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PERSONNEL QUESTIONS

Third report on the implementation of the personnel policy
reforms approved by the General Assembly in 1974

Note by the Secretary-General

The Secretary-General has the honour to transmit to the members of the General Assembly the text of the report of the Joint Inspection Unit entitled "Third report on the implementation of the personnel policy reforms approved by the General Assembly in 1974" (JIU/REP/80/9).

* A/35/150.

THIRD REPORT ON THE IMPLEMENTATION
OF THE PERSONNEL POLICY REFORMS
APPROVED BY THE GENERAL ASSEMBLY IN 1974

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Geneva, August 1980

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Chapter I

Subject of the Report: Recruitment Methods

1. In its resolution 33/143, the General Assembly has requested the Joint Inspection Unit "to continue to study and report on the provisions of the present resolution dealing with personnel policy reforms... from the thirty-fifth session of the General Assembly onwards". 1/

This report, the third in the series on the implementation of the reforms, 2/ is an attempt to comply with that request. At the same time, the Secretary-General has drawn up a report on measures taken in 1979 and 1980 pursuant to that resolution (reference unknown at the time of the final drafting of this report).

2. The implementation of the personnel policy reforms now appears to be a long-term project. A certain amount of progress has been made in the period of over six years since the General Assembly approved the main guidelines of the reforms, but it will doubtless take several years more for the reforms as a whole to be actually decided and applied.

The profound changes needed must follow a maturing process including, in particular, the formulation and acceptance of concepts, the introduction and testing of new mechanisms, transition measures and specific decisions by the General Assembly on a very large number of points. These decisions by the Assembly are the milestones marking the main stages.

The stages which may be considered to have been completed, or at least partially achieved, include:

- Classification of professional posts;
- Development of the use of recruitment rosters;

1/ The same paragraph also refers to provisions relating to "the improvement of the representation of women in the Professional category and above in the United Nations system". The report prepared by Inspector Sohm, entitled "Status of Women in the Professional Category and Above: A Progress Report" (document JIU/REP/80/4 A/35/182....)) meets the request made in that part of the resolution.

2/ The previous two reports are documents JIU/REP/76 (A/C.5/32/57) and JIU/REP/78/4 (A/33/228).

- Introduction of a competitive examination for passage from the General Service category to the Professional category;

- Some instances of external recruitment of junior Professionals by competitive examination in some countries.

As yet, the full implications of these changes have by no means been grasped. Furthermore, a large number of areas remain to be explored:

- General application of competitive selection methods;
- Classification of posts in the General Service category;
- Career development;
- Definition of occupational groups and their use for management and recruitment;
- Adoption of an integrated management system, and so forth. ^{3/}

The Secretary-General's report describes the efforts being made in these areas. In these circumstances, we consider it more useful and more effective for this third report to focus on issues on which the General Assembly may be able to take specific decisions, rather than to conduct another general review of the whole range of problems.

3. In this connexion, it may be pointed out that part I of General Assembly resolution 33/143 relating to personnel questions, under which the Secretary-General was requested to adopt a number of measures and guidelines regarding recruitment of Professional staff (paragraphs I, 1, (a) to (i)), defines far more precisely than any previous resolution the basic features of a recruitment policy. In particular, it describes the methods for publicity, the utilization of the roster of candidates, the definition of occupational groups, the conditions for movement from the GS category to the professional category, the use of external competitive methods of recruitment for Professional staff at the P-1/P-2 levels. It seems essential to quote in full paragraphs 1 (g), (h) and (i) of part I of that resolution, by which the Secretary-General is requested to ensure the following:

"(g) Movement of staff from the General Service category to the Professional category should be limited to the P-1 and P-2 levels and be permitted up to 30 per cent of the total posts available for appointment at those levels and such recruitment should be conducted exclusively through competitive methods of selection from General Service staff with at least five years' experience and post-secondary educational qualifications;

"(h) Competitive methods of recruitment should be used in consultation with the Governments concerned, organized on a national, subregional or regional basis, for selection of staff at the P-1 and P-2 levels with a view to making the geographical distribution of posts in the Secretariat more equitable;

^{3/} Annex I of the Second Report on the Implementation of the Reforms (A/33/228) gave a table for 1978 showing the progress achieved and listing the measures still to be taken.

"(i) Necessary measures should be devised to protect the confidentiality and objectivity of the methods of selection described above and to ensure that the methods of testing take into account the cultural and linguistic diversity of the membership of the United Nations."

4. Thus in 1980 the question of recruitment methods appears to have ripened to a point where it is possible to have a comprehensive view and to apply an over all policy. This feeling appears to be shared by the senior officials of the Office of Personnel services, whose co-operation was most valuable for the preparation of this report.

Finally, the precise definition of a recruitment policy and the introduction of modern machinery for the future would provide a sound basis on which a comprehensive personnel policy could more easily be built.

In the opinion of the author, the decisions which the General Assembly might consider taking on these questions should basically deal with:

- Generalization of the use of competitive examinations for the recruitment of young Professional staff at the P-1, P-2 (and perhaps subsequently P-3 levels);

- Systematic use of rosters for recruitment to Professional posts at higher levels.

The proposals made on this subject call, in particular, for a critical review of the experience of competitive examinations gained in recent years, particularly the first competitive examination for passage from the General Service category to the Professional category.

5. The chapters which follow will therefore examine:

- Experience in the use of competitive examinations and the first competitive examination for passage from the General Service category to the Professional category (chapter II);

- Possible generalization of competitive selection methods for the recruitment of junior Professionals (chapter III);

- The recruitment of Professionals at the P-3 level (chapter IV);

- The systematized use of rosters for recruitment to Professional posts at other levels (chapter V);

- Resources to be deployed and the possible restructuring of OPS (chapter VI).

Chapter VII will summarize the main recommendations.

Chapter II

Competitive examination for the passage of General Service staff members to the Professional category

6. Movement from the General Service category to the Professional category is now precisely regulated by paragraph I, 1 (g) of General Assembly resolution 33/143 to which reference has already been made above. The establishment of a competitive examination and a numerical limit (30 per cent of total annual appointments to P-1 and P-2 posts) ^{4/} constitutes a sharp break with former practice, the disadvantages of which are sufficiently well known to make further reference to them here superfluous. ^{5/} Pursuant to that resolution, the first G to P competitive examination was organized at the end of 1979 and the beginning of 1980. Although, as will be seen below, this first experiment took place under difficult conditions, largely as a result of problems posed by the transition from one system of promotion to another, the very fact that the examination took place constitutes an important technical success.

7. Difficulties resulting from the transition period

a) Implementation of the principle embodied in resolution 33/143 and of the practical provisions concerning the actual organization of the examination ^{6/} was hampered by the fact that many of the P-1 and P-2 posts which the Secretary-General had asked departments to identify for the purpose of the examination were already temporarily occupied, in accordance with a practice of many years' standing, by General Service staff awaiting promotion to the Professional category. These staff members, some of whom had occupied P-1 or P-2 posts for up to two or even three years, considered that they had rights acquired before resolution 33/143 was passed, and requested that this situation should be taken into account.

b) After some hesitation about what attitude to take towards the opposition of the officials directly concerned and of part of the staff to the very idea of an examination, the Secretary-General adopted two measures designed to take these exceptional conditions into account:

^{4/} This total includes external recruitments and promotions from G to P.

^{5/} Cf. The Unit's three reports on personnel problems: JIU/REP/71/7 (paragraphs 425 and 426 and Recommendation 14), JIU/REP/76/8 (paras. 23 and 33, A, (g)) and above all JIU/REP/78/4 (chapter II and Recommendation 2). See also the report on General Service staff, JIU/REP/77/4 (paras. 79-82 and Recommendation 10).

^{6/} Cf. paragraphs 8-13 below.

- The first consisted of the provisions contained in paragraphs 26 and 27 of Administrative Instruction ST/AI/268 of 29 August 1979, namely:

"Staff members in the General Service or related category who have been assigned to and fulfilling the duties of a P-1/P-2 post in the staffing table prior to 1 April 1979, whether with or without a special post allowance, will be recognized as having satisfied the requirement for post-secondary education."

"Staff members referred to in paragraph 26 above who sit for the examination will be granted a 10 per cent increase in the score of the written part of the examination for any post in the related occupational group, provided that they received at least an "adequate" performance rating on the last periodic report."

- The second consisted of the provisions of Administrative Instruction ST/AI/268/Add.1 of 6 December 1979, setting out transitional measures applicable to General Service staff who were occupying the P-1 and P-2 posts reserved for the examination prior to 20 December 1978 (the date of adoption of resolution 33/143) and for whom a special assessment procedure was decided upon. This procedure was applied to 27 of the 51 posts initially reserved for the examination and was designed to discover whether, among the General Service staff occupying the posts, there were any for whom a promotion to the Professional category would be justified without their taking the examination (apart from the common core paper which had already been applied when the Administrative Instruction was issued). This special assessment, carried out by the Central Examination Board gave the following results:

. Of the 27 staff members concerned 24 were promoted under the special assessment. The Board also considered 11 other staff members to fulfil exactly the same criteria. This initiative, which was not based on any prior decision by the Secretary General, is explained by the Secretariat as follows: "The Board, upon investigation, determined that they were in the same situation and also fulfilled the criteria for being eligible for promotion under the transitional measures". The Secretary General later approved this procedure through circular ST/IC/80/47 of 14 July 1980;

. 35 replacement posts had to be added to the list of posts initially provided for the examination, bringing the total number of promotions from G to P for 1979 to 86, i.e. 71.6 per cent of total appointments to P-1 and P-2 grades for the year 1979, that is 2.3 times more than the 30% authorized by General Assembly resolution 33/143.

These were thus two consequences of failure to recognize and settle at the start the problem of the P-1 and P-2 posts occupied by General Service staff: the staff members concerned were discontented, for they considered themselves entitled to promotion without examination; and an administrative decision was taken which considerably increased the number of posts reserved for promotion from G to P. It should be noted, however, that the initial list of 51 posts submitted to examination already exceeded the 30 per cent authorized by the General Assembly resolution (51 posts constitute 42.5 per cent).

This anomalous situation due to the superimposition of measures that were not wholly compatible can only be justified by the exceptional circumstances in which the first G to P examination was held. In future, the problem of the temporary occupation of P-1 and P-2 posts by General Service staff should clearly no longer arise. The procedure described in Administrative Instruction ST/AI/268 can then be applied in the normal way (i.e. advance identification of all the P-1 and P-2 posts falling vacant in the year of the examination and selection by the Central Examination Board for the examination of a number of posts corresponding to 30 per cent of the total).

8. Nature of the papers

As well as by resolution 33/143, paragraph I, 1, (g), quoted above, the practical arrangements for the examination are governed by a series of administrative documents which need not here be analyzed. ^{7/} Suffice it to say that the running of the examination called for a great deal of thought and organization. The arrangements thus made for the first examination should be a help in organizing those to be held in the future.

In accordance with Administrative Instruction ST/AI/268, the examination consisted of three papers:

- "(a) A common core paper to test the candidate's analytical capacity, drafting ability and his or her knowledge of the Organization;
- (b) A specialized paper for each occupation designed to test the candidate's knowledge of, and ability to perform in, the occupation";
- (c) An interview.

^{7/} Cf.:

1. Secretary-General's bulletin ST/SGB/173 of 29 August 1979, announcing the change in the procedure for promotion to the Professional category;
2. Administrative Instruction ST/AI/268 of 29 August 1979, giving additional information on the organization of the 1979 examination;
3. Information Circular ST/IC/79/54 of 4 September 1979, containing the list of the 47 posts reserved for the examination;
4. Information Circular ST/IC/79/65 of 9 October 1979, announcing the constitution of the Central Examination Board for the 1979 examination;
5. Information Circular ST/IC/79/54/Add.1 of 3 October 1979, which added three more posts, bringing the total to 51;
6. Information Circular ST/IC/79/66 of 3 October 1979, providing information on the format of the written papers in the examination and listing the reserved posts in occupational groups;
7. Information Circular ST/IC/79/75 of 16 November 1979, announcing that the core examination would be held on 24 November 1979, but that the specialized examinations would be postponed until January or February 1980;

The weighting of the three parts of the examination was as follows:

(a) Common core paper	30 per cent
(b) Specialized paper	45 per cent
(c) Interview	25 per cent

The written papers were marked on a scale of 0 to 75. Candidates whose score was "not more than 25 points below the score of the highest ranking candidate for each post" were called for interview by the Board of Examiners for the occupational group under which the post in question was listed (cf. Administrative Instruction ST/AI/268, para. 14).

9. Common core paper

According to Administrative Instruction ST/AI/268, the common core paper was designed to "test the candidate's analytical capacity, drafting ability and his or her knowledge of the Organization". It consisted of three parts.

- Part A (30 per cent of the points assigned to the common core paper) contained 18 questions concerning almost exclusively the structure, functions and procedures of the United Nations. The questions were for the most part extremely precise (for example: "The role of the General Assembly's ACABQ is as follows: ..."; and "At its fifth session, in 1950, the General Assembly adopted a resolution entitled "United for peace". What are the main provisions of that resolution?") and presupposed a factual knowledge of United Nations machinery. This approach, which leaves no room for the candidates' imagination or inventiveness, was apparently adopted to make the test very objective. 8/

7/ continued:

8. Administrative Instruction ST/AI/268/Add.1 of 6 December 1979, announcing transitional measures concerning General Service staff who were occupying posts reserved for the examination prior to 20 December 1978 and for whom a special assessment procedure was decided upon (the procedure was applicable to 27 of the 51 posts);
9. Information Circular ST/IC/79/66/Add.1 of 11 January 1980, giving additional information on the format of the specialized papers;
10. Information Circular ST/IC/80 of 27 March 1980, announcing the constitution of the specialized Boards of Examiners;
11. Information Circular ST/IC/79/66/Add.2 of 30 April 1980, providing information on the format and organization of the oral examination;
12. Information Circular ST/IC/80/47 of 14 July 1980 announcing the results of the special assessment procedure (set out in Administrative Instruction ST/AI/26 /Add.1) and including the list of replacement posts;

8/ The Secretariat thus endeavoured to comply with paragraph 1 (i) of resolution 33/143, part I, concerning "the objectivity of the methods of selection".

- Part B (35 per cent of the points) consisted of two problems which, according to Information Circular ST/IC/79/66 would "offer candidates an opportunity to demonstrate their analytical capacity". And the two problems selected, which relate to situations that could easily arise, do in fact call for powers of organization and analysis. However, it may be asked whether the examiners did not purposely exaggerate the complexity of the imaginary situations in order to increase the selectivity of the tests;

- Part C (35 per cent of the points) contained the text of a statement to be summarized to one third of its length and to be rendered in the third person. This test seems entirely appropriate to the purposes of the examination.

On the whole, the format of the core examination seems to us to be acceptable. There is, however, room for improvement. In particular, greater importance might be given to composition (for example, some of the questions in part A could be replaced by an exercise requiring the candidates to say something in writing on a topical subject), and to assessment of the candidates' ability to judge rather than their factual knowledge of the Organization.

10. The specialized papers

The specialized examinations were organized according to occupational groups. Candidates could take the examinations for one (or more) of the following occupational groups:

- Administrative specialists
- Social scientists
- Economists
- Statisticians, mathematicians
- Archivists, curators and librarians
- Accountants, auditors and financial analysts
- Electronic data processing specialists.

Each examination included one or more essay-type exercises - the drafting of a report, letter or memorandum - accounting for approximately 70 per cent of the points, as well as questions requiring shorter answers (30 per cent of the points). The aim of the specialized examinations, according to Information Circular ST/IC/79/66/Add.1, which provides some enlightenment on the subject, is as follows: "The specialized examinations are designed to identify candidates who have a broad knowledge of matters relevant to the work of an occupational group", and their purpose is "to test knowledge relevant to the work of an occupational group rather than detailed knowledge of the duties and responsibilities connected with a specific post...".

Some of the questions for the various occupational groups suggest that the tests call for very specialized knowledge which few General Service staff can be expected to have ^{9/} and which can hardly be acquired without a pre-examination training system for each group. The results of

^{9/} Cf., for example, for the "Administrative specialists" group, the questions on the various stages in the preparation of the budget or on the composition and functions of the Joint Advisory Committee.

this first G to P examination and the experience it afforded should lead to some adjustment of the specialized examinations' format. 10/

11. Int. view

At the time of the final drafting of this report, the oral tests had still not been completed. Consequently, we are unable to provide any information on their organization and results.

12. Organization of the Boards of Examiners and marking of papers

Under Administrative Instruction ST/AI/268, the common core papers were to be graded by the Central Examination Board and the specialized papers by the appropriate Board of Examiners for each occupational group. On the whole, the establishment of the Boards of Examiners seems to have proceeded satisfactorily. Though the specialized Boards of Examiners were able to mark the specialized papers without difficulty, the same cannot be said for the common core paper, for the Central Examination Board was largely preoccupied with problems resulting from the transitional measures referred to in paragraph 7 above. Among other things, it had to assess the candidates' post-secondary qualifications and carry out the special review of the 35 General Service staff members already occupying P-1 and P-2 posts earmarked for the competitive examination. The common core papers were therefore marked by specially appointed examiners.

Since these difficulties were largely due to the exceptional nature of the 1979 examination, they should not normally recur. At all events, the examination provided the occasion for instituting machinery (distribution of functions between the Training and Examinations Service, the Central Examination Board and the specialized Boards of Examiners) whose operation has proved satisfactory, notwithstanding certain delays resulting from the particular circumstances in which the examination was held.

13. Material organization of the examination

Despite the difficulties encountered, candidates from 26 duty stations were able to take the examination at 12 examination centres. This may be considered a technical success and as proof of the workability of the scheme devised by the Training and Examinations Service. 10bis/ The material arrangements raised no insurmountable problems, thanks to the use of the headquarters of the regional economic commissions and other United Nations offices. The simultaneity and confidentiality of the written examinations were properly ensured, and adequate arrangements were made for travel by the Boards of Examiners for the interviews which were held in four different duty stations.

10/ Moreover, it may be asked whether the provisions of Information Circular ST/IC/79/66/Add.2 governing the admission of candidates to the oral interview should not be modified. Paragraph 2 of this circular specifies that: "Following the marking of the specialized papers, the combined score of the core and the specialized papers will be converted to a scale of 0 to 75. In each occupational group candidates whose converted score is not more than 25 points below the score of the highest ranking candidate will normally be convoked for an interview by the relevant Board of Examiners". It seems that for some specialized examinations in which the best score was not very high the result of this provision has been that an abnormally high number of candidates were admitted to the interviews.

Also of importance is the institution of a light-organizational structure covering a large number of countries: this will facilitate the organization of subsequent G to P examinations and possibly of similar examinations for external recruitment (Cf. chapter III).

14. Statistics on participation in the examination

The participation can be summarized as follows:

- Common core paper: 654 convoked *
527 attended
- Specialized examinations: 1.128 convoked *
684 attended

(* The difference between these two figures is due to the fact that although only 434 candidates were admitted to the specialized examinations, a number of candidates sat two and even three specialized examinations. Furthermore, some candidates who sat the common core paper were exempted from the specialized examination under the transitional measures set out in Administrative Instruction ST/AI/268/Add.1).

The candidates may be divided by occupational group selected as follows:

	<u>Convoked</u>	<u>Attended</u>
- Administrative specialists	512	318
- Social scientists	259	146
- Accountants, auditors and financial analysts	120	88
- Economists	95	56
- Archivists, librarians	86	41
- EDP specialists	45	29
- Statisticians	11	6
	<hr/>	<hr/>
	1.128	684

As far as nationality is concerned, the 434 candidates admitted to the specialized examinations may be divided as follows:

- Philippines	70	- Austria	14	- China	5
- United States	65	- Jamaica	14	- Haiti	5
- France	31	- Chile	10	- Pakistan	5
- Thailand	24	- Australia	8	- Peru	5
- United Kingdom	21	- Trinidad and Tobago	6	- 47 other countries	
- Ethiopia	17	- Egypt	5	with 4 candidates	
- India	16	- Colombia	5	or fewer	

Total number of countries represented: 65.

The final results were not yet known when this report was drafted, but it must be noted that the nationalities providing the largest numbers of candidates are those of countries which are now all over represented. This confirms the absolute need for respecting the 30 per cent limit on the number of posts reserved for G to P promotions, for otherwise the principle of equitable geographical distribution would be seriously infringed.

15. Lessons to be drawn from the first trial of a G to P competitive examination

The instruction to be derived from the first trial of a G to P competitive examination may be summarized as follows:

Considerable difficulties had to be overcome, but they were mainly due to the problems posed by the transition from one system of promotion to another. Exceptional measures had to be taken to facilitate that transition, and the measures thus adopted are contrary to decisions of the General Assembly. They must be judged in the light of the exceptional nature of the problems posed, and the necessary arrangements must be made to remedy the most serious violations of the Assembly's decisions.

The examination itself took place despite the difficulties encountered. It has been demonstrated that the technical obstacles, which at the outset were deemed considerable, can be overcome, and this success leads to the belief that the use of the competitive examination formula can now be extended to all external recruitment of young professionals.

A number of questions remain to be solved. Decisions will have to be taken regarding:

(a) The reservation of posts. Until arrangements are made for extending the competitive examination to all external recruitment for grades P-1 and P-2 (see next chapter), there would appear to be no alternative to reserving posts, as for this first examination. Once the system has been made general, there will be no need to reserve posts; those who pass the G to P examination will be placed directly on the reserve list.

(b) Periodicity of examinations. Biennial examinations would most likely be sufficient. In view, however, of the possible opposition of some members of the staff, it might perhaps be more advisable to hold annual examinations during a "running in" period. A biennial basis could be considered later (for example, when external recruitment to P-1 and P-2 posts is by examination and it is no longer necessary to reserve posts, which for a two-years period is somewhat difficult).

(c) Respect of the 30 per cent rule. In view of the violations of the provisions of General Assembly resolution 33/143 incidental to the first examination, and of the fact that the examination constitutes an exception to the geographical-distribution rules, it is absolutely essential that the 30 per cent rule be respected. Owing to circumstances in which the first examination took place, 86 General Service staff members were promoted to the Professional category in 1979, i.e. 71.6 per cent of the total of 120 annual recruitments to P-1 or P-2 posts (average figure for the past 4 to 5 years). ^{11/} It is therefore absolutely essential that steps be taken to re-establish the 30 per cent limit (corresponding to 36 posts per year). To make up for the way in which, owing to the transitional measures that had to be adopted, this limit was exceeded at the 1979 examination, the only possible course seems to be to refrain from holding an examination for the year 1980. This would reduce the

^{11/} The total number of appointments and promotions to grades P-1 and P-2 for the years 1975 to 1979 was 599, corresponding nearly exactly to 120 per year. The annual variations ranged from 89 to 149.

annual percentage for the years 1979 and 1980 to $71.6 : 2 = 35.8$ per cent, a figure which is still notably in excess of the limit. As from 1981, 36 should be the maximum number of posts authorized (provided that the number of recruitments to P-1/P-2 posts remains at the present level of 120).

(d) The nature of future examinations. As has been stated above, the general concept of the examination seems acceptable, subject to a few improvements that could be made, particularly in the common core paper (by attaching more importance to drafting). The idea of establishing a system for training candidates for the examination should also be considered (textbooks, correspondence courses, etc.).

(e) The Boards of Examiners and marking of papers. The marking of papers and related activities proved to constitute a considerable amount of work which took up a lot of time. Consideration might perhaps be given to the idea of appointing remunerated consultants to assist Secretariat staff members volunteering for the work in order to alleviate their task.

Chapter III

Possible generalization of competitive selection methods for the recruitment of junior Professionals

16. Desirability of bringing the method of competitive examinations for junior Professionals into general use

In an earlier report we have already drawn attention to the legislative provisions by which the General Assembly has repeatedly expressed its desire to see the introduction of competitive methods of selection, which alone can guarantee that the best candidates are recruited: Article 101, paragraph 3, of the Charter; staff regulation 4.3 "So far as practicable, selection shall be made on a competitive basis"; General Assembly resolution 2736(XXV)A, paragraph (d); General Assembly decision of 18 December 1974 on agenda item 81. In addition to these, there is resolution 33/143, adopted in 1978, the main paragraphs of which have been quoted in paragraph 3 above.

Part I, paragraph 1(h), of that resolution states that competitive methods of recruitment should be used for selection of staff at the P-1 and P-2 levels. It is indeed at this level that the general application of the system of recruitment by competitive examination appears desirable.

The reasons for this are as follows:

- It is the method which is most in conformity with the above-mentioned legislative provisions, and the experience of it already acquired in a number of countries shows that it produces excellent results in terms of the calibre of the staff recruited;

- As promotion from the General Service category to the Professional category is now effected by competitive examination, it would be fair if all staff members recruited at those levels were likewise recruited by competitive examination. The conditions of recruitment of all P-1/P-2 staff would thus be uniform;

- As we shall see below, the competitive examination method is more conducive than any other to the achievement of a more equitable geographical distribution of posts within the Secretariat;

- The general application of competitive methods would eliminate a large number of difficulties currently resulting from the fact that some competitive examinations exist side by side with the traditional system of recruitment (the difficult problem of the selective earmarking of posts, the involvement of many different services in the process of recruiting junior staff members, and so forth);

- Finally, methods of recruiting junior Professionals could thus be made systematic, leading to an increase in efficiency and a reduction in costs.

17. Feasibility of bringing competitive recruitment methods into general use

This desirable general application of competitive methods has now become feasible owing to the experience already gained in this area by the Office of Personnel services. The national competitive examinations organized from 1974 to 1979 not only worked well and produced excellent results, 12/ but made it possible to elaborate a method which for the most part proved easy to use during the organization of the competitive examination for passage from the General Service category to the Professional category.

In the two-year period which has just expired the Office of Personnel services was unable simultaneously to implement the guidelines concerning the organization of the internal examination for movement from the General Service category to the Professional category (Resolution 33/143, Part I, paragraph 1(g) and the guidelines regarding the development of external examinations (Part I, paragraph 1(h)).

The efforts required for the organization of the internal examination meant that the necessary time was not available for the holding of further external examinations. This is regrettable, but it must be acknowledged that the situation is very largely explained by the magnitude of the difficulties encountered by the Training and Examinations Service in introducing the system of competitive examination for passage from the General Service category to the Professional category.

Thus, the situation regarding external examinations remains the same as at the end of 1978, as described in the second report on the implementation of the reform (A/33/228, chapter V). 13/

The first competitive examination for promotion from the General Service category to the Professional category demonstrated the feasibility of organizing world-wide competitive examinations (12 examination centres, etc.). The Training and Examinations Service of the Office of Personnel Services has now gained valuable experience: the method of preparing the papers has been established, and it is now known how to form boards of examiners and to provide them with precise instructions making it easier for them to perform their task. Lastly, the system of selection by

12/ Despite some difficulties resulting from the absence of reservation of posts in advance.

13/ The statistics published in that chapter can only be updated as follows. At the time of writing (June 1980), the following competitive examinations have been organized:

occupational groups (common core paper, specialized papers) is functioning smoothly. Most of these methods could be used without difficulty or major change if competitive examinations were to be made a general practice and if the responsible officials in the Office of Personnel Service considered it feasible or even desirable to embark now on the phase of general application.

13/ Continued:

	Italy	FRG	Japan	United Kingdom	France
	1974	1974	1975	1975	1979
(The numbers in brackets are the numbers of women candidates)					
Number of applicants	580 (85)	404 (40)	338 X	X	140 X
Number who were invited to take the written examination	283 (31)	183 (21)	322 X	47 (0)	84 X
Number who actually took and completed the written examination	135 (17)	137 (19)	213 X	X	39 X
Number who were invited to take the oral examination	56 (9)	42 (6)	54 X	12	9 X
Successful applicants placed on the roster	46 (6)	24 (3)	15 (5)	7	0
Commitment with the Government	10	upto15	10	2	3
Number appointed	18* (2)	10* (3)	5* (2)	2	3
Number of successful applicants still on the roster	6 (1)	11 -	6 (1)	3	0
Number who have refused an offer of employment	2	4	-		

NOTES: X: Indicates that the figures are not available

*: Italy: including one appointment to UNESCO, one to UNDP and one to IMF

FRG: including one appointment to UNDP

Japan: including one appointment to UNHCR

In addition, a number of countries which appreciated the advantages of the competitive examination method has requested the Secretary General to arrange further examinations (Italy, Federal Republic of Germany, Japan, France). Their requests have not been met so far, primarily because of the heavy workload with which the Training and Examinations Service has had to cope in organizing the competitive examination for passage from the General Service category to the Professional category.

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18. How the system of recruitment by competitive examination might work ^{14/}

In order to examine certain technical aspects in detail, we thought it worth-while to give a brief description of the manner in which the new system might operate.

After a transition period, the necessity and possible utilization of which will be explained below, the system might be constituted as follows:

- No posts at the P-1 or P-2 level could be filled, by recruitment or promotion, except by competitive examination; ^{15/}

- Competitive examinations would be organized for groups of countries and would be held at intervals enabling all Member States, with the exception of those which are manifestly high over-represented, to participate, if possible once every two years;

- The competitive examinations, like previous ones, would consist of a general paper for all candidates, specialized papers for each occupational group, and oral interviews;

- Applicants would be informed that, if successful, they would be placed on a "reserve list". All P-1/P-2 posts should be filled from that list. Inclusion in the list would not give those who passed the examination an absolute right to recruitment. This would be made quite clear to candidates in the information material issued to them on the subject of the examinations. It might even be mentioned in the title - "Competitive examination for inclusion in the reserve list" - so as to draw attention to this point. In practice, however, efforts would be made to recruit almost all the candidates included in the list.

It would appear that these arrangements ought to meet the problems, both transitional and operational, which might result from the general application of the competitive examination system.

19. Competitive examination by occupational group with specialized papers for each group

The experience gained in previous competitive examinations, and in particular the first examination for passage from the General Service category to the Professional category, had demonstrated the feasibility of administering examinations by "occupational group". At these grade levels

^{14/} The following paragraphs largely repeat the ideas already put forward in a note of the Joint Inspection Unit on the Recruitment of Staff in the Professional category in the United Nations system (JIU/Note/77/1). This note examined the problem of recruitment by competitive examination for the system as a whole. As soon as it was issued, it was transmitted to the International Civil Service Commission, which did not give it serious attention and for the time being has failed to draw any conclusions from it.

^{15/} A very small number of exceptions may be made for some posts.

(P-1/P-2), which require, as far as external recruitments are concerned, a sound academic background but little or no previous professional experience, it is sufficient to verify the basic technical knowledge of applicants to establish that they are employable in any P-1/P-2 occupation within the group concerned. Previous experience has shown that this is the case. In this connexion, it would appear that practically all the posts at the P-1/P-2 levels can be covered adequately by 10 occupational groups. After discussions with the Training and Examinations Service of the Office of Personnel Services, we believe that the following major groups could be selected:

1. Administrative specialists
2. Accountants, auditors and financial analysts
3. Data processing specialists
4. Public information specialists
5. Archivists and librarians
6. Economists
7. Jurists
8. Social and political scientists
9. Statisticians and mathematicians
10. Interpreters and translators 16/

This list differs slightly from that proposed for the main occupational groups by the International Civil Service Commission in document ICSC/R.187, but this list, as it stands, is not applicable for the needs of the United Nations Organization, and it therefore has had to be amended slightly.

20. The principle of the "reserve list" and its operation

The "reserve list" method requires some special explanation because of the novelty of this mechanism for the United Nations.

However frequently the competitive examinations are held (annually, biennially), the date on which they take place does not coincide with that of the vacancies, which occur at different times throughout the year. One method enabling vacant posts to be offered for competitive examination is to reserve those posts, in other words to keep them vacant between the opening up of a vacancy and the completion of the examination exercise: this procedure is likely to lead to very lengthy delays, which may give rise to serious disadvantages. If, on the other hand, an examination is held without any posts being reserved, the successful candidates may have to wait a very long time for a vacancy to open up, and this too has serious disadvantages (especially if the candidates thought that they would be appointed as soon as being declared to have passed).

The "reserve list" system, which can operate properly when all the posts in a particular group are filled by competitive examination, has the effect of keeping these twofold disadvantages to the minimum:

16/ The competitive examination system already exists for this occupational group. Also, rules concerning geographical distribution do not apply to this group.

- Applicants are informed that, if they pass the examination, they will be placed on a reserve list and that every vacancy must be filled by one of the successful applicants on this reserve list. They would also be informed that inclusion in the list does not give them an absolute right to be appointed to a post and that in any event they may have to wait a few months before being appointed. 17/

Such a system offers considerable advantages to unit chiefs with vacancies to fill: when a post falls vacant, they are free to choose their candidate from the list. 18/ The list could even take the form of a book, each page providing all relevant information on each candidate. The time taken to fill a vacancy might thus be reduced very considerably.

The list in question would, of course, be drawn up by occupational group.

21. World-wide national competitive examinations organized simultaneously by groups of countries over a period of two years

The system of the reserve list formed by combining lists of successful candidates from a number of consecutive examinations taken in different geographical areas makes for flexible organization of the examinations.

Because of the requirements of geographical distribution, it would appear necessary to adopt the idea of instituting only national competitive examinations, each country being informed beforehand by the Secretary-General of the number of places assigned to it on the reserve list (it being understood that, in circulating this number, account would be taken of the requirements of geographical distribution).

On the other hand, there is nothing to prevent examinations from being organized in several countries at the same time, using the same tests and entrusting a single board of examiners with the task of marking the papers and grading the candidates. This is the only means of making the competitive examination procedure reasonably economical. Countries can be grouped together by region or several regions can be covered at the same time, according to requirements and circumstances. 18 bis/

Despite the fact that the competitive examination for passage from the General Service category to the Professional category has shown that it is not impossible to organize such an examination on a world-wide scale, it would seem more reasonable to proceed by successive stages, namely by groups of countries, rather than confronting the difficulties of arranging a competitive examination for all the countries of the world at the same time.

17/ The waiting time for successful candidates could be reduced by keeping a number of posts vacant before the examination for a reasonable period, e.g. two or three months.

18/ It is understood that unit chiefs would not have to take account of the order in which the candidates have passed the examination.

18 bis/ The national character of these competitive examinations, even when they are organized on a regional basis will permit, when necessary, the adaptation of the methods for competitive selection to the traditions and practices of each country.

On the other hand, nationals of all Member States (except, perhaps, those which are substantially over-represented) should have the possibility of participating in a competitive examination during a period not exceeding two years; such a regular pattern would enable students in each country to prepare for the examination. It would be for the Secretary-General to decide whether, from a practical standpoint, it would be more convenient to organize competitive examinations on a six-monthly basis, which seems reasonable (this would entail holding four examinations during the two-year period), or at greater intervals.

22. The transition period and the date of introduction of the final system

A transition period of two years would appear to be needed for the change-over from the existing P-1/P-2 recruitment system to a generalized system of competitive examinations. During this period, which, if the Assembly decided to bring competitive examinations into general use, would extend from 1 January 1981 to 31 December 1982, it should be possible:

- To organize at least two competitive examinations, each covering a fairly large number of countries and, in particular, involving countries which are currently volunteers for this kind of procedure and those which are the most seriously under-represented;

- To constitute by this means (a sufficiently large number of posts being offered) a "reserve list" which could be drawn upon immediately, but which should comprise a fairly substantial number of applicants who would be available when the mandatory system is introduced, so that the system could function immediately, without posts being left vacant for too long (if, for example, this reserve comprised some 60 successful applicants, it would meet requirements for two-thirds of the vacancies which might arise in the course of a year and would thus allow time for other competitive examinations to be organized to replenish the reserve).

During this period, the existing recruitment methods (direct recruitment for a particular post) would continue to exist, side by side with the possibility of recruiting candidates who have passed the examination. The latter recruitment method should be encouraged during the transition period. On 1 January 1983, the obligation to recruit applicants from the reserve list (other than by officially authorized exception) would come into force.

23. Summary and conclusions

It therefore appears possible to recommend the following:

- The principle of the general use of competitive examinations for the recruitment of staff at the P-1/P-2 levels should be approved.

- The date for introducing this method should be set at 1 January 1983.

- During the 1981-1982 transition period, two competitive examinations should be organized to enable the system to be launched and applicants should start to be recruited by this method, concurrently with existing recruitment methods.

Chapter IV

The recruitment of Professionals at the P-3 level

24. The external recruitment of administrators at the P-3 level poses a particular problem. An examination of the posts corresponding to this level does not permit one to state clearly, at first sight, if such posts are more similar to posts at the P-1/P-2 level which are to be filled through competitive examination or to posts at the P-4/P-5 level, which, because of the professional experience required and because of their degree of specialization, must continue to be filled through more traditional methods. It could be said that these are intermediary posts of a mixed nature.

However, a more refined analysis shows that in a large number of cases P-3 posts do not require a very high degree of specialization. Very often these are P-2 posts with a few years of seniority and experience added to them. In a very large number of cases it would be legitimate to consider that such posts are "P-2/P-3 type" posts; that is to say, posts of a nature that would allow a staff member at the P-2 level to be promoted within the same function without changing assignment. This would apply to a very high number of posts such as "Administrative Officer", "Budget Officer", "Personnel Officer", "Economist" and "Information Officer", i.e. posts belonging to the largest occupational groups. It is undoubtedly possible to identify P-3 posts which are classified at this level because they require very specific qualifications, but they are exceptions to the general rule and it is certainly possible to single them out. Given these conditions, it seems to me that it would be extremely appropriate to examine the possibility of extending competitive recruitment methods to the majority of P-3 posts.

25. Recruitments at P-3 could, in theory, take place in various ways:

- A separate competitive examination for P-3 posts could be organized in parallel with the one for P-1/P-2 posts. But this would require a definition of the conditions of admission, special papers for the examination, the setting-up of a special jury, etc. Because of the heaviness of such mechanisms it does not seem that this solution could be acceptable;

- A second solution might consist in the extension of the P-1/P-2 competition to P-3 posts: it would then be necessary to define the conditions for the appointment of successful candidates at P-2 or P-3. Factors such as age or prior professional experience would have to be considered (and this might be inequitable if younger candidates were to obtain better

marks in the competition than older or more experienced candidates), or grades would have to be determined according to the mark obtained in the competition and this too would have serious drawbacks;

- It seems that the best solution would be to introduce the notion of P-2/P-3 posts: all successful candidates in the competitive examination would be placed on the reserve list for recruitment at the P-2 level, but a number of candidates would be assigned to P-2/P-3 posts.

26. It is suggested that such a system might function as follows:

(a) The majority of P-3 posts would, for recruitment purposes, be graded P-2/P-3. This is based on the assumption that a person recruited from outside, no matter how highly qualified, would require some time to acquire the necessary competence to carry out effectively the functions corresponding to the P-3 level. A list of P-3 posts which for reasons of specificity and specialization will have to be excluded from the recruitment through competitive examination will be established. These posts will be graded P-3 only.

(b) Appointments to vacant P-2/P-3 posts would be made in priority through lateral transfers of staff serving at P-1/P-2 or P-3. Such appointments would vacate another post. Persons having the required seniority would be appointed at P-3.

(c) Only when there is no qualified or interested candidate from within the Secretariat would a P-2/P-3 post be filled by a candidate from the "reserve list" which resulted from the competitive examinations. Such appointments would as a rule be at the P-2 level with promotion possible in the same post after a minimum period of good service.

(d) There would be thus only two ways of filling a vacant P-2/P-3 post, either by internal promotion or transfer, or from the reserve list.

27. The advantages of the system outlined above would be considerable.

It is important for its success that the competitive examination system be economical. If the system is limited only to P-1/P-2 posts, it would be possible to fill only a relatively small number of vacancies each year (approximately 80). However, if the P-3 grade is included in the competitive examination system, the number of vacancies per year would nearly double (estimated at 140 after excluding the posts for which competitive examinations would not be suitable). ^{19/} Thus, for an identical cost the benefits of the system would double.

^{19/} The average number of external recruitments at the P-1/P-2 level each year is around 80 (82 in 1979). This does not include promotions through the G to P examinations. The number of external recruitments at the P-3 level is of the same order of magnitude (83 in 1979). If a certain number of exceptions were eliminated, the total number of vacancies to be filled through competitive examination would be 160 - 20 = 140.

28. It is therefore suggested that the Secretariat should, as soon as possible study this important problem and identify in particular:

- The posts which would be classified as P-2/P-3 and which would be filled either through promotion or from the reserve list of the P-1/P-2 competitive examination;

- The posts which constitute exceptions; they would remain classified at the P-3 level and would be recruited along the lines set out in the following chapter for P-4/P-5 posts.

Chapter V

Regular use of rosters for the recruitment of professional staff in grades P4 and above

29. Possibility of improved recruitment procedures for P-4 and above.
Principles of a possible reform.

Outside recruitment for professional posts at grade P-4 and above is usually resorted to for specialist posts requiring good professional experience, and it would therefore not seem feasible to recruit for such posts by competitive examination.

On the other hand, it should be possible in most cases to rationalize, simplify and codify present recruitment methods, especially in view of the progresses made in the operation and use of rosters.

The principle of a possible reform might be as follows:

With a few exceptions which would have to be very carefully defined, candidates would be sought on the basis of occupation, i.e. for groups of posts having common features, instead of by post, and there would be much more systematic use than at present of the computerized rosters of internal and external candidates.

30. Preliminary studies required

Before making a precise determination of the procedures which might be used, there must be an analysis of the situation and the problems involved. Such an analysis should include:

(a) The preparation of an official list of occupations within the occupational groups listed in paragraph 19 above. The existing lists (e.g. the list now used in the Secretariat for statistical purposes and the list proposed by the International Civil Service Commission) are not suitable, and care must be taken to produce a list reflecting the actual composition of the Secretariat. Furthermore, the use of that list must be made compulsory by decision of the Secretary-General.

(b) The classification of all professional posts by occupation. It will then be clear that some occupations at level P4 and above cover a large number of posts, whereas others cover only a few, possibly only one or two.

(c) The division of all posts (and occupations), after consultation with the departments and services concerned, into two categories, those which are preferably filled by internal promotion, and those more suitable for outside recruitment.

(d) The definition for each occupation of the qualifications which candidates must possess: academic qualifications, professional experience, knowledge of languages, and so on. Thus, for each occupation, there would be a specific list of essential and desirable qualifications (i.e. qualifications which are not essential but possession of which would be a valuable advantage). Such definitions are already contained in job descriptions. They merely need to be checked, revised to fit the occupational groups, and then codified.

(e) A review of these occupational qualifications to identify possible similarities between the qualifications required for similar or analogous occupations. Particularly at P4 and P5, there are occupations which all require roughly the same professional experience and the same level of knowledge of the working of the United Nations or the United Nations system (Administrative Officer, Executive Officer, Committee Secretary, and so on). Such a review could lead to the compiling of qualification patterns covering several occupations, which would certainly facilitate recruitment.

All this would take several months and would require the co-operation of all the services concerned. What the results will be it is impossible to say, but such analyses would certainly greatly facilitate the subsequent organization and planning of recruitment and the appropriate use of rosters.

31. Use of the rosters

Without prejudging the information which the analyses recommended above may produce, it may be said that for recruitment, promotion or internal transfer:

(a) There would be two rosters: the roster of internal candidates and the roster of external candidates.

(b) These rosters would be made up as follows:

-- The roster of internal candidates would contain all the Professional staff in the Secretariat; it would summarize the basic information in each professional staff member's file and could be used both for purposes of transfer, placement, promotion and career development (subject to certain conditions defined below) and for all kinds of statistics on the composition of the Secretariat;

-- Candidates would be entered in the roster of external candidates after a summary review by the Office of Personnel Services. For each candidate the roster would contain a description of qualifications and skills similar to that used for the roster of internal candidates.

(c) The operation of the two rosters would be co-ordinated. Studies now in progress to improve the working of the computerized roster of external candidates (AMS study and current study by the Recruitment Programming Section) should show how the roster could be used to select candidates by occupation according to their qualifications, and even classify them in order of the value of their qualifications for a particular occupation. Much work and study remain to be done in order to achieve that result. The work will largely consist of revising the forms on which candidates state their qualifications (Personal History Forms P-11) and the way in which the qualifications and skills of candidates are described, evaluation procedures and methods of keeping the roster up to date, etc.

/...

(d) The roster of internal candidates would be organized on the same lines as the roster of external candidates, but it would be supplemented, for the purposes of transfer, placement, promotion, etc., by information concerning staff members' own wishes regarding their future careers, which could be obtained from the staff members by questionnaire.

(e) As regards the policy for feeding information into the roster of external candidates and for feeding into either roster information required for recruitment and placement, a basic distinction should be made between:

- Occupations for which there is frequent recruitment (e.g. three recruitments a year for the same occupation);
- Occupations for which there is recruitment only at widely-spaced intervals (e.g. one recruitment every five or six years).

For occupations in the latter category (widely spaced recruitment) the procedures (such as advertising) for getting outside candidates on the roster would be initiated only when a vacancy was pending. In other words, the present procedure of recruiting for posts would be maintained, improved if possible by a better system of forecasting vacancies.

For occupations in the former category (relatively frequent recruitment), however:

(i) A policy for feeding information into the roster would be defined, taking into account the reserve of worth-while candidates already on the roster, the composition of that reserve by sex, nationality and so on, and the requirements of recruitment planning with a lead time of about two years (number of posts to be filled, desirable nationalities) - in other words there would be planned selective advertising based on the rostered information;

(ii) The candidatures thus identified would be periodically reviewed and evaluated by a special procedure including an interview if possible and involving the Office of Personnel Services and the departments concerned; such a procedure should result in the selection for each occupation of immediately recruitable candidates for posts in those occupation groups;

(iii) When a vacancy occurs the roster of internal candidates would be consulted first, and if it produced no acceptable candidate, the service chiefs would be required to make a choice from the lists of outside candidates already identified as immediately recruitable".

Chapter VI

Resources to be deployed and possible revision
of the structure of the Office of Personnel Services

32. Resources to be deployed - cost of the transition period

The experience of the first competitive examination for promotion from the G category to the P category has shown that the introduction of new methods and new structures required a vast amount of time and effort. The dedication of the officials responsible for introducing such important changes in the traditional methods certainly makes up to some extent for the lack of resources, but it cannot solve all the problems. The need to organize transition periods during which the old and the new procedures coexist means that some additional posts must be created immediately and for the duration of the transition period in the services bearing the main burden of the reforms. Once the reforms have been completed, the new machinery should certainly be more economical than the present machinery, on condition that certain structural reforms are made. During a period of several years, however, provision must, on the contrary, be made for carrying out the new tasks while at the same time continuing with the old ones. The Secretary-General should put forward carefully considered and substantiated proposals in this connexion. It may be stated here and now, however, that the Training and Examinations Service, in particular, ought to be given as from the beginning of the transition period the means necessary to meet the demands made of it, although there is no hope of any immediate lightening of the burden of work of the other services, and particularly the Professional Recruitment Service.

33. Possible overhauling of the structure of the Office of Personnel Services

Furthermore, such an important reform should lead to structural changes and these changes should, after a few years, permit economies. This is why it would be desirable to submit to the General Assembly an over-all plan which shows not only the efforts needed to cover the transition period but also how the Office of Personnel Services could be reorganized after a number of years. In particular, it would seem that, if all the recommendations made in this report were approved, this would eventually lead to the functions of the present Professional Recruitment Service being distributed between the Training and Examinations Service, on the one hand, and the Recruitment Programmes Section responsible for

the rosters, on the other. At present, however, these two Services do not belong to the same Division. Consideration should also perhaps be given to the possibility of splitting up responsibilities for examinations and training responsibilities. The increased use of the two harmonized rosters could also have repercussions on the duties and structure of the Career Development and Placement Unit. It does not seem possible to us now to put forward more specific proposals, but it might be desirable to link any authorizations for the creation of new posts with an over-all review of the structure of the Office of Personnel Services within a given period.

Chapter VII

Principal recommendations

RECOMMENDATION No. 1 - Competitive examination for the promotion of General Service staff members to the Professional category

In order to make the decisions of the Secretary-General regarding the number of General Service staff members who have, with or without a competitive examination, been authorized in 1979 to be admitted to grades P-1 and P-2 compatible with the provisions of General Assembly resolution 33/143 (paragraph(g) of part I):

(a) A definite end should be put to the exceptional measures which have permitted promotions from G to P without competitive examinations;

(b) No competitive examination for passage from G to P should be organized for the year 1980;

(c) For the year 1981, the number of posts open to competitive examination for promotion from G to P should not exceed 36;

(d) For subsequent competitive examinations for promotion from G to P, the number of posts open to competition should be calculated by applying the coefficient of 30 per cent to the average over the past five years of the total number of grade P-1 and P-2 posts available for appointments.

RECOMMENDATION No. 2 - General application of the competitive examination procedure for the recruitment of young Professional staff

The General Assembly might consider approving:

(a) The principle that only those candidates who had passed a competitive examination should be eligible for appointment to P-1 or P-2 posts by promotion or external recruitment;

(b) Implementation of this principle not later than 1 January 1983;

(c) The institution of a transition period between 1 January 1981 and 31 December 1982 during which competitive examinations would be gradually organized in a fairly large number of countries;

(d) The measures described in chapter III of this report, including in particular:

- The organization of written examinations including a general examination, specialized examinations by occupational group and personal interviews,
- The organization of competitive examinations by groups of countries,
- The establishment of a "reserve list", etc.

RECOMMENDATION No. 3 - Study of methods of recruitment to be applied to P-3 posts

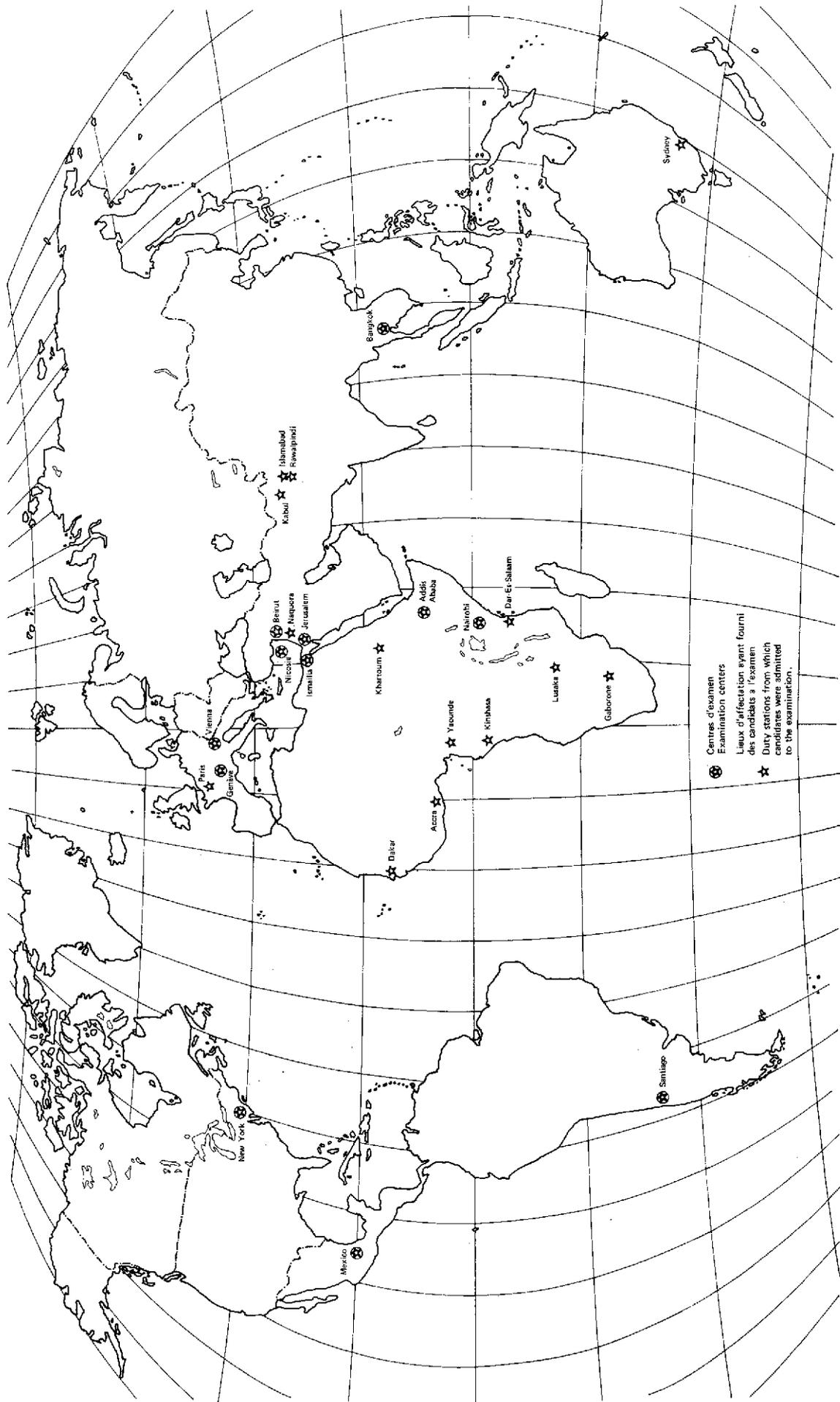
The Secretary-General should be requested to carry out a study on the possibility of extending the methods of recruitment by competitive examination to a certain number of P-3 posts and in particular to examine the possibility of instituting a P-2/P-3 post category, and to report on the subject to the General Assembly in 1981.

RECOMMENDATION No. 4 - Systematization of the use of rosters for recruitment of categories P-4 and above

The studies to facilitate a more systematic use of the rosters of internal and external candidates for recruitment to posts of P-4 and above should be accelerated, taking into account the methods recommended in chapter V of this report: the use of two harmonized rosters, a policy for compiling the rosters of external candidates which should include plans for selective publicity, a special procedure to ensure the identification in the future of "immediately recruitable candidates" for certain categories of posts, etc. and the Secretary-General should be requested to report on the subject to the General Assembly in 1981.

CONCOURS DE PASSAGE DE LA CATEGORIE A LA CATEGORIE P. EN 1979
 CENTRES D'EXAMEN ET LIEUX D'AFFECTATION AVANT JOURNI DES CANDIDATS A L'EXAMEN

COMPETITIVE EXAMINATION FOR THE PASSAGE OF GENERAL SERVICE STAFF MEMBERS TO THE PROFESSIONAL CATEGORY IN 1979
 EXAMINATION CENTERS AND DUTY STATIONS FROM WHICH CANDIDATES WERE ADMITTED TO THE EXAMINATION



Centres d'examen
 Examination centers
 Lieux d'affectation ayant fourni
 des candidats a l'examen
 Duty stations from which
 candidates were admitted
 to the examination.