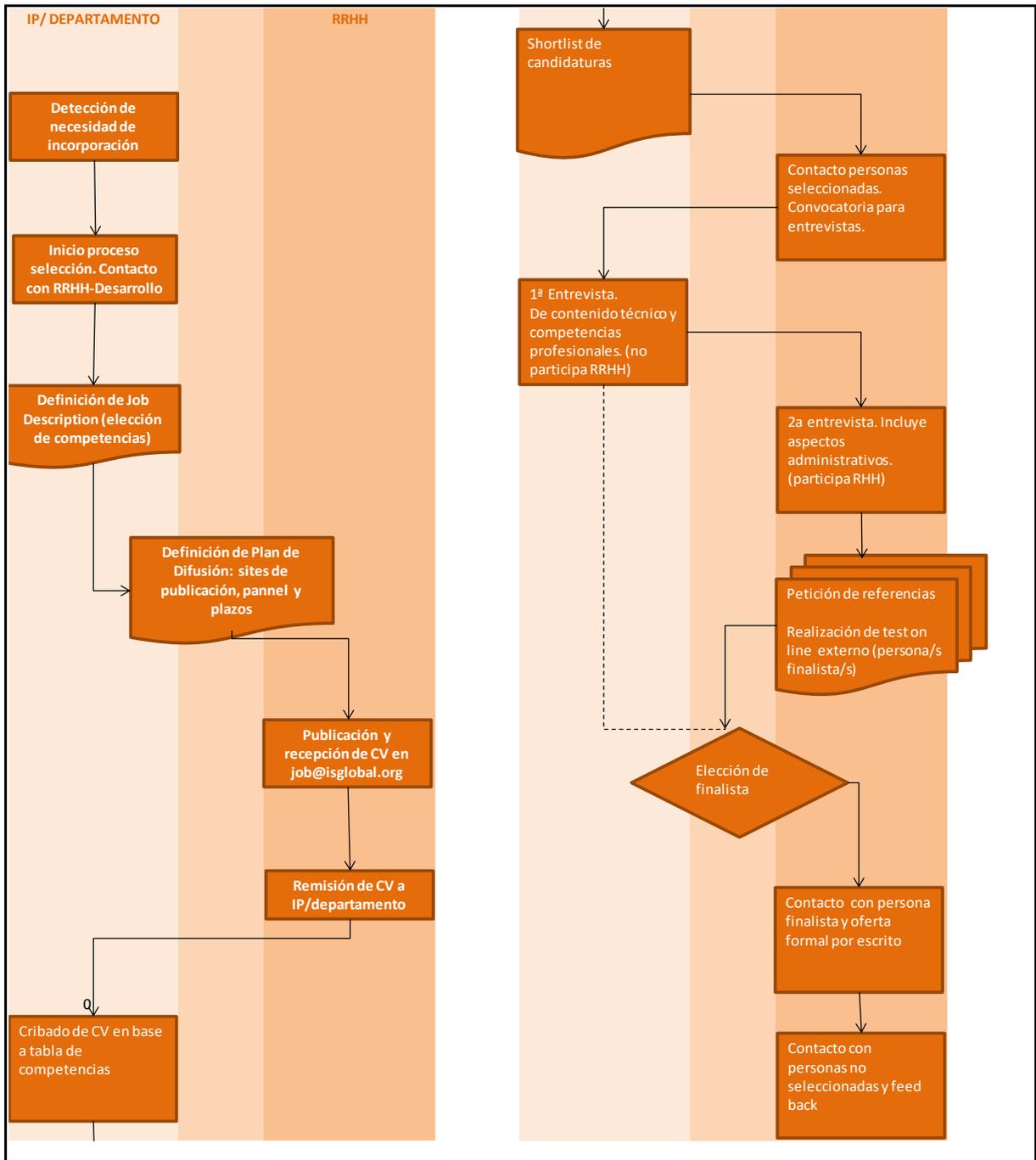
It is informed by the guidelines established by the **OTM-R** (Open, Transparent and Merit-Based Recruitment of Researchers), a package of European standards of reference developed as part of the Human Resources Strategy for Researchers (**HRS4R**) initiative. **The OTM-R was originally developed for the recruitment of researchers in particular; however, in ISGlobal its use has been extended to the selection and hiring of all personnel.** The guide is also informed by **ISGlobal's values**: excellence, respect for diversity, impartiality, responsibility, transparency, independence, and a commitment to public health—all supported by the highest ethical standards.

Another objective was to define the profile of the ideal types of candidates for positions in ISGlobal, reflecting the institution's values and principles.

## 2. HIRING PROCESS

The flow chart shown below includes all of the steps in the hiring process, starting from the point at which the need for a new employee is recognised and ending when the contract is drawn up.

<b>Español</b>	<b>Inglés</b>
IP/DEPARTAMENTO	PI/DEPARTMENT
RRHH	HUMAN RESOURCES
Detección de necesidad de incorporación	Detection of need for new team member
Inicio proceso selección. Contacto con RRHH-Desarrollo	Start of hiring process. Contact Human Resources-Development
Definición de Jos Description (elección de competencias)	Draw up job description (define necessary competencies)
Publicación y recepción de CV en <a href="mailto:job@isglobal.org">job@isglobal.org</a>	Advertise position and receipt of CV at <a href="mailto:job@isglobal.org">job@isglobal.org</a>
Remisión de CV a IP/Departamento	Send CV to PI/Department
Cribado de CV en base a tabla de competencias	Screen CV using the table of required competencies
Shortlist candidatura	Candidate shortlist
Contacto personas seleccionadas. Convocatoria para entrevistas	Contact shortlisted candidates. Set up interview schedule.
1a Entrevista. De contenido técnico y competencias profesionales (no participa RRHH)	1st Interview. Explore technical skills and professional competencies. Human Resources are not involved.
2a entrevista. Incluye aspectos administrativos (participa RRHH)	2nd Interview. Includes administrative aspects (Human Resources participates).
Petición de referencias Realización de test online externo (persona/s finalista/s)	Request references. Chosen final candidate(s) take online external test.
Elección de finalista	Final candidate chosen.
Contacto con persona finalista y oferta formal por escrito	Contact chosen candidate and send formal written job offer.
Contact con personas no seleccionadas y feed back	Advise unsuccessful candidates and provide feedback.



**Selection Process.** Note that the column colours correspond to the departments involved and the tasks assigned to each one. Activities undertaken jointly are distinguished with the intermediate colour (central column).

The process can be broken down into the following phases.

## 2.1. Preparatory Phase

The preparatory phase includes all the tasks related to the *advertising plan* (see Appendix 1) from defining the *Job Description*<sup>1</sup> to advertising the job. During this phase, CVs are received at the specified email address: ***job@isglobal.org***. In addition to setting the deadlines for each phase of the process, another very important task in this phase is the selection of the *panel*.<sup>2</sup> Selecting a good panel helps to ensure an objective hiring decision. The information provided by the candidates must be reviewed and discussed by several people. The aim is that the various individuals in the panel compare their perceptions throughout the hiring process, providing differing points of view on each candidate.

## 2.2. Screening

This phase takes place once all the CVs have been received. The department requesting the role will select interview candidates from among the applicants who meet the minimum requirements. The hiring department can request the support of the Human Resources (HR) department in this task. When reviewing applications, you should note on each CV any doubts that need to be resolved and any points you wish to explore further during the interview.

To facilitate this task, this guide includes a form for collecting information relating to the candidate's competencies and skills. All the candidates interviewed for a particular role should be asked about the same competencies and skills. An instrument should be used to facilitate comparison of the profiles of the different candidates (see **Appendix 6** for a sample of an objective hiring process). As indicated above, all of the panel members should be involved in the task of screening applications.

## 2.3 Interview

In general, we propose an interview process comprising two face-to-face meetings. The first of these--intended to explore specific content and knowledge--is done by the

---

<sup>1</sup>Document describing the essential and desirable professional competencies required in the successful candidate for the position advertised.

<sup>2</sup>Group of people who will interview candidates. The aim of creating a panel is to enhance the evaluation of each candidate's profile and to ensure a greater diversity of points of view.

department looking for a candidate to fill the vacancy advertised. The second interview includes the participation of the HR department.

When it comes to the actual interview, we are aware that any interviewer has a number of doubts and questions: How should I start the interview? How can I ensure that I have obtained all the information I need by the end? At what point is it most appropriate to give the interviewee an opportunity to ask questions? What questions can I ask? What should I do if the candidate requests information I don't have? To answer these and other possible questions, we have prepared six interview scripts to serve as examples (see **Appendix 4**). These scripts relate to hiring for the following positions:

- Project Manager
- Technical Administrator
- Project Assistant
- Science Technician
- Postdoctoral Fellow
- Predoctoral Fellow

### 2.3.1 Interview Structure

Our proposal is that every interview should be made up of three clearly differentiated stages: the opening, the interview proper, and the closing. This structure is explained in more detail below.

#### Opening (Approximately 5')

1. Greet the candidate with a handshake, offer them a seat, ask a few trivial questions ([How are you?/ Did you have any trouble getting here?](#)) and offer them a glass of water. An interviewer who is smiling and inspires confidence will help the candidate to relax, facilitating better communication throughout the interview.
2. Introductions. Introductions can be made once everyone is seated.
  - a) We are (name, position, project involvement or other reason why you are participating in the interview).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the role you are trying to fill. For example: [“We are looking for a Grant Manager for our Projects Department.”](#)

Introductions should be brief and concise.

3. Explain how the selection process works. For example, tell the candidate what stage of the process you are at: *“We are currently in the interview phase, which we expect to take about two weeks”*. Communicate important dates, such as when the successful candidate will start work: *“We would like the position to be covered by xx / xx”*, and so on. Tell the interviewee how long you expect the interview to last. We recommend a total duration of, at most, 45 to 60 minutes.

### *Interview (30'-40' approximately)*

This is the phase during which the candidate is interviewed. We suggest you start by asking the interviewee for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: *Could you briefly summarise your CV for us and highlight the most important points?*

The next step is to investigate the interviewee's soft skills and competencies (hard skills). In **Appendix 2** we propose a list of the soft skills particularly valued by ISGlobal and examples of questions designed to explore these aspects. This list of soft skills is being developed within the framework of the creation of the **Professional Career Plan**.

What is the difference between soft skills and competencies?

We use the term competencies to refer to the academic and professional training a candidate has undergone that enables him or her to perform a specific task. *In other words, they are the capabilities that make us professionally “competent”*.

Competencies include the level of the candidate's skill in languages and information technology and their specific training in mathematics, statistics, epidemiology, management, climate science, etc. Soft skills, on the other hand, are the abilities we are born with or develop that influence *how we perform in our professional lives*: for example, social, teamwork and leadership skills and frustration tolerance.

Once the interviewers have asked about all the professional characteristics they wish to investigate (for this we recommend using tables like the one attached in Appendix 6), it is time to give the interviewee an opportunity to talk about their doubts and raise any concerns they may have.

It is also the time when questions of an administrative nature may be discussed (type of contract, date of incorporation, salary and so on). These issues should be addressed by a member of the human resources department. Explain to the candidate that this is why, when two interviews are scheduled, these issues are always dealt with in the

second interview. When candidates are invited to attend the interviews, they should be informed that the first encounter will focus on content, curriculum and professional competencies.

Closing (5' approximately)

1. Explain what will happen next. When they leave, interviewees should know that it is ISGlobal that will take the next step by contacting them regarding their application. For example: *We will contact you whatever the decision regarding your candidacy.*
2. Say goodbye in a polite and friendly manner. Above all, thank the candidate for their time and, especially, their interest in being part of the ISGlobal team.

## **2. 4 Reference Requests and Online Psychometric Tests**

Before a formal offer is made, the HR department must check the references provided by the successful candidate. Moreover, the hiring process is not completed until the chosen candidate has taken the professional competencies psychometric tests selected by the institute for the post.<sup>3</sup> These tests provide an external assessment of the individual's professional profile and how well they fit the advertised role. A model of this online test is included in **Appendix 3**.

## **2. 5 Contacting the Successful Candidate**

On the basis of all of the information gathered, the selection panel will choose the candidate who best fits the role to be filled. The successful candidate will receive a formal offer in writing explaining the conditions of the contract on offer. This is followed by one of the final phases in the hiring process: both parties must agree to and formally accept the pre-established clauses.

The HR department is responsible for contacting candidates to specify a time and date for the interview. The interview schedule must first be negotiated with the interviewing panel according to the availability of the panel.

## **2. 6 Notifying Unsuccessful Candidates**

All candidates should be informed that their personal information will be treated with the utmost confidentiality in accordance with European statutes (Regulation (EU)

---

<sup>3</sup> More information available at:  
<http://www.teaediciones.net/Portal/Recursos/Ejemplos/COMPETEA.pdf>

2016/679 of the European Parliament and of the Council of April 27, 2016 on the protection of natural persons with regard to the processing of personal data and the free movement of such data) and the corresponding Spanish legislation (Organic Law 3/2018 of 5 December on the protection of personal data and guarantee of digital rights).

All those who apply for a position advertised by ISGlobal must, as specified in the OTM-R, receive an automatic response acknowledging receipt of the application. (The text of this automatic response is shown in **Appendix 4.**) All applicants are informed that only selected candidates will be contacted.

Furthermore, in line with ISGlobal's commitment to the HRS4R action plan, all those called for interview must receive *individual feedback* once the hiring process has been completed. The feedback should include an impression of what the interviewers considered to be the candidate's strengths with respect to their suitability for the role and also the areas they felt could be improved. It should also specify the professional selection criteria on which the final decision (negative or positive) was based. As specified in the OTM-R, "feedback is a valuable tool for young scientists who are striving to become senior, independent researchers".

### **3. GENERAL CONSIDERATIONS**

At ISGlobal, we consider it essential to base our work on solid criteria informed by *transparency and equity* in all our actions; in the HR department, we pay special attention to these principles in the hiring process. The following sections provide information we believe will be of interest to all those involved in the hiring process and will ensure that all ISGlobal interviews are guided by these values. They also deal with other considerations that will help you to get the most out of the interview process.

#### **3.1 Legal Considerations**

All job interviews are governed by a protocol of practices considered legally appropriate which specifies a number of bad practices that should be avoided during the hiring process. The appropriate framework for questions in a job interview is the **professional sphere** and the candidate's work competencies and skills. Questions about their personal or intimate life are prohibited. The aim of this prohibition is to avoid discriminatory treatment.<sup>4</sup> According to the US Equal Employment Opportunity

---

<sup>4</sup> Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation (art. 3.1.a)  
<https://www.boe.es/buscar/doc.php?id=DOUE-L-2000-82357>

Commission (EEOC),<sup>5</sup> questions on the following topics are inappropriate: marital status, religion, place of birth, age, and gender identity.

The following are some examples of INAPPROPRIATE questions:

Where do you live? Who do you live with? Do you have children? How many? How old are they? Who takes care of them? Are you pregnant? Do you plan to have children? Do you have any physical limitations or health problems?

Likewise, you should not ask questions that solicit other kinds of personal information, for example: *How would you define yourself as a person?* or *What do you consider to be your strengths or weaknesses in your personal life?* We recommend always specifying that the question you ask refers to the interviewee's professional activity: *What do you consider to be your professional strengths and the areas you need to improve in your working life?*

### 3.2 Active Listening

It is not appropriate for an interviewer to express (verbally or otherwise) agreement or disagreement with what interviewees are saying because, among other reasons, they do not wish to influence their discourse. You should always bear in mind that the purpose of the interview is to ascertain whether or not a candidate fulfils the selection criteria for the role. We advise you to avoid expressing either excessive enthusiasm or a lack of interest in what the candidate is saying. Ideally, the interviewer should ask questions of a professional nature accompanied by non-verbal cues that denote active listening with a view to analysing the skills and competencies that make up the candidate's professional profile.

How can I indicate that I am listening actively?

- Reveal your curiosity. Be genuinely interested in knowing more about the aptitudes of the person you are talking to.
- Clear up any doubts. Clarify all the information you receive. Your follow up questions should demonstrate that you have clearly understood what you have heard (*I understand then that you worked in x company for more than five years?*).
- When appropriate, in your response summarise what the interviewee has said (*You said that the reason you decided to seek this new direction in your career is because you are interested in work with a more humanitarian orientation. Is that right?*). This technique not only shows that you are listening, but also ensures that you have understood the person correctly.

---

<sup>5</sup> More information at: <https://www.eeoc.gov/spanish/>

- Take care and be aware of your body language and non-verbal cues to make sure they indicate interest. The following section deals with ways of doing this.
- Remember that your objective is to gain an understanding of the candidate's professional profile and not that they should know yours; a good way to keep this in mind is to remember that we have two ears and only one mouth—so *listen twice as much as you speak!*

It is also important to pay attention to how interviewees talk about their current and former colleagues, bosses and team leaders. These opinions can help us to evaluate the following aspects:

1. The candidate's ability to deal with conflictive situations. It is of interest to know whether the candidate is likely to understand and acknowledge their responsibility in a conflictive situation and treat such situations as opportunities for learning; or whether, on the contrary, when something goes wrong they tend to blame others and play a passive role, eschewing all responsibility.
2. The respect a person communicates when talking about former and current colleagues or bosses may be an important indication of their ability to work well in a team.

### **3.3 Non-Verbal Communication**

Effective non-verbal communication in a personnel selection interview or any other type of interview can basically be summarised in three simple points.

#### *Pay attention to eye contact.*

Eye contact is a huge source of information in any social interaction. Our gaze determines the direction of our attention and is one of the most important indicators of our emotional state. Not looking at the person who is speaking, repeatedly glancing at your watch, paying attention to what is happening on the other side of a window and looking at objects inside the room are all inappropriate behaviours in any kind of interview. It is very important to create a space for communication. For example, placing a computer or any other object between the interviewer and the interviewee constitutes a barrier that will hinder fluid communication.

*Be friendly but not overly relaxed.*

Your body language is a powerful indicator of your interest in what the interviewee is telling you, and it also signals your openness to interaction. For example, keeping your arms crossed or turning your body away from the communication space<sup>6</sup> clearly expresses your lack of interest in what is being said. Similarly, leaning back on the chair or leaning your body weight on your elbows resting on the table are postures that denote little or no motivation to listen to what is being said and convey an inappropriate impression. Whereas, if you sit up straight, adopting a flexible and relaxed posture, you communicate the ideal openness to dialogue and communication.

Make sure your facial expression denotes attention.

The important thing to remember about your facial expression is that smiling is a key tool for an interviewer conducting a selection interview because, among other things, it promotes a more relaxed atmosphere in what is often a tense situation. It favours more open communication by all those participating in the process. However, we also have to be aware of the importance of not being too relaxed and keep in mind that we are in a working environment. Therefore, we recommend considering the smile to be a tool for interaction and alternate smiles with expressions of seriousness and sobriety, especially when dealing with issues related to the professional skills required by the role.

### **3.4 Ensuring Equity and Equality of Opportunity**

At ISGlobal, we consider it fundamental that all our work be imbued with the principal of equity, that is, with values that represent an egalitarian and inclusive model of action. When we are recruiting, conscious and unconscious biases can cloud our judgement and we have to pay particular attention to this problem. In this section, we will identify some of the biases that can affect the final decision in the hiring process in order to help you to be more aware, recognise such biases and avoid them. We also include practical advice on how to avoid the use of sexist language.

The following are just some of the **discrimination biases** that commonly occur in this setting.

➤ The Affinity or Like Me Bias

Affinity bias occurs when you receive a particularly good impression of an interviewee because of qualities they share with you, even though those

---

<sup>6</sup> The imaginary space encompassing the area between the people taking part in a conversation.

characteristics do not necessarily correlate with the competencies required for the role. For example, we may get a good impression of someone mainly because they studied at the same university we did or because they have a certain hobby or interest we share.

➤ The Halo or First Impression Error

The halo error is making an overall positive assessment of an interviewee based on a single characteristic, while minimising their negative points. For example, we may tend to hire someone because they previously worked at a certain organisation or with a particular person who has an excellent reputation in the field, while overlooking indications that the candidate may actually lack fundamental skills for the role.

➤ The Contrast Effect

The contrast effect refers to the error of having a biased positive or negative impression of a candidate purely in comparison with the person or persons interviewed before them.

The solution for all these biases is the same: always work on the basis of the points listed in the Job Description. In other words, assess candidates solely on how they measure up in terms of the list of competencies drawn up in the pre-interview phase when the offer was drafted. This is why it is so important to define a comprehensive job description that adequately reflects the demands of the role advertised.

Another type of discrimination that can affect the hiring process is gender bias, which usually works against women. We find, for example, that women are often perceived as less capable of working independently than men solely by reason of their gender. And that, in general, people tend to set the bar higher when evaluating competencies in women. Consider, for example, how we tend to assess the fact that the candidate is a parent depending on gender: we may see it as a positive characteristic in the case of a man but a negative one in a woman.

The following link is a video by CERCA about biases that affect the hiring process:

<https://www.youtube.com/watch?v=g978T58gELo>

With respect to the concept of **inclusive and non-sexist language**, it is clear that a deeply rooted problem exists that goes beyond the debate about whether or not it is appropriate to use a generic masculine form and whether or not it is practical to use double forms (such as he/she and his/her or *los/las*). It cannot be denied, however,

that the use of only masculine forms clearly reflects a social reality characterised by male chauvinism.

It goes without saying that language expressing gender bias should never appear in the job advertisement. In Spanish, terms like “*Médico*” or “*Enfermera*”; should not be used. The correct terminology should specify that the position requires a specific nursing qualification or a degree in medicine.

In this guide we propose guidelines for Spanish that we consider fundamental to inclusive language. These can essentially be summarized in two points:

- Make explicit reference to both genders when designating groups of people made up of women and men, regardless of the number of people of each sex in the group. Consider the use of a/o formulas or write the words out in full. For example: “los/las trabajadores/as” or “las trabajadoras y los trabajadores”. Alternate the use of gender specific language.
- Whenever possible, use generic concepts that are applicable to both sexes. See Table 1 for some guidelines.

SEXISTA	NO SEXISTA
Los alumnos	Los alumnos y las alumnas El alumnado
Los becarios	Las personas becarias Los becarios y/o becarias Quienes sean titulares de las becas
El solicitante	Las personas solicitantes Quienes soliciten
Los beneficiarios	Las personas beneficiarias
Los candidatos	Las personas candidatas Quienes opten Quienes concurren
Los aspirantes	Las personas aspirantes Quienes aspiren Quienes concurren
Trabajadores	Plantilla, personal Trabajadores y trabajadoras
Interesado	Persona interesada Interesado e interesada
El responsable	La persona responsable
Abonados	Las personas abonadas

Table 1. Examples of gender neutral language in Spanish from the *Guía del lenguaje no sexista* (Nonsexist Language Guide) published by the UNED Equality Office.

Another suggestion is to substitute the Spanish pronouns *el, la, los* and *aquel* or *aquellos/as* with gender-neutral pronouns such as *quien, quienes* and *otros*.

Example:

- “Quien abajo firma”, instead of: “el abajo firmante”.
- “Quienes solicitan” rather than “los solicitantes”.

For more information, consult the non-sexist language guidelines on the ISGlobal intranet published in May 2018.

Another way to achieve gender neutral language in Spanish is to increase the use of imperative verb forms that are gender neutral.

Example:

- “Se enviará la aplicación” or “ha de enviarse la aplicación” instead of: “los solicitantes deberán enviar la aplicación”.
- “Se deberá cumplimentar el documento”, instead of: “los interesados deberán cumplimentar el documento”.

Finally, when citing titles that refer to professional positions in Spanish, you should place special emphasis on the use of the feminine forms when the person is a woman. For example, use the title “*técnica administrativa*” when referring to a woman. Similarly, in Spanish, we use the terms *médica, investigadora, abogada, inversora, directora, física, pilota, química, ministra, jueza, senadora* when the person referred to is a woman.

#### 4. APPENDICES..

##### APPENDIX 1. INTERNAL RECRUITMENT PLAN.

<b>Internal Recruitment Plan</b>	<b>Date of preparation/revision:</b> Jan 2018	<b>Version</b> 2	<b>Approved by:</b>
----------------------------------	--	---------------------	---------------------

##### ADVERTISING PLAN

Drawn up by : Requested by / CISM / MJ Merino

DATA: Feb 2018

<b>Position</b>	Pre-award Assistant
Project Leader	XXXXX
Makeup of Selection Panel	(Gender balance)

Job Description	YES	NO
HHRR Committee Authorisation	YES	NO
Deadline for CVs	06/02/2018	

##### ADVERTISING

Website	<a href="http://isglobal.org">http://isglobal.org</a>
Public call for candidates	EURAXESS
Generic Channels	BIOCAT
	GESREC (not yet published)
Specific Channels	B-value/ University work campus

--	--

## **APPENDIX 2. SKILLS: DEFINITION AND ASSESSMENT**

This appendix include a list of skills, their definition and examples of the kind of questions that can be used to assess each one. We remind you that these are only examples and they should be used as a guideline. They are intended to help you to devise questions you think might be the most effective for your specific purposes.

1. **Initiative and autonomy.** The terms initiative and autonomy refer to the candidate's capacity to imagine, undertake, carry out and evaluate individual or joint actions or projects confidently and creatively in a responsible way and applying good critical skills. The following are the sorts of questions you might ask to explore this aspect.

- Would you say that you are more attracted to a role that requires you to work independently or do you prefer to work in a situation in which your tasks are established and structured?
- Do you consider yourself to be innovative in the way you work?
- Describe something you have done in your current or past jobs to make your work more rewarding or effective? Is this the achievement you are most proud of?
- Give me an example of an idea you have proposed or a suggestion you have made recently to someone in your work in a position of greater responsibility than yourself. What was the response? How did you implement it? What was the outcome?
- In your current job, describe the situations in which you feel you have to consult your boss before acting?
- What are the tasks you most enjoy in your current job? And the ones you find the most boring?
- Give me an example of a project or idea that you have undertaken in spite of the opposition or limitations of other people in your workplace. Tell me more about that project?
- Tell me about something you did that nobody had asked you to do at the time but which was beneficial for the working group.
- Describe the last time you did not agree with a decision made by your superior. How did that play out?

2. **Dynamism and energy.** The concept of dynamism refers to an individual's disposition and ability to act promptly, diligently, and incisively. Energy is the vital force a person needs to act. What questions should you ask to explore this trait?

- Do you ever feel that you spend too much energy in your work in relation to the results you achieve? Does that happen often? / Can you tell me about any strategies you have used to work more efficiently?
- Can you give me an example of a task or professional project you have undertaken that required considerable effort over a long period. How did you approach that task? What was the outcome? / Do you think that the result was worth the energy you invested?
- Describe a typical work day? What are the day-to-day problems you typically face in your current role? How do you deal with them?
- In what work situations have you felt the need to leave a task unresolved?

3. **Service orientation.** Service or customer orientation refers to the candidate's disposition to be helpful and how well they meet needs that arise within the team or group. It relates to both material needs and those generated by the interaction between group members, either individually or at the group level. The following are examples of possible questions.

- Do you feel you are someone who can satisfactorily fulfil the demands of the team you are working in?
- We value people who are willing to step up and shoulder responsibilities in order to meet the needs that arise in the workplace and in the team. Would you say you are a service-oriented person in that way?
- Describe a situation in which you had to work particularly hard to perform a task? / Why do you think you found that task difficult?
- Do you think you are someone who tends to see what will be needed in the team quickly and works to meet the needs that arise?

4. **Learning skills.** The terms learning skills refers to the individual's ability to acquire new skills, knowledge and competencies through their own experience or by observation and then use them to succeed in new situations. How can we explore this aspect?

- Do you think it is important to stay informed and continually update and improve your knowledge?
- How do you keep up-to-date with important changes in your field?
- Tell me about some of the problems that you have had to adapt to in your current job.
- Do you think you can develop new strategies that will enable you to adapt to changing situations?

5. **Productivity.** Productivity refers to the individual's performance or output, taking into account the amount of time invested and the resources used. Possible questions that could be used to explore this area include the following.

- Do you recall any time when your performance at work was not as good as you would have liked?
- In your professional life, which areas do you consider to be your strongest in terms of performance? / And which do you think are your weakest?
- To what extent, in your opinion, do you fulfil the work objectives you set for yourself?
- Describe a work situation that you found very challenging.
- What objectives were you were assigned last year? / To what extent were these met?
- Describe a situation in which your performance was above average. What parameters are you using to measure that? What do you think was the reason for that success?

6. **Adaptability and flexibility.** Adaptability and flexibility refers to an individual's capacity to deal with change and new situations with optimism, ingenuity and an open mind. The following are suggestions for exploring this aspect.

- In this role you might have to handle situations you have not dealt with before. Do you think you would adapt well?
- Do you think it is easy to learn new ways of responding to the same situations?
- Do you generally feel comfortable when you face new situations in your work?
- What have been the most challenging situations you have had to handle in your career? / And what did you learn from them?
- Can you name some differences between your current job and the one you had before that? /
- What differences have you observed between the current workplace culture and the culture you experienced in your earlier job? / How did you adapt to that change?
- Do you consider yourself to be an assertive person or are you more likely to say nothing to your colleagues and co-workers when you do not agree on something?

7. **Leadership Skills.** Leadership refers to a person's ability to get others to join them in pursuit of their goals they and to achieve maximum cohesion in the group as well as a commitment to achieving the common objectives. The following are some examples of possible questions.

- Do you think of yourself as a leader in your professional life? / In your opinion, what qualities make someone a good leader?
- Do you consider yourself to be observant—someone who quickly grasps the group's shortcomings?
- Do you think that you are good at dealing with people and creating a fluid work environment?
- Do you think that you are clear about your work values and that your professional life is informed by those values?
- Do you think you need the other members of the group to achieve the proposed objectives? To what extent?
- Are you good at expressing your point of view in the face of opposition from others?

- How do you motivate the people who work with you? / What strategies have you found most useful?
- What was the condition of your current team when you took over the leadership role? What would you do to get your team to improve its performance? What actions would you take to improve the fluidity of your team members interactions?
- What level of decisions would you delegate to your team and what would you not delegate?
- What procedures would you use to assess your team's performance ?
- What strategies would you use to get your team to accept your ideas and goals?
- How often would you meet with your team? How would you prepare for those meetings?
- If the team you are coordinating was assigned a complex task, how would you go about making sure that all the team members get a chance to express their opinions?
- Do you have a professional career development plan for the people you work with? What does the plan consist of?
- How do you detect the needs that arise in your work group?
- Describe your ideal boss.

**8. Persuasion and influencing skills.** Influencing skills refer to an individual's ability to get others to act or think the way he or she wants. This may be done explicitly by persuasion or the result can be achieved in more subtle ways. What questions can you ask to explore this area?

- Do you usually accept other people's decisions immediately or are you more likely to defend your position and get others to see your point of view?
- How often do you find yourself in a situation in which your view differs from that of others? / When that happens, do you usually think that it would be better if the others accepted your vision?
- Do you think you are a convincing person?
- Describe an occasion when you had to get other people to support an idea or recommendation. / What part of that did you find most difficult? / What did you do to sell your idea?

9. **Teamwork.** Teamwork refers to an individual's ability to work as a member of a team, the ease with which they integrate into the group and align their own goals with the shared group objectives. Questions that explore teamwork skills include the following.

- Do you prefer to work as part of a team or do you work better on your own?
- What in your opinion are the advantages and disadvantages of carrying out tasks as a group rather than doing them individually?
- Can you give us an example of something important you achieved as a member of a team that you could not have achieved alone?
- What are the things you value most about working in a team?
- Describe a situation in which you had to work with people you did not particularly like. What do you think is the best attitude to adopt in that situation?
- With which groups or people have you felt most comfortable and performed best?

10. **Stress tolerance.** Stress tolerance refers to the individual's ability to perform well and remain composed in the face of obstacles and negative or frustrating situations. The following are some questions that can help you to assess stress tolerance.

- Would you consider yourself to be a person with a high tolerance for stress in your work? / This job requires someone who can work well under stress. How do you feel about that?
- You have had experience in other jobs that required a high level of stress tolerance. How did you handle that?
- Describe the most difficult or stressful work situation you have experienced. How was it resolved? What would you say was the source of the frustration in that case?
- In your academic and professional career, have you experienced a situation in which a conflict has really made you feel frustrated? / What do you think the problem was in that case? / What was the outcome?
- Tell me about a situation in which you had to work to very strict deadlines.
- What are the work conditions that you find most frustrating?

- Describe the work situation or conditions in which you work most efficiently.
- This role requires a person with a high stress tolerance. Do you think that you would be able to handle that aspect of the job?

11. **Emotional stability.** The concept of emotional stability relates to an individual's ability to manage their feelings so that they can conduct themselves appropriately and adapt to the demands of the job (in the workplace and external). The following are some ways to assess a candidate's emotional stability.

- Would you say that the way you work favours a good atmosphere in the workplace?
- Do you find it easy to communicate your point of view in an assertive way?
- Do you think you are good at separating your personal and professional life?
- To what extent would you say that it is easy for you not to personalize conflicts that arise at work?
- Do you usually stay calm in really stressful situations?
- In your professional life, do you consider yourself to be someone easy to get along with?
- In the workplace, what strategies would you use to deal with someone you don't like? - Have you ever had to work with someone you disliked? / Has that happened often?

12. **Problem solving.** Problem solving refers to a person's ability to effectively solve a problem after evaluating all the alternatives. Suggestions on how to explore this aspect include the following questions.

- Describe a professional situation in which it was difficult for you to do what you had promised. What was the outcome in that case?
- Tell me about the last time you faced a difficult professional situation and explain how you dealt with it.
- How often do you accumulate unfinished tasks in your day to day work or have to extend deadlines?
- How good do you think you are at solving the problems you encounter in your work by yourself before asking for help?

13. **Self-concept.** The term self-concept is used to refer to how a person perceives and evaluates themselves as a professional. the candidates self-assessment of their hard and soft skills. How can you explore the interviewees self-concept? Remember that your task in an interview is to explore this area with respect to the candidate's competencies and skills in their professional life.

- Would you say you are someone who finds it easy to get along with work colleagues?
- Do you think you could meet the demands of this position?
- What do you feel are your strengths and weaknesses in your working life?
- What do you think you need to learn to improve as a professional? / Have you taken any steps to fill that gap?

14. **Fit (Individual-Role-Organisation).** Fit refers to how well a person is able to understand the philosophy, activity, objectives, circumstances and context of the organisation in order to fit in well.

- Describe your ideal work environment?
- What are the things you value most in an institution where you would like to work? What factors have to be present in a job for you to remain motivated?
- What impact does the work you do have on the objectives of the institution / company where you are working now?
- Tell me why you would like to work here?
- To what extent are your future career expectations in line with the values of this institution?

15. **Expectations of professional development.** Expectations of professional development relates to where the candidate wants to be in the future and their ability to achieve the goals and objectives they will have to reach to get there.

- Tell me about your immediate and long-term professional goals?
- How do you think you can achieve your professional goals? / Do you have a specific plan?
- Where do you see yourself in your professional life in 5 or 10 years?

- Are you satisfied with the development of your professional career so far? / What would you like to change? / What do you plan to do to effect that change?

16. **Motivation relating to new role.** It is interesting to explore the reasons why the candidate is interested in the job they have applied for.

- Can you give me three reasons why you want the job as [name of post] in our organisation?
- What were the main reasons that led you to apply for this position?
- Why are you interested in this job? / What is it about this job that attracts you?
- What are the aspects that might most discourage you from taking this job?

## APPENDIX 3. MODEL FOR COMPLETE ONLINE TEST////



**APPENDIX 4. AUTOMATIC APPLICATION REPLY MAIL**

Thank you for sending us your resume. Our Human Resources department will contact you only if you are considered to be a candidate for a current or future open position in our organisation.

Your personal data will be treated with the utmost confidentiality. We may retain your information for up to 5 years in our personnel/human resources database. We do this so that we can inform you about open positions that might be of interest to you. You have the right to access, rectify, delete or object as specified under current Spanish legislation (Ley 15/1999). You can exercise these rights by contacting our Human Resources Department.

We also recommend that you consult our website for more information on current job opportunities in our organisation. <https://www.isglobal.org/en/job-opportunities/>

Regards

ISGlobal Human Resources Department

---

**CATALAN**

Hem rebut correctament el seu currículum vitae. En el cas de que el seu perfil sigui interessant pels processos de selecció actuals i/o futurs, el nostre departament de RRHH es posarà en contacte amb vostè.

Les seves dades personals seran tractades amb la màxima confidencialitat. Igualment, l'entitat pot guardar-les durant un període màxim de 5 anys a la bossa de treball, integrant-se al fitxer de RRHH/Personal de l'entitat, amb la finalitat d'informar-lo d'ofertes laborals que puguin ser del seu interès. Té dret a exercir els drets d'accés, rectificació, cancel·lació i oposició reconeguts a la Llei 15/1999, adreçant-se al Departament de Recursos Humans.

També li recomanem que consulti les nostres ofertes de treball a la nostra web <https://www.isglobal.org/ca/job-opportunities/>

Atentament

Servei de RRHH ISGlobal

---

SPANISH

Hemos recibido correctamente su currículum vitae. En el caso de que su perfil sea interesante para los procesos de selección actuales y/ o futuros, nuestro departamento de RRHH se pondrá en contacto con usted.

Sus datos personales serán tratados con la máxima confidencialidad. Igualmente, la entidad puede guardarlos durante un período máximo de 5 años en la bolsa de trabajo, integrándolas en el fichero de RRHH/Personal de la entidad, con la finalidad de informarle de ofertas laborales que pudieran ser de su interés. Tiene derecho a ejercer los derechos de acceso, rectificación, cancelación y oposición reconocidos en la Ley 15/1999, dirigiéndose al Departamento de Recursos Humanos.

También le recomendamos que consulte nuestras ofertas de trabajo en nuestra web <https://www.isglobal.org/es/job-opportunities/>

Guía práctica de entrevistas. 30

Atentamente

Servei de RRHH ISGlobal

---

**APPENDIX 5. SCRIPTS FOR SPECIFIC INTERVIEW TYPES****INTERVIEW SCRIPT FOR A TECHNICIAN OR SCIENTIST  
POSITION****OPENING**

1. Greet the candidate with a handshake, offer them a seat, ask trivial questions (How are you?/ Did you have any trouble getting here?) and offer them a glass of water. An interviewer who is smiling and inspires confidence will help the candidate to relax, facilitating better communication during the interview.
2. Introductions:
  - a) We are ..... (give your name, position, the projects you are involved in, and any other reason why you are on the panel).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the specific role you are trying to fill.
3. Explain how the selection process works. For example, tell the candidate what stage of the process you are at, what the next steps will be, important dates in the selection and induction process, and so on. Also tell them how long you expect the interview to last.

**INTERVIEW**

At this point, ask the candidate for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: **Could you briefly summarise your CV for us, indicating the strengths?**

After this, you can start to ask questions, which can be categorised into three groups as follows:

**a) Basic questions about the candidate's academic and/or professional training. The aim is to discover whether or not the candidate has the competencies needed for the role. Record scores in Table 1.**

\*This is a good time to clear up any doubts that were noted on the candidate's CV during the pre-interview phase.

1. Experience as a laboratory technician
  - Have you any experience working as a laboratory technician? / How many years?
  
2. Performance of maintenance tasks in the laboratory.
  - One of the laboratory technician's important responsibilities is to ensure optimum maintenance of the laboratory. What tasks do you consider to be essential in this respect? / How do you think you personally could contribute to making sure that the whole team is involved in ensuring a high level of maintenance?
  
3. Computer Skills and Proficiency

**b) Questions about soft skills. Record scores in Table 2.**

1. Teamwork (common to all roles)
  - Describe a situation in which you had to work in a team but did not feel comfortable. Can you explain why that was the case?
  - With which groups or people have you felt most comfortable and performed best?
  
2. Learning Skills
  - Describe a work situation in which you found it hard to learn something. What made it difficult? / Why do you think you had to make an extra effort in that case?
  - How do you keep up-to-date with important changes in your field?
  
3. Problem Solving Skills
  - Describe a work situation in which you found it difficult to accomplish something you agreed to do or something your superiors wanted you to do. / How did you solve the problem?
  - Tell me about the last time you faced a difficult situation at work and explain how you dealt with it.

DEVISE A HYPOTHETICAL SITUATION LIKELY TO OCCUR IN THE ROLE FOR WHICH THE CANDIDATE IS INTERVIEWING AND ASK THEM HOW THEY WOULD APPROACH THE PROBLEM.

**4. Productivity.**

- Do you remember any situation in which your efforts were not as successful as you would have liked? / Can you tell us why that happened?
- Describe a situation in your professional life that was a major challenge for you.
- What objectives were you were assigned last year? / To what extent were these accomplished?
- Describe a situation in which your performance was above average. / What parameters are you using to measure that? What do you think was the reason for that success?

**c) Questions about specific competencies required for the role the candidate is applying for. Record scores in Table 3.** The following are some examples:

REQUIRED COMPETENCIES AND DUTIES (specific to the role)

**a) Report writing and presentation skills**

- This role requires someone who can write technical reports. Have you any experience doing that? / Do you think that, as of today, you would need supervision to do that?

**b) Database creation and analysis**

- How do you rate your level of competence in creating and maintaining sample databases?
- And your ability to perform data analyses?

**c) MORE SPECIFIC QUESTIONS - TECHNIQUES REQUIRED FOR THE JOB. Example:**

- The person in this role will have to extract DNA from mosquitoes. Would you be able to do that?
- We are particularly looking for someone who can optimize and perform next generation sequencing. How would you approach that task?
- You would have to perform real-time PCR-based microsatellite analysis. Do you consider you have the necessary skills to do that?

**d) Bioinformatics analysis**

- Tell us about your level of competence in bioinformatics?

d) Time allowed for the interviewee to ask questions.

## CLOSING THE INTERVIEW

1. Make sure you have recorded all the scores on the assessment tables and have covered all the key selection criteria specified during the pre-interview phase.
2. Explain the next steps of the process.
3. Say goodbye in a polite and friendly manner.

## INTERVIEW SCRIPT - TECHNICAL ADMINISTRATOR

### OPENING

1. Greet the candidate with a handshake, offer them a seat, ask trivial questions (How are you?/ Did you have any trouble getting here?), and offer them a glass of water. An interviewer who is smiling and inspires confidence will help the candidate to relax, facilitating better communication during the interview.
2. Introductions:
  - a) We are .... (give your name, position, the projects you are involved in, and any other reason why you are on the panel).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the specific role you are trying to fill.
3. Explain how the selection process works. For example, tell the candidate what stage of the process you are at, what the next steps will be, important dates in the selection and induction process, and so on. Also tell them how long you expect the interview to last.

### INTERVIEW

At this point, ask the candidate for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: *Could you briefly summarise your CV for us, indicating the strengths?*

After this, you can start to ask questions, which can be categorised into three groups as follows:

**a) Basic questions about the candidate's academic and/or professional training. The aim is to discover whether or not the candidate has the competencies needed for the role. Record scores in Table 1.**

\*This is a good time to clear up any doubts that were noted on the candidate's CV during the pre-interview phase.

1. Experience as an technical administrator..
  - Do you have any experience as a technical administrator? / How many years?
2. Maintaining an updated and well organised digital and hard copy grant archive
  - A great deal of the work of a technical administrator involves working with digital and physical files. Would you consider yourself to be an organised person in the way you deal with files and data records on paper and in digital formats?

- What techniques do you use to keep records organised and updated?
  - What would you do, for example, to keep the SAPB updated?
3. Experience managing research projects.
- Do you have any prior experience in managing research projects? Where did you do that? What were your functions in that role?
4. Computer skills and proficiency. Essential: medium-to-advanced level in accounting skills and Microsoft Excel. Office, Google, SAPB or similar
5. Ensuring the quality of the management of administrative processes and SAP and, in particular, providing donors with appropriate information on contracts and subventions (grants) in global health and monitoring regulatory and contractual compliance
- One of the basic functions of technical administrators is managing administrative processes and SAP. How are your skills in this area?
  - It is essential that every grant we work with be properly justified. Have you any experience with this type of work? / How would you describe your current level of knowledge of the pertinent administrative framework (rules and regulations)?

**b) Questions about the candidate's soft skills. Record scores in Table 2.**

1. Teamwork (common to all roles)
- Tell me about a situation in which you had to work in a team but did not feel comfortable. Can you explain why that was the case?
  - With which groups or people have you felt most comfortable and performed best?
2. Problem Solving Skills
- Describe a work situation in which you found it difficult to accomplish what you had agreed to do. / What was the outcome in that case?
  - Tell me about the last time you faced a difficult situation at work and explain how you handled it.
3. Client or Customer Service Orientation
- A skill we particularly appreciate in research administrators is the ability to promptly recognize the needs of the team and its members and a predisposition to finding ways to solve problems and meet those needs. Do

you think you have those skills? / Do you think that you have a good service orientation skills?

#### 4. Adaptability-flexibility

- Sometimes you might have to take on a task or tasks that you consider falls outside the normal scope of your role or should be someone else's responsibility. Have you ever had that happen to you? How did you handle that situation?
- How do you feel when someone criticises something you do?
- Describe the situation or situations in your working life in which you have had to deal with major changes? What did you learn from those experiences?

**c) Questions about specific competencies required for the role the candidate is applying for. Record scores in Table 3.** The following are some examples:

#### REQUIRED COMPETENCIES AND DUTIES for technical administrator role

##### 1. Writing reports and presenting results

- This role requires someone who can write technical reports. Do you have any experience doing that? / Do you think that, as of today, you would need supervision or support to do that?

##### 2. Preparation and monthly review of grants and itemised expenditure and preparation of reports and summaries of budgetary outlay

- As well as writing reports, you would be responsible for drawing up itemised lists of expenditure for each grant and for preparing budget outlay reports and summaries. Do you know how to do this? / What is your level of familiarity with these methods?

##### 3. Database creation and analysis

- How would you rate your level of competence in creating and maintaining databases?
- How are your data analysis skills?

4. Preparation of the documentation for immigrants required by external reviews, inspections and financial audits.
  - The role requires someone who can prepare the required documentation on immigrants for reviews, inspections and external financial audits. Have you any experience of that kind of work?
5. Work together with the Portfolio Advisor on the analysis of budgetary follow-up of immigrants with the research staff to identify problems and specify corrective actions (e.g.: reassignment of cost items, changes in items, postponements or deadline extensions).
  - Do you have any experience in this type of work? / Do you consider it to be an easy task?
6. Ensuring regulatory compliance for each funding source: making sure that all expenditures comply with the rules and contractual obligations of the grant and that all the administrative documentation required by the funder is present and correct (e.g.: contracts, tenders, donations, works, constructions, etc).
  - You know that in this role you would be responsible for ensuring total compliance with all applicable rules and requirements. Are you familiar with the rules and requirements? / How would you go about checking that everything done is compliant with the applicable legal and regulatory framework?

d) **Time allowed for the interviewee to ask questions.**

## CLOSING THE INTERVIEW

1. Make sure you have recorded all the scores on the assessment tables and have covered all the key selection criteria established in the pre-interview phase.
2. Explain the next steps of the process.
3. Say goodbye in a polite and friendly manner.

## INTERVIEW SCRIPT - PROJECT MANAGER

### OPENING

1. Greet the candidate with a handshake, offer them a seat, ask trivial questions (How are you?/ Did you have any trouble getting here?), and offer them a glass of water. An interviewer who is smiling and inspires confidence will help the candidate to relax, facilitating better communication during the interview.
2. Introductions:
  - a) We are ..... (give your name, position, the projects you are involved in, and any other reason why you are on the panel).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the specific role you are trying to fill..
3. Explain how the selection process works. For example: For example, tell the candidate what stage of the process you are at, what the next steps will be, important dates in the selection and induction process, and so on. Also tell them how long you expect the interview to last.

### INTERVIEW

At this point, ask the candidate for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: *Could you briefly summarise your CV for us, indicating the strengths?*

After this, you can start to ask questions, which can be categorised into three groups as follows:

**a) Basic questions about the candidate's academic and/or professional training. The aim is to discover whether or not the candidate has the required competencies. Record scores in Table 1.**

\* This is a good time to clear up any doubts that were noted on the candidate's CV during the pre-interview phase.

1. Project management experience
  - Have you had any experience managing health projects? / How many years?
2. Experience in working in low income countries.
  - Have you had any work experience in low- and middle-income countries?  
Provide details.

3. Experience in international environments.
  - Do you have any experience in working in international environments? Where were you working when you did that? What were your functions in that role?
4. Computer Skills and Proficiency.
5. Project planning and management, organisational skills
  - The work of the Project Manager is characterised by the need to carry out several tasks simultaneously and it is difficult to do this without the help of sound organisational and planning methods. What planning tools and methods do you use? / In what way could you help other team members improve their organisation?

**b) Questions about the interviewee's soft skills. Record scores in Table 2.**

1. Teamwork (common to all roles)
  - Tell me about a situation in which you had to work in a team but did not feel comfortable. Can you explain why that was the case?
  - With which groups or people have you felt most comfortable and performed best?
2. Initiative
  - In what situations do you feel you have to consult your superior before acting?
  - Tell me about things you have done in your current or past jobs to make your work more rewarding or effective? What achievement in your working life are you most proud of?
1. Leadership Skills
  - Describe a situation in which you had to talk to someone on the team about a problem or manage a conflict. / How did you handle that situation?
  - When the team you are coordinating is assigned a complex task, how do you get the whole group to step up to the challenge?
2. Ability to work under pressure
  - Describe a situation in which you had to meet tough deadlines.
  - Describe the situations that cause you the most frustration? How do you deal with the pressure?

- Under what conditions do you work most effectively?

**c) Questions about specific competencies required for the role the candidate is applying for. Record scores in Table 3.** The following are some examples:

## REQUIRED COMPETENCIES AND DUTIES (specific to the role)

### 1. Project Management

- a) The project manager is the person responsible for defining tasks and deadlines, organising team meetings, following up on key actions, and writing reports.
  - Do you see yourself as an organised person?
  - What do you think are the essential soft skills in a team leader.
  - In previous jobs, have you written reports, drawn up contingency plans, or defined decision trees?
- b) Working with scientists to define objectives and establish priorities for a project.
  - What difficulties do you foresee in translating scientific language to fit administrative requirements?
  - Do you feel that for certain tasks it might be more productive to work alone?

### 2. Coordination and Representation

- a) Monitoring of contractual agreements
  - What do you think is the best way to reach an agreement when different people in the team defend opposing positions? (Give a real-life example)

### 3. Budgeting

- a) Identify critical problems, needs and shortcomings in resources and budget.
  - One of your tasks as Project Manager would be to take corrective action if there are deviations from the budget. How would you handle it if one of the team members decided unilaterally to use part of the budget for purposes other than those assigned to that budget?
  - How would you communicate the team member's decision that part of the budget would be better used in a project different from the one originally intended to your superiors.

b) Following up sub agreements with partners

- One of the tasks in this role is to reach financial agreements with organisations or people who may not be aware of the importance of establishing research centres in their area. It is essential, firstly, that they agree to support the project financially and, secondly, that they continue to provide this financial support throughout the whole project. How would you approach this situation and ensure that everything happened as smoothly as possible?

c) Scheduling project staff travel to international and national meetings and for country visits (flights, lodging, visas, invitation letters) with the support of the Project Assistant.

- How would you manage travel scheduling? How would you coordinate with the Project Assistant?

d) **Time allowed for the interviewee to ask questions.**

## CLOSING THE INTERVIEW

1. Make sure you have recorded all the scores on the assessment tables and have covered all the key selection criteria specified during the pre-interview phase.
2. Explain the next steps of the process.
3. Say goodbye in a polite and friendly manner.

## **INTERVIEW SCRIPT - PROJECT ASSISTANT ROLE**

### OPENING

1. Greet the candidate with a handshake, offer them a seat, ask trivial questions (How are you?/ Did you have any trouble getting here?), and offer them a glass of water. An interviewer who is smiling and inspires confidence will help the candidate to relax, facilitating better communication during the interview.
2. Introductions:

- a) We are .... (give your name, position, the projects you are involved in, and any other reason why you are on the panel).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the specific role you are trying to fill.
3. Explain how the selection process works. For example: Tell the candidate what stage of the process you are at, what happens next, how long the interview will take, etc.

## INTERVIEW

At this point, ask the candidate for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: *Could you briefly summarise your CV for us, indicating the strengths?*

After this, you can start to ask questions, which can be categorised into three groups as follows:

**a) Basic questions about the candidate's academic and/or professional training. The aim is to discover whether or not the candidate has the competencies needed for the role. Record scores in Table 1.**

\*This is a good time to clear up any doubts that were noted on the candidate's CV during the pre-interview phase.

1. Research experience and/or experience in the health sector in either public or private organisations.
  - *Have you any experience with research projects? / For how many years?*
  - *What projects ?*
  
2. Supporting activities in the context of all ongoing research and cooperation projects.
  - *The role of Project Assistant requires someone who can deal with several different tasks or demands at once. In your opinion, what would be a good way to support all of these efficiently?*

3. Contribute to writing international cooperation, research, and/or innovation projects.
  - Have you had any experience in writing international cooperation, research and/or innovation projects?
4. Certified specialisation in health and any type of biomedical training will be valued positively.
  - Do you have any specialised background in health or biomedical training?

**b) Questions about soft skills. Record score in Table 2.**

**1. Teamwork (common to all roles)**

- Tell me about a situation in which you had to work in a team but did not feel comfortable. Can you explain why that was the case?
- With which groups or people have you felt most comfortable and performed best?
- Within the team, the Project Assistant may have to play different roles. How do you think you would adapt to the demands of that kind of job?

**2. Initiative**

- Do you think you are an independent worker? / Would you say you usually need to be supported in your work?
- When faced with a problem in your work, what would be your normal strategy? Would you usually try to find solutions on your own or do you prefer to ask someone else to help you to find a solution? / How long would you wait before asking for help when faced with a problem?
- Give me an example of an idea you have proposed or a suggestion you have made to your boss.? What was the response? How did you implement it? What was the outcome?

**3. Ability to work under pressure**

- Describe a situation in which you had to work to tight deadlines.

- Do you think that, in your professional life, you are a person who handles frustration well?
- Are you good at dealing with demanding situations that require you to multitask?
- Describe the situations that cause you the most frustration? What do you do to handle them?
- Under what conditions do you work most effectively?

#### 4. Service orientation

- For the role of Project Assistant, we particularly value a person who steps up and takes responsibility for meeting team needs and solving the problems that arise. Do you think you are a service-oriented person?
- Describe a situation in which you had to work hard to fulfil the needs of a person in a position of greater responsibility? / Why do you think that was difficult?

**c) Questions about specific competencies required for the role the candidate is applying for. Record scores in Table 3.** The following are some examples:

1. Good communication and presentation skills
  - Do you think you are a good communicator?
  - Do you have any experience making presentations?
  - Would you say that communication and presentation skills are among your strong points ?
2. Experience in European projects and proposal writing.
  - Do you have any experience working with European projects? / ¿Which projects ?
  - Do you find it easy to write a document presenting a proposal?

**d) Time allowed for the interviewee to ask questions.**

## CLOSING THE INTERVIEW

1. Make sure you have recorded all the scores on the assessment tables and have covered all the key selection criteria established in the pre-interview phase.
2. Explain the next steps of the process.
3. Say goodbye in a polite and friendly manner.

## **SCRIPT INTERVIEW POST DOCTOR**

### OPENING

1. Greet the candidate with a handshake, offer them a seat, ask trivial questions (How are you?/ Did you have any trouble getting here?), and offer them a glass of water. An interviewer who is smiling and inspires confidence will

help the candidate to relax, facilitating better communication during the interview..

2. Introductions:
  - a) We are ..... (give your name, position, the projects you are involved in, and any other reason why you are on the panel).
  - b) Introduce the organisation/institute offering the job (ISGlobal).
  - c) Describe the specific role you are trying to fill.
  
3. Explain how the selection process works. For example: tell the candidate what stage of the process you are at, what the next steps will be, how long you expect the interview to last, etc.

## INTERVIEW

At this point, ask the candidate for a brief explanation of their resume (2-3 minutes). The idea is to get them to comment on the most important and pertinent aspects of their CV and highlight significant milestones. For example: *Could you briefly summarise your CV for us, indicating the strengths?*

**a) Basic questions about the candidate's academic and/or professional training. The aim is to discover whether or not the candidate has the competencies needed for the role. Record scores in Table 1.**

\*This is a good time to clear up any doubts that were noted on the candidate's CV during the pre-interview phase.

1. Publications.
  - Have you published work in scientific journals? / Which ones? / What type of journals?
  
2. Level of involvement with the subject.
  - What led you to you choose the subject of your doctoral thesis?
  - If you could do it again, would you choose the same topic?
  
3. Pre-doctoral Phase
  - What did you learn during your predoctoral years?
  
4. Computer Skills and Proficiency.
5. Proficiency in common programming languages, particularly R.

- How would you rate your level of proficiency in common programming language? / In R, for example?

## **b) Questions about soft skills. Record score in Table 2.**

### **1. Teamwork (common to all roles)**

- Describe a situation in which you had to work in a team but did not feel comfortable. Why?
- With which groups or people have you felt most comfortable and performed best?

### **2. Autonomy**

- Do you think you are an independent worker? Would you say you usually need to be supported in your work?
- When faced with a problem in your work, what would be your normal strategy? Would you usually try to find solutions on your own or do you prefer to ask a superior for help ? / How long would you wait before asking for help when you have a problem?
- Give me an example of an idea you have proposed or a suggestion you have made to your boss in recent months. What was the response? How did you implement it? What was the outcome?

### **3. Expectations of Professional Development**

- What are your immediate and long-term professional goals ?
- What were your expectations when you decided to do a doctorate?

### **4. Learning Skills**

- Describe a work situation in which you experienced difficulty in learning something. What made it difficult?
- How do you keep up-to-date with important changes in your field?
- What have been the problems that you have had to adapt to in your current job?

**c) Questions about specific competencies related to the role you are trying to fill. Record score in Table 3. The following are some examples:**

## ESSENTIAL COMPETENCIES AND DUTIES (job specific)

1. Previous experience, preferably within the areas related to the role to be filled, of working in multidisciplinary and collaborative environments, and willingness to engage with such an environment.
  - What previous experience do you have in this particular field? / For how long?
  - Are you motivated by the idea of working in the field of --mention specific topic-- in a multidisciplinary and collaborative environment? (Refer to the specific topic related to the role to be filled: for example, climate research)

**d) Time allowed for the interviewee to ask questions.**

## CLOSING THE INTERVIEW

1. Make sure you have recorded all the scores and added any notes you consider necessary on the assessment tables.
2. Once again, summarise the phases in the hiring process and explain what the next steps will be.
3. Say goodbye in a polite and friendly manner.

**APPENDIX 16 INDIVIDUAL AND COMPARATIVE TABLES**

Required and Desirable COMPETENCIES	LEVEL					
	Very Low	Low	Medium	Medium to High	Good	Very Good
Qualifications						
Experience in a similar or identical role						
Experience in techniques and instruments						
Languages						
Information technology						
Experience in international settings						
Other						

Notes:

COMPARATIVE TABLE:

	Qualifications	Languages	Similar Exp.	Technical Exp.	International Setting	IT Skills	Other	Other	Other
Candidate 1									
Candidate 2									
Candidate 3									
Candidate 4									

## 1. BIBLIOGRAPHY

1. EUR-Lex El acceso al Derecho de la Unión Europea [Internet]. Eur-lex.europa.eu. [cited 28 February 2018]. Available from: [https://eur-lex.europa.eu/summary/glossary/equal\\_treatment.html](https://eur-lex.europa.eu/summary/glossary/equal_treatment.html)
  
2. European Commission [Internet]. European Commission - European Commission. 2017 [cited 11 January 2018]. Available from: [http://ec.europa.eu/justice/gender-equality/other-institutions/advisory-committee/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/other-institutions/advisory-committee/index_en.htm)
  
3. Guía de Lenguaje no Sexista de la UNED [Internet]. Madrid; 2012 [cited 17 January 2018]. Available from: [http://portal.uned.es/pls/portal/docs/PAGE/UNED\\_MAIN/LAUNIVERSIDAD/VICERRECTORADOS/GERENCIA/OFICINA\\_IGUALDAD/CONCEPTOS%20BASICOS/GUIA\\_LENGUAJE.PDF](http://portal.uned.es/pls/portal/docs/PAGE/UNED_MAIN/LAUNIVERSIDAD/VICERRECTORADOS/GERENCIA/OFICINA_IGUALDAD/CONCEPTOS%20BASICOS/GUIA_LENGUAJE.PDF)
  
4. Dattner Ben, (2006), Manual de preparación para entrevistadores [archivo PDF]. Dattner Consulting, LLC. Downloaded from: <http://www.dattnerconsulting.com/spanish/presentations/>. 2018.
  
5. Herramienta-de-Apoyo-n2-Acceso-al-empleo [formato PDF]. (2015). <http://www.igualdadenaempresa.es/recursos/herramientas/docs/Herramienta-de-Apoyo-n2-Acceso-al-empleo.pdf>. 2018.
  
6. Comité consultivo para la igualdad de oportunidades entre hombres y mujeres [formato PDF]. Directiva 2000/78/CE del consejo europeo. (2014).

Opinion on data collection on violence against women.

[http://ec.europa.eu/justice/gender-equality/other-institutions/advisory-committee/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/other-institutions/advisory-committee/index_en.htm). 2018.

7. Human Resources Strategy for Researchers (HRS4R) and its Action Plan

[Internet]. 2015 [cited 20 December 2017]. Available from:

[https://www.isglobal.org/documents/10179/2484371/Action+Plan\\_ISGLOBAL.pdf/5858fe99-9502-404a-bfde-d8b964d73928](https://www.isglobal.org/documents/10179/2484371/Action+Plan_ISGLOBAL.pdf/5858fe99-9502-404a-bfde-d8b964d73928)

8. OTM-R (OPEN, TRANSPARENT AND MERIT-BASED RECRUITMENT)

[Internet]. 2015 [cited 20 December 2017]. Available from:

[https://cdn1.euraxess.org/sites/default/files/policy\\_library/otm-r-finaldoc\\_o.pdf](https://cdn1.euraxess.org/sites/default/files/policy_library/otm-r-finaldoc_o.pdf)

9. Osca Segovia A. Selección, evaluación y desarrollo de los recursos humanos.

Madrid: Sanz y Torres; 2006.

10. Ayala Calvo J, Ming Ting - DIng J, Déniz - Déniz M. LA SELECCION DE PERSONAL COMO UN PROCESO ETICO Y EFICIENTE. Universidad de Las Palmas de Gran Canaria; 2007.

11. Salgado J, Moscoso S. SELECCIÓN DE PERSONAL EN LA EMPRESA Y LAS AAPP: DE LA VISIÓN TRADICIONAL A LA VISIÓN ESTRATÉGICA.

Universidad de Santiago de Compostela; 2008.

12. Centre for Genomic Regulation. Libra Recruitment Handbook [Internet].

2017. Available from: [http://www.eu-libra.eu/sites/default/files/article-files/libra\\_recruitment\\_guidelines\\_second\\_edition\\_o.pdf](http://www.eu-libra.eu/sites/default/files/article-files/libra_recruitment_guidelines_second_edition_o.pdf)